



Annual Notification to Parents and Students

2024-2025

Please review the material in this booklet.



Dr. Jason Reimann, Superintendent

24411 Amador Street, Hayward, CA 94544 T 510.784.2600

Message from the Superintendent



Dear Parents/Guardians and Students:

On behalf of the Board of Education and the staff of the Hayward Unified School District (HUSD), I want to welcome you to the 2024-2025 school year. HUSD remains committed to serving our students and families by providing learning environments and experiences that are safe, engaging, supportive, equitable, inclusive, and joyful for all students.

This handbook contains information about the roles and responsibilities of the district, parents, guardians, students, and community. Please take the time to review and familiarize yourself with the information contained in this handbook.

We are excited that we continue to invest in improving and modernizing our schools and other facilities. I am particularly thrilled that we opened our new Performing Arts Center this spring. Located next to the Mt. Eden High School campus, this new facility will allow students across the district to experience an exciting new performing space, and for us to host events for the surrounding Hayward community. We continue to grow our before- after-school programs, we are making our preschools available to more families, and our investment in equity, anti-bias and anti-racism work is as strong as ever. On the academic side, our dedication to science, technology, engineering, arts, and mathematics continues to grow, as does our commitment to improved literacy.

I am looking forward to an inspiring new year and appreciate your partnership as we continue to support the needs of all of our Made in Hayward scholars. Thank you for all that you have done to support the Hayward Unified School District and most importantly for entrusting us with your child.

Sincerely,

Jason Reimann

Hayward Unified School District Board of Education



Mr. Peter Bufete
President



Ms. Sara Prada
Vice President



Dr. April Oquenda
Clerk



Mr. Ken Rawdon
Member



Mr. Joe Ramos
Member

The HUSD School Board respectfully acknowledges the original peoples of the lands on which our campuses are built. For thousands of years and hundreds of generations the Chochenyo (Cho-ken-yio) people actively stewarded these lands to ensure they provided for all living things. This land on which our district was established was, and continues to be, of significance to the Muwekma (Mew-weck-mah) Ohlone tribe. Today we acknowledge the impact that colonization had on the Chechenyo/Muwekma Nation, and recognize our responsibility to help them heal from this history and secure a sustainable future.

Hayward Unified School District District Superintendents

Dr. Jason Reimann, Superintendent
Chien Wu-Fernandez, Associate Superintendent, Student & Family Services
Dr. Lisa Davies, Assistant Superintendent, Educational Services
Kim Watts, Assistant Superintendent, Human Resources
Allan Garde, Assistant Superintendent, Business Services

Hayward Unified School District
24411 Amador Street Hayward, CA 94544 (510) 784-2600
ON-LINE CONTENT – www.husd.us

Table of Contents

Calendars	2	Special Education	28
Student Attendance Expectations	5	Parental Notification of Program Choice	28
School Attendance/Attendance Alternatives	7	Multilingual Language Learners	29
School Enrollment Options	9	Health Services	30
Residency	9	Parent Involvement and Family Engagement	33
Student Nutrition	10	Curriculum and Personal Beliefs	36
Home and Hospital Instruction	11	School Records and Student Achievement	37
Notice of Alternative Schools	11	Filing a UCP Complaint and Due Process Protections	39
Behavior and Discipline	12	Sexual Harassment	42
Harassment/Bullying	18	Safe Schools	43
Transportation and Safety	19	Drug Free Schools	44
Graduation Requirements	20	Pesticide Use	44
Standardized Testing and Reporting	21	Acronym List	46
University Admissions	21	Acceptable use of Technology	47
Services for Students	26	Know Your Rights	50

Hayward Unified School District

2024-2025 Traditional Student Calendar - TENTATIVE AGREEMENT (Pending Board Approval)



School Begins/Ends



Quarter Begins/Ends



Trimester Begins/Ends

SYMBOLS



Teacher Workday/
Staff Development Day



National Holiday



Local Holiday/Recess

JULY 2024					AUGUST 2024				
M	T	W	TH	F	M	T	W	TH	F
1	2	3	★	5				1	2
8	9	10	11	12	5	6	7	8	9
15	16	17	18	19	(12)	(13)	(14)	★	16
22	23	24	25	26	19	20	21	22	23
29	30	31			26	27	28	29	30
SEPTEMBER 2024					OCTOBER 2024				
M	T	W	TH	F	M	T	W	TH	F
★	3	4	5	6		1	2	3	4
9	10	11	12	13	7	8	9	10	11
16	17	18	19	20	14	15	16	17	18
23	24	25	26	27	21	22	26	24	25
30					28	29	30	31	
NOVEMBER 2024					DECEMBER 2024				
M	T	W	TH	F	M	T	W	TH	F
				(1)	2	3	4	5	(6)
4	5	6	7	8	9	10	11	12	13
★	12	13	14	15	16	17	18	19	20
18	19	20	21	22	23	★	★	26	27
25	26	27	★	★	30	★			
JANUARY 2025					FEBRUARY 2025				
M	T	W	TH	F	M	T	W	TH	F
		★	2	3	3	4	5	6	7
6	7	8	9	10	10	11	12	13	14
13	14	15	16	(17)	★	18	19	20	21
20	21	22	23	24	24	25	26	27	28
27	28	29	30	31					
MARCH 2025					APRIL 2025				
M	T	W	TH	F	M	T	W	TH	F
3	4	5	6	7		1	2	3	4
10	11	12	13	14	7	8	9	10	11
17	18	19	20	21	14	15	16	17	18
24	25	26	27	28	21	22	23	24	25
★					28	29	30		
MAY 2025					JUNE 2025				
M	T	W	TH	F	M	T	W	TH	F
			1	2	2	3	4	5	★
5	6	7	8	9	9	10	11	12	13
12	13	14	15	16	16	17	18	★	20
19	20	21	22	23	23	24	25	26	27
★	27	28	29	30	30				

July 4

Independence Day

August 12

Staff Development Day (No School)

August 13

Staff Development Day (No School)

August 14

Teacher Work Day (No School)

August 15

School Begins

September 2

Labor Day

October 18

First Quarter Ends (7-12)

November 1

Staff Development Day (No School)

November 8

Trimester Ends (TK-6)

November 11

Veterans Day

November 25-29

Thanksgiving Break

December 2-5

Parent Conferences (Minimum Day TK

December 6

Parent Conferences (No School TK-6)

December 23 - January 3

Winter Recess

January 16

Second Quarter ends

January 17

Teacher Work Day (No School 7-12)

January 20

Martin Luther King Jr. Day

February 17-21

Presidents Week

March 5

Trimester Ends (TK-6)

March 27

Third Quarter Ends (7-12)

March 28

Spring Break Day

March 31

Cesar Chavez Birthday

April 1-4

Spring Recess

May 26

Memorial Day Observed

June 6

School Ends

June 9

Teacher Workday (No School)

June 19

Juneteenth

180 Student Days

3 Teacher Workdays

3 District Wide Staff Development Days

Hayward Unified School District

2024-2025 Year-Round Student Calendar - TENTATIVE AGREEMENT (Pending Board Approval)



School Begins/Ends



Quarter Begins/Ends



Trimester Begins/Ends

SYMBOLS



Teacher Workday/
Staff Development Day



National Holiday



Local Holiday/Recess

JULY 2024					AUGUST 2024				
M	T	W	TH	F	M	T	W	TH	F
1	2	3	★	5				1	2
8	⑨	★	11	12	5	6	7	8	9
15	16	17	18	19	⑫	⑬	14	15	16
22	23	24	25	26	19	20	21	22	23
29	30	31			26	27	28	29	30
SEPTEMBER 2024					OCTOBER 2024				
M	T	W	TH	F	M	T	W	TH	F
★	3	4	5	6		①	②	③	④
9	10	11	12	13	⑦	⑧	⑨	⑩	⑪
16	17	18	19	⑳	14	15	16	17	18
⑳	㉑	㉒	㉓	㉔	21	22	23	24	25
30					28	㉑	30	31	
NOVEMBER 2024					DECEMBER 2024				
M	T	W	TH	F	M	T	W	TH	F
				①	2	3	4	5	6
4	5	6	7	8	9	10	11	12	13
★	12	13	14	15	16	17	18	19	20
18	19	20	21	22	23	★	25	26	27
28	29	30	31		30	31			
JANUARY 2025					FEBRUARY 2025				
M	T	W	TH	F	M	T	W	TH	F
		★	2	3	3	4	5	6	7
6	7	8	9	10	10	11	12	13	14
13	14	15	16	17	★	18	19	20	★
20	21	22	23	24	24	25	26	27	28
27	28	29	30	31					
MARCH 2025					APRIL 2025				
M	T	W	TH	F	M	T	W	TH	F
3	4	5	6	7		1	2	3	4
10	11	12	13	14	7	8	9	10	11
17	18	19	20	21	14	15	16	17	18
24	25	26	27	28	21	22	23	24	25
★					28	29	30		
MAY 2025					JUNE 2025				
M	T	W	TH	F	M	T	W	TH	F
			1	2	2	3	4	5	★
5	6	7	8	9	⑨	10	11	12	13
12	13	14	15	16	16	17	18	★	20
19	20	21	22	23	23	24	25	26	27
★	27	28	29	30	30				

July 4

Independence Day

July 9th

Teacher Work Day (No School TK-6)

July 10th

School Begins

August 12th

Staff Development Day (No School TK-6)

August 13th

Staff Development Day (No School TK-6)

Sept. 2nd

Labor Day

Sept. 16th - 19th

Parent Conferences Minimum Days

Sept. 20th

Parent Conferences (No School TK-6)

Sept. 23rd - Oct. 11th

Fall Recess

Oct. 29th

Trimester Ends

Nov. 1st

Staff Development Day (No School TK-6)

Nov. 11th

Veterans' Day

Nov. 25th - Nov. 29th

Thanksgiving Break

Dec. 23d - Jan. 10th

Winter Recess

Jan. 20th

Martin Luther King Jr. Day

Feb. 17th - Feb. 21st

Presidents' Week

February 28

Trimester Ends

March 31st

Cesar Chavez

April 1st - 11th

Spring Recess

May 26

Memorial Day Observed

June 6th

School Ends

June 9th

Teacher Workday (No School TK-6)

June 19th

Juneteenth

180 Student Days

3 Teacher Workdays

3 District Wide Staff Development Days

Section 48980 of the Education Code of California requires that notice be given at the beginning of the first semester or quarter of the regular school term to the parent or guardian of the minor students in the school district regarding the rights of the parent or guardian under sections 32390, 35291, 46014, 48205, 48207, 48208, 49403, 49423, 49451, 49472, 51938, Chapter 2.3 (commencing with section 32255) of Part 19, and notice of the availability of the program prescribed by Article 9 (commencing with section 49510) of Chapter 9 and of the availability of individualized instruction under section 48206.3. Section 48982 requires that this Notice be signed and returned by the parent or guardian to the school. Signature and return of the attached form is acknowledgement by the parent or guardian that he or she has been informed of their rights but does not indicate that consent to participate in any particular program has either been given or withheld. Pursuant to parent request, the annual notification may be provided in electronic format, the parent or guardian must submit to the school a signed acknowledgement of receipt of this notice. Some legislation requires additional notification to the parents or guardians during the school term or at least 15 days prior to a specific activity (A separate letter will be sent to parents or guardians prior to any of these specified activities or classes, and the student will be excused whenever the parents or guardians file with the principal of the school a statement in writing requesting that their child not participate.). Other legislation grants certain rights that are spelled out in this form. Accordingly, you are hereby notified as follows (when used in this notification "parent" includes a parent or legal guardian):

STATEMENT OF NON-DISCRIMINATION (Title VI Civil Rights Act of 1964; Title IX of the US Education Amendments of 1972; Americans with Disabilities Act; Section 504 of the Vocational Rehabilitation Act of 1973; EC §200 et seq): Hayward Unified School District (HUSD) is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital or parental status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy requires notification in native language if the district's service area contains a community of minority persons with limited English language skills. Notification must state that the district will take steps to assure that the lack of English will not be a barrier to admission and participation in district programs. This policy applies to all students insofar as participation in programs and activities is concerned, with few exceptions such as contact sports. See the HUSD website for more information on complaint management, Title IX and Uniform Complaint Procedures and forms. In accordance with federal law, complaints alleging noncompliance with this policy should be directed to the school site principal/designee and/or their supervisor.

The Age Discrimination Act (42 USC § 6101 et seq.): The Age Discrimination Act prohibits discrimination in programs or activities receiving federal and/or state financial assistance.

Questions regarding Uniform Complaints and Title IX can be referred to the district's Title IX Coordinator:

Title IX Coordinator –Peter Wilson
24411 Amador Street
Hayward, Ca 94544
Tel: 510-784-2600 Ext. 72562 Email: pwilson@husd.k12.ca.us

Questions regarding Section 504 of the Rehabilitation Act can be referred to the district's 504 Coordinator:

504 Coordinator – Mat Clark
24823 Soto Road, HUB 29
Hayward CA 94544
Tel: 510-723-3857 ext 34229 Email: mclark@husd.k12.ca.us

Questions regarding the Americans with Disabilities Act can be referred to the district's Title II Coordinator:

Coordinator of Benefits and Risk Management – Lisa Cote
24411 Amador Street
Hayward CA 94544
Tel: 510-784-2680 Email: lcote@husd.k12.ca.us

Questions regarding equity of access to any district program can be referred to the district's Title V CCR Coordinator:

Assistant Superintendent, Educational Services – Dr. Lisa Davies

24411 Amador Street

Hayward CA 94544

Tel: 510-784-2655 Email: ldavies@husd.us

A copy of Local Education Agency [Uniform Complaint Board Policy](#) along with the [Uniform Complaint Administrative Regulations](#) and the HUSD [Non-Discrimination Policy](#) which includes HUSD complaint procedures, are available, free of charge, upon request.

EDUCATIONAL EQUITY REGARDLESS OF IMMIGRATION STATUS, CITIZENSHIP, OR RELIGION (EC §234.7): Children have a right to a free public education, regardless of immigration status, citizenship status, or religious beliefs. When enrolling a child, schools may accept a variety of documents from the student's parent to demonstrate proof of child's age or residency. No information about citizenship/immigration status or Social Security number is required to enroll in school. Parents have the option to provide a school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for a minor student in the event the parent is detained or deported. Parents have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for a minor student. Students have the right to report a hate crime or file a complaint to the school district if they are discriminated against, harassed, intimidated, or bullied on the basis of actual or perceived nationality, ethnicity, or immigration status. The California Attorney General's website provides "know your rights" resources for immigrant students and family members online at <https://oag.ca.gov/immigrant/rights>.

STUDENT ATTENDANCE EXPECTATIONS

Attendance: Student attendance is a responsibility shared by students, parents/guardians, teachers, and school administrators. Parents/guardians are responsible for sending their children to school and for providing an explanation for absences. If attendance problems occur, parents are responsible for calling the school regularly to monitor attendance and for meeting with school staff to develop strategies for improving attendance.

Schools and teachers are responsible for maintaining accurate records of student attendance, encouraging regular attendance by all students, and notifying parents of irregular attendance.

The Director of Child Welfare and Attendance shall have the overall district responsibility to monitor and maintain attendance policies, practices, and procedures.

Students are expected to attend school every day and on time. School district policy and state law require daily on time school attendance for students between the ages of 6 and 18 or until high school graduation or equivalent.

Expectations for Attendance: Becoming 'Made in Hayward' means graduating ready for college and career. The best way to do this and a district priority is for **every child to be in school on time every day school is in session**. Studies show a direct correlation between daily school attendance and high student achievement. We encourage parents and guardians to reinforce the importance of daily on time school attendance and to make every effort to send your child to school every day.

Parents/guardians are responsible for presenting a satisfactory explanation for their student's absences. Excused absences shall be allowed only for illness, medical appointments, family emergencies, and such other justifiable personal reasons as are permitted by law and specified in administrative regulations.

When a student has had 10 absences in the school year for illness verified by methods listed (written, phone call, email), any further absences for illness shall be verified by a note/letter/written communication from a certified health care professional or authorized school personnel such as a school nurse. If absences due to illness beyond the 10th absence are not verified by a certified health care professional the absences will be considered unexcused, which may initiate the SARB process. A parent or legal guardian may contact the school nurse to seek assistance.

When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.

Review the school district calendar and plan family vacations only during school holidays. A student's absence for **vacation is not an excusable absence** and is valuable instructional time lost for the student.

Parent/guardians must contact the student's school to clear all absences within 72 hours of the initial absence. Absences that are not valid or that have not been excused within 72 hours are considered Truant – illegally absent. The Hayward Unified School District uses an automated program called "School Status-Attend" to monitor attendance and notify parents & legal guardians when

students are considered truant and excessively absent. Truancy letters will be sent to parent/guardians when a student accumulates 3 or more unexcused absences (or periods at middle & high school), is tardy to school or class in excess of 30 minutes, or any combination of either. Parent/Guardians are legally responsible for their student's truancy. **Please make on time daily attendance a priority for your family.**

Just as it is a parent's responsibility to ensure your child attends school daily, on time, it is also a parent's responsibility to ensure the on time pick up of your child. Please support the schools in ensuring that every child is safe and adequately supervised after school.

The City of Hayward implements a Daytime Curfew Ordinance making it unlawful for a school age child to be out in the community when that child's school is in session [Hayward Municipal Code: Sec.4-9.05].

Students who violate the daytime curfew and/or fail to attend school, risk serious consequences including the loss of school privileges, fine, loss of work permit, or driver's license. Parent/Guardians are legally responsible for their child's curfew violation.

Notice of Minimum Days and Student-Free Staff Development Days (EC §48980): The district is required to annually notify parents of its schedule(s) of minimum days and student-free staff development days at the beginning of the year or as early as possible, but no later than one month prior to the scheduled minimum or student-free day.

Excused Absences EdCode 48205.

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
- (7) For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- (10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- (11) For the purpose of participating in a cultural ceremony or event.
- (12) (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.
 - (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year.
 - (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
- (13) (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.
 - (i) To access services from a victim services organization or agency.
 - (ii) To access grief support services.
 - (iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.

(14) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed one school day per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) For purposes of this section, the following definitions apply:

(1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.

(2) "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.

(3) "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

(4) "Victim services organization or agency" has the same meaning as defined in paragraph (7) of subdivision (g) of Section 230.1 of the Labor Code.

(Amended by Stats. 2023, Ch. 846, Sec. 1.5. (AB 1503) Effective January 1, 2024.)

Grade Reduction/Loss of Academic Credit (EC §48980 (j)): No student shall have their grade reduced or lose academic credit for any excused absence pursuant to EC §48205 for missed assignments/tests that can be reasonably provided/completed.

Absences for Confidential Medical Services (EC §46010.1): School authorities may excuse any pupil in grades 7-12 from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. District policy regarding excusing such absences is available upon request. **When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.**

Absence for Religious Instruction (EC §46014): Districts may allow students with parent consent to be excused to participate in religious exercises/instruction.

SCHOOL ATTENDANCE/ATTENDANCE ALTERNATIVES

Required Notifications

California law (EC §48980(h)) requires all school boards to inform each student's parent at the beginning of the school year of the various ways in which they may choose schools for their children to attend other than the ones assigned by school districts. Students who attend schools other than those assigned by the districts are referred to as "transfer students" throughout this notification. There are processes for choosing a school within the district in which the parent lives (**intradistrict transfer**), and for selecting schools in other districts (**interdistrict transfer**). The general requirements and limitations of each process are described as follows:

Choosing a School Within District in Which Parent Lives: The law (EC §35160.5(b)) requires the school board of each district to establish a policy of open enrollment, BP 5116.1, that allows parents to choose the schools their children will attend, regardless of where the parent lives in the district. The law limits choice within a school district as follows:

(1) Students who live in the attendance area of a school must be given priority to attend that school over students who do not live in the school's attendance area.

(2) In cases in which there are more requests to attend a school than there are openings, the selection process must be "random and unbiased", which generally means students must be selected through a lottery process rather than on a first-come, first-served basis. A district cannot use a student's academic or athletic performance as a reason to accept or reject a transfer.

(3) Each district must decide the number of openings at each school which can be filled by transfer students. Each district also has the authority to keep appropriate racial and ethnic balances among its schools, meaning that a district can deny a transfer request if it would upset this balance or would leave the district out of compliance with a court-ordered or voluntary desegregation program.

(4) A district is not required to provide transportation assistance to a student that transfers to another school in the district under these provisions.

- (5) If a transfer is denied, a parent does not have an automatic right to appeal the decision. A district may, however, voluntarily decide to put in place a process for parents to appeal a decision.

School Choice

Under the Every Student Succeeds Act (ESSA) Section 1111(d)(1)(D), for schools identified for comprehensive support and improvement (CSI), the local educational agency (LEA) may provide all students enrolled in the school with the option to transfer to another public school served by the LEA, unless such an option is prohibited by State law. (ESSA Section 1111(d)(1)(D)(i)) In providing students the option to transfer to another public school, the LEA shall:

- Give priority to the lowest achieving children from low-income families, as determined by the local educational agency for purposes of allocating funds to schools under section 1113(c)(1) (ESSA Section 1111(d)(1)(D)(ii));
- Ensure that a student who transfers to a school in the LEA that is not identified for CSI enroll in classes and other activities in the public school in the same manner as all other students in the school (ESSA Section 1111(d)(1)(D)(iii));
- Permit a student who transfers to another public school in the LEA that is not identified for CSI to remain in that school until the student has completed the highest grade in that school (ESSA Section 1111(d)(1)(D)(iv)).

The public school choice (Choice) program under the No Child Left Behind (NCLB) was phased out in the 2017-18 school year due to the implementation of the ESSA. However, LEAs are still required to provide transportation to students who transferred to non-program improvement schools under the NCLB Choice program and allow such students to remain in the schools of choice until they complete the highest grade level in that school

Unsafe School Choice Option (USCO) Policy: If, while on school grounds, a student becomes a victim of a violent criminal offense as defined by the State Board of Education, or attends a school designated by the California Department of Education as persistently dangerous, they shall be provided an option to transfer to another school within the district or charter school.

Interdistrict Transfer/Reciprocal Agreement

An interdistrict transfer/reciprocal agreement is when parents/guardians wish to register/admit/enroll their student(s) at a school other than the designated school that is in their attendance area **outside** of their district.

California [Education Code sections 46600–46610](#) permits parents/guardians to request an interdistrict transfer/reciprocal agreement. The fundamental basis for this provision is the signing of an agreement between districts. Interdistrict transfer/reciprocal agreement must be approved by both the student's original district of residence and the district to which the student seeks to transfer to. Both districts must approve the agreement before it becomes valid. The agreement may extend for a maximum of five consecutive years and may include terms or conditions. It is within the authority of either the home district or the receiving district to revoke an interdistrict transfer/reciprocal agreement at any time for any reason the local board or district superintendent deems appropriate.

- (1) If either district denies a transfer request, a parent may appeal that decision to the county board of education. There are specified timelines in the law for filing an appeal and for the county board of education to make a decision.
- (2) A district of residence may not deny a transfer of a student whose parent is active duty military where the district of proposed enrollment approves the application.

Parental Employment in Lieu of Residency Transfers (EC §48204(b)): If at least one parent or legal guardian of a student is physically employed in the boundaries of a school district other than the one in which they live for a minimum of 10 hours during the school week, the student may be considered a resident of the school district in which their parents work. This code section does not require that a school district accept a student requesting a transfer on this basis, but a student may not be rejected on the basis of race/ethnicity, sex, parental income, academic achievement, or any other “arbitrary” consideration. Other provisions of EC §48204(b) include:

- (1) Either the district in which the parent or legal guardian lives or the district in which the parent or legal guardian works may prohibit the student's transfer if it is determined that there would be a negative impact on the district.
- (2) The district in which the parent or legal guardian works may reject a transfer if it determines that the cost of educating the student would be more than the amount of government funds the district would receive for educating the student.
- (3) There are set limits (based on total enrollment) on the net number of students that may transfer out of a district under this law, unless the district approves a greater number of transfers.
- (4) There is no required appeal process for a transfer that is denied. However, the district that declines to admit a student must provide in writing to the parent or legal guardian the specific reasons for denying the transfer.

Open Enrollment Act (EC § 48350-48361): The Open Enrollment program is no longer administered by the California Department of Education (CDE) The Open Enrollment Act is based on the former accountability system, called the Academic Performance Index (API). California Education Code (EC) sections 48350-48631 provides students enrolled in a low-achieving school the option to transfer to a different school with a higher API than the student's school of residence. Due to the transition to a new accountability system, known as the California School Dashboard (referred to as the Dashboard), the California Department of Education is no longer able to produce a list of low-achieving schools based on the requirements specified in the EC. The Dashboard is intended to show parents, educators, and community members how their district and school are performing using multiple measures and replaces the API, the former accountability system. The Dashboard measures are based on factors that contribute to a quality education, including high school graduation rates, college and career readiness, student test scores, English learner progress, suspension rates, and parent engagement.

SCHOOL ENROLLMENT OPTIONS

Intradistrict Transfers: The Hayward Board of Education desires to provide enrollment options that meet the diverse needs and interests of district students. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy and administrative regulation.

Enrollment Priorities: Priority of attendance outside a student's attendance area shall be given as follows:

- (1) The Superintendent or designee may approve a student's transfer to a district school upon finding that **special circumstances** exist that might be harmful or dangerous to the students in the current attendance area, including, but not limited to, threats of bodily harm or threats to the emotional stability of the student. To grant priority under these circumstances, the Superintendent or designee must have received applications for either:
 - (a) A student may transfer to another HUSD school outside the residence attendance area through the process of **Open Enrollment** also known as School Choice. The Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever a school receives admission requests that are in excess of the school's capacity. A school's capacity shall be calculated in a non-arbitrary manner using student enrollment and available capacity as determined by the school district.
 - (b) A student may transfer during a school year to another HUSD school that has available space through a process of **intradistrict transfer**. **Intradistrict transfers may be requested to access a special or unique educational program not available at the resident school, for childcare needs (grades TK-6) or for special circumstances indicated above.** **Transportation** shall be the responsibility of the parent/legal guardian.

RESIDENCY

District Residency: Children attending public school must attend school in the school district in which their parent/legal guardian resides, unless authorized by law and district policy to attend school in another district. Students in the Hayward Unified School District must enroll in the school within the attendance area in which their parent/legal guardian resides unless authorized by law and district policy to attend another school within the district.

A student residing within the district may establish residency by providing documentation of one of the following:

- (1) That he/she lives with a parent/legal guardian within the district
- (2) That he/she is an emancipated minor living in the district
- (3) That he/she is in the court-appointed care of a licensed foster home, family home or children's institution within the district
- (4) That he/she is in the home of a relative as defined by the California Code of Regulations, Title 22
- (5) If an interdistrict attendance agreement is in effect (as outlined in BP 5117)
- (6) If the student is confined to a district area hospital or residential care facility for treatment of a temporary disability

Students who are homeless as defined under the provisions and guidelines of the McKinney-Vento Homeless Act, shall be admitted to district schools regardless of whether or not they have the ability to initially provide the required proof of residency. (EC § 48200, 48204, 48206.3, 48208); [BP 5117]

Verification of Residency: Two separate and current (within two months) documents tied to the home are required to verify residency. Reasonable documentation includes but is not limited to any of the following: Property Tax Payment or Receipt, Rental Property contract, lease, or payment receipts, Utility Bill, Pay Stubs, Voters Registration and State/ Government agency correspondence,

Declaration of Residency (EC 48204.1). District schools shall retain a record of the types of documents or written statements offered as verification.

When registering a student, the parent/legal guardian must also provide personal picture identification which may consist of the following: current California State driver's license, current California State ID card, government ID, valid passport, consulate issued picture ID, or other picture identification card.

When a family moves, the student's school must be notified of changes in residency within five (5) school days of the change of residence.

Change of Residence/Falsification

It is the responsibility of the parent/guardian to notify the school their student attends, within five school days, when the student, parent/guardian moves from the address provided at the time of registration. It is considered falsification to move and fail to notify the District within five school days. If a District employee reasonably believes that a parent/guardian provided false or unreliable evidence of residency, the Superintendent or designee shall make reasonable efforts (document checks, phone calls, home visits, etc.) to determine whether the student resides in the District. (BP/AR 5111.1, 5117) Falsification of residency may result in the student being dropped from enrollment.

Attendance Where Caregiver Resides: If your child lives in the home of a caregiving adult, as defined by law, your child may attend the school district in which that residence is located. Execution of an affidavit under penalty of perjury pursuant to the Family Code by the caregiving adult is required to determine that your child lives in the caregiver's home. (EC § 48204(d), 48980(h))

Children in Homeless Situations (42 USC §11431-11435): Hayward Unified School District's office for Child Welfare and Attendance (CWA) is the liaison for homeless children who shall ensure the dissemination of public notice of the educational rights of students in homeless situations. **Call (510) 723-3857 ext 34207 visit the [McKinney Vento Webpage](#) for information and assistance.**

Homeless (McKinney-Vento) Students: Students, who are unhoused as defined under provisions and guidelines of the McKinney-Vento Homeless Act, shall be admitted to district schools regardless of whether or not they have the ability to initially provide the required proof of residency.

The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Children and youth who may be living in motels, hotels, trailer parks, shelters
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above[ak1]

Assembly Bill (AB)27 requires school districts, county offices of education and charter schools to administer an annual housing questionnaire and report the results every year to the California Department of Education. Questionnaires are available upon new student enrollment, at your school, HUSD's CWA office, on the District website: [Residency Verification](#) see: Housing Questionnaire and as part of the Annual Update of Student Information through the parent portal in Infinite Campus, the District student information system.[ak2]

STUDENT NUTRITION

Notice of Free & Reduced Meal Applications (EC § 48980(b), 49510, 49558, 49520, SP 23-2017, 7CFR 210.2): Students are now eligible for free meals. Electronic applications are available beginning July 1, 2023 at <https://freelunchhayward.com/>. There are currently no paper applications being accepted. Electronic applications are processed immediately by the computerized system so no person sees your confidential information. All records shall remain confidential and may not be open to examination for any purpose not directly connected with the administration of any free or reduced priced meal program. When a household is selected for verification of eligibility for free and reduced meals, the District must notify the parent that their student's eligibility is being verified.

Notice of Meal Charge Policy: Students with no free & reduced meal application on file and students not qualifying for free & reduced price meals will be given meals regardless of household income. It is important for parents to still fill out the meal application to qualify for other cost savings benefits that the household may qualify for.

Nutrition Program: The State Department of Education has established a statewide program to provide nutritious meals and milk at school for pupils, and to provide free meals to the neediest children. In some instances, nominal cash payments may be required. (Ed. Code, § 49510 et seq.)

HOME AND HOSPITAL INSTRUCTION

For students with temporary disabilities, the school district can provide individual instruction in the home or in specified institutions. One hour of instruction constitutes a day of apportionment for students receiving individual instruction. No student will be credited with more than five days attendance per calendar week or more than the total number of calendar days that regular classes are maintained by the district in any fiscal year. The teacher providing the home instruction is required to contact the student's school of attendance and teacher to determine the coursework to be covered, materials to be used, and who will issue grades to the student.

In general, home or hospital instruction is to be used only when other approved programs are not available or appropriate for the student due to their temporary disability. The provision of services in the home or hospital when a student's physician, surgeon, or psychologist recommends such instruction and certifies that the student's medical condition, such as those related to surgery, accidents, short-term illness or medical treatment for chronic illness, prevents the student from attending regular day classes. When recommending placement for home instruction, the medical professional's report shall include a projected calendar date for the student's return to school.

Students receiving special education services must have the home instruction authorization in the Individualized Education Program (IEP). Upon receipt of a recommendation or report from the student's medical professional, the district must convene the student's IEP team to determine what services are appropriate to provide the student with a Free Appropriate Public Education (FAPE) during the time period recommended by the medical professional. (EC § 48206.3, 48202, 48980(b))

Individual Instruction: The instruction provided to an individual student in the student's home, in a hospital or other residential health facility, excluding state hospitals, or under circumstances prescribed by regulations adopted by the State Board of Education.

Temporary Disability: A physical, mental, or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program, and after which the student can reasonably be expected to return to regular day classes or the alternative education program without special intervention.

Temporary Instruction in Hospital: Students who are temporarily hospitalized or undergoing medical/psychological treatment which does not allow them to participate in their regular school program are entitled to receive home instruction from the district in which the hospital is located. For the purpose of residency, the hospital becomes the student's residence.

NOTICE OF ALTERNATIVE SCHOOLS

Notice of Alternative Schools: California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines an alternative school as a school or separate class group within a school which is operated in a manner designed to: (1) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy. (2) Recognize that the best learning takes place when the student learns because of their desire to learn. (3) Maintain a learning situation maximizing student self-motivation and encouraging the student in their own time to follow their own interests. These interests may be conceived by them totally and independently or may result in whole or in part from a presentation by their teachers of choices of learning projects. (4) Maximize opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process. (5) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including, but not limited to the community in which the school is located.

In the event any parent, student or teacher is interested in further information concerning alternative schools, the County Superintendent of Schools, the administrative office of the district, and the principal's office in each attendance area have copies of the law available for your information. This law particularly authorizes interested persons to request the Governing Board of the district to establish alternative school programs in each district. (EC § 58501)

Hayward Unified School District's alternative education programs provide support for students who may need an alternative educational environment in order to thrive academically. Participation in these programs requires administrative and/or Board approval.

Faith Ringgold School of Arts & Science (Grades K-6)

Faith Ringgold is a program that seeks to provide an educational program which integrates arts, science and project-based learning into a standards-based curriculum.

Home School Program (Grades K-3)

Parents/legal guardians work in conjunction with a credentialed teacher to implement district approved, state adopted curriculum. The parent/legal guardian is the primary instructor at home and attends daily appointments with the child and the child's teacher. Before enrolling in the program, students and parents must sign a contract.

Home School Program (Grades 4-8)

Parents/legal guardians work in conjunction with a credentialed teacher to implement district approved, state adopted curriculum. The parent/legal guardian is the primary instructor at home and attends weekly appointments with the child and the child's teacher. Before enrolling in the program, students and parents must sign a contract.

Brenkwitz Continuation High School (Ages 16 - 17)

This program offers a support system that allows students who are not on track for graduation to experience educational success in a smaller, more structured learning environment. Brenkwitz emphasizes individual learning plans, occupational opportunities, standards-based core class instruction, and online credit recovery. All students have a counselor as well as an academic advisor.

Independent Study Program (Grades 9-12)

Students meet with a teacher 2-3 times weekly working on district adopted standards based curriculum. All students and parents must sign a contract that is renewed every semester. Failure to comply with the terms of the contract or missed appointments will result in the student being returned to the home school of residence. Students must be able to work independently while keeping weekly appointments. The program is strictly voluntary.

Adult Education (Age 18 +)

There are a wide variety of classes available year round to adults in the Hayward community. Some of the offerings include parenting skills, fiscal management, English as a Second Language, business and computer skills, and a program to earn a high school diploma. For more information, contact the **Hayward Center for Education & Careers at (510) 783-4001**

BEHAVIOR AND DISCIPLINE

Behavior Philosophy: The Hayward Unified School District is steadfast in the goal to establish and sustain a community that shares collective responsibility to recognize, interrupt, disrupt, and eliminate inequitable actions, decisions, and outcomes, especially those that result from and perpetuate racism. The Governing Board of the Hayward Unified School District rejects all forms of racism as destructive to the District's mission, vision, and core value of equity. To fully achieve equity, we must also take an explicitly antiracist approach.

The District understands that there are significant historical disparities based on race in student academic performance, achievement, and participation in academic programs, particularly for our Black and Brown students, Latino students, migrant students, English Language Learners, foster youth, McKinney-Vento students, students eligible for free and reduced-price meals, students with physical disabilities, **LGBTQIA + students (to address disparities based on Sexual Orientation and Gender Identity/expression)**, and students with neurodiversity **(students with an IEP or 504 plan)**. These include disparities in the use of exclusionary practices such as removal from classrooms, and in suspension rates and expulsion rates. These disproportionate disparities exist because of inequitable access to opportunities that have significant intergenerational effects and perpetuate economic, social, and educational inequity. However, just as these structures were designed to perpetuate racial inequities, so, too, can they be eliminated. The District commits to consciously and boldly dismantle and eliminate institutional and systemic racism, to redesign and reorganize systems to achieve educational equity while increasing access for students who have been traditionally underserved.

The Governing Board is committed to providing a safe, supportive, and positive school environment conducive to student learning and achievement and desires to prepare students to be responsible members of the community by fostering a positive sense of self, self-regulation, and personal responsibility. The Board believes that high expectations for student behavior, along with appropriate and effective intervention and support, use of effective Restorative Practices, positive behavior interventions, trauma informed instruction, and school and classroom management strategies, combined with parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for addressing student behavior.

The Superintendent or designee's strategies in support of student behavior shall reflect the use of positive interventions, non-exclusionary behavior interventions, and restorative healing-centered practices over exclusionary discipline measures. [BP 5144]

Suspension/Expulsion: The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in Hayward Unified School District Administrative Regulations in accordance with state and federal laws which includes a referral for one calendar year for expulsion for any student who is determined to have brought a firearm to school or to have possessed a firearm at school as well as referral to the criminal justice or delinquency system. Except for single acts of a grave nature, it is the Board's intent that suspension and expulsion be pursued when other means of correction fail to bring about proper conduct or when the student's presence causes a continuing danger to persons or property or threatens to disrupt the instructional process.

While at school or under the jurisdiction of the school, students are required to:

- a. follow local, state and federal laws;
- b. follow all school and district rules;
- c. follow all classroom rules;
- d. respect property and;
- e. respect the personal rights of others. [BP 5144.1]

Students with Disabilities: Generally, any student identified as a student with a disability pursuant to the Individuals with Disabilities Education Act, 20 1400-1482, is subject to the same disciplinary measures applicable to all students for violations of the code of conduct, except when the student's behavior is determined to be a manifestation of their disability. [BP 5131- Conduct, BP 5144- Discipline, BP 5144.2- Suspension and Expulsion/Due Process (Student with Disabilities)]

Required Notifications:

Code of Conduct for Employee-Student Interactions (EC §44050): The educator strives to help each student realize their potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning
2. Shall not unreasonably deny the student access to varying points of view
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety
5. Shall not intentionally expose the student to embarrassment or disparagement
6. Shall not on the basis of race, color, creed, gender, national origin, marital status, political or religious beliefs, family, social, cultural background, sexual orientation, gender expression, unfairly:
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage
8. Shall not disclose information in the course of professional service unless disclosure serves a compelling professional purpose or is required by law [BP 4119.21]

Rules and Procedures on School Discipline (EC §35291): Rules pertaining to student discipline, including those that govern suspension or expulsion, are set forth in Education Code Section 48900 and following, and are available upon request from the school. In addition, the following disciplinary information is provided to parents:

Duty Concerning Conduct of Students (EC §44807): Every teacher shall hold students accountable for their conduct on the way to and from school, and on the playground.

Duties of Students (5 CCR §300): Students must conform to school regulations, obey all directions, be diligent in study, be respectful of teachers/others in authority, and refrain from profane/vulgar language.

Hazing Prohibition (EC §48900(q)): Students and other persons in attendance are prohibited from engaging or attempting to engage in hazing.

Dress Code/Gang Apparel (EC §35183): The district is authorized to adopt a reasonable dress code. [BP 5132]

Attendance of Suspended Student's Parent (EC §48900.1): If a teacher suspends a student, the teacher may require the child's parent to attend a portion of the school day in their child's classes. Employers may not discriminate against parents who are required to comply with this requirement.

Sexual Harassment Policy (EC §231.5; 5 CCR §4917): Each district is required to have adopted a written policy on sexual harassment, and shall provide a copy of such policy, as it pertains to students, with the annual notification. Districts are also required to display such policies in a prominent location and include it in orientation for employees and students. **(See Board Policy 5145.7)**

Involuntary Student Transfers (EC §48929): A student may be transferred to another district school if they are convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805, and are enrolled at the same school as the victim of the crime for which they were convicted. **(See Board Policy 5116.2)**

Safe Place to Learn Act (EC §234.1; EC §48900(r)): The district is committed to maintaining a learning and working environment that is free from bullying. Any student who engages in bullying of anyone in or from the district may be subject to disciplinary action up to and including expulsion. The district's policies and process for filing a complaint should be publicized to students, parents, employees and agents of the governing board. The notice shall be in English and in the primary language of the recipient. For a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies or to report incidences of bullying please contact the district office. These policies shall be posted in schools and offices.

Search and Seizure Policy: School officials may search when there is a reasonable suspicion the search will uncover evidence that the student is violating the law or the rules of the district or school. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325]

Student Lockers: Student lockers are under the joint control of the student and the district. School officials have the right to open and inspect any school locker without student permission when they have reasonable suspicion that the search will disclose evidence of illegal possession or activity. The district does not assume any responsibility for items missing or stolen from lockers.

Vehicles Subject to Search While on School Property: By entering school property, the person driving any vehicle is deemed to consent to a complete search of the vehicle and all its compartments and content by school officials or law enforcement personnel for any reason whatsoever. This notice applies to all vehicles of any type and is in force 24 hours a day. [Vehicle Code Section 21113.A]

Release of Student to Law Officer: If a school official releases your child from school to a law officer for the purpose of removing him/her from the school premises, the school official shall take immediate steps to notify the parent/guardian or a responsible relative of the child, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the law officer will notify the parent or legal guardian. (EC § 48906); [Penal Code 11165.6]

Video Surveillance Cameras: The Hayward Board of Education concluded that the responsible and limited use of video surveillance cameras in certain areas of school buildings and grounds may be an effective tool to further safety and security objectives. [BP 3515]

Cellphones, Pagers, Electronic Signaling Devices: Districts may regulate the possession or use of any cell phone, pager or electronic signaling device while students are on campus, while attending school-sponsored activities or while under the supervision and control of school district employees. (EC § 48901.50)

Impersonation on the Internet: Pretending to be a real person other than yourself on the Internet or through electronic methods to harm, intimidate, threaten or defraud is punishable by a \$1,000 fine or imprisonment for up to one year. [Penal Code 528.5]

HAYWARD UNIFIED SCHOOL DISTRICT UNIFORM DISCIPLINARY GUIDELINES

It is the intent of the District that students be active members of a safe and respectful learning community, be provided instruction and support to learn prosocial behaviors and learn to be accountable to themselves and others for their actions. The following are guidelines only. Administrators are required to exercise professional judgment and discretion in light of the seriousness of any particular behavior, its impact on the safety of others, and the development and needs of the student. Suspension or expulsion are not to be used unless other means of correcting the behavior have failed or when a student's presence poses a danger to others. **(EC §48900.5) [BP 5144.1]**

The following are some common interventions and supports that may be utilized to assist a student to learn positive behaviors, this list is not exhaustive:

<ul style="list-style-type: none"> • Counsel/Educate student about the behavior • Positive Behavior reinforcement/recognition • Parent/Guardian contact or conference • Student Success Team meetings (SST) • Student Behavior Plan • Case Management 	<ul style="list-style-type: none"> • Student Behavior Contract • Restorative Conversation • Mediation • Reflection activities • Re-teaching of desired behavior • Mentoring • Revocation of extra-curricular activities 	<ul style="list-style-type: none"> • Detention • Restitution • Community Service • Saturday School • Referral to counseling supports • Truancy intervention including referral to Student Attendance and Review Board (SARB) 	<ul style="list-style-type: none"> • Referral to skills building group • Referral to tutoring or other academic supports • Referral to available student support programs on or off campus
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One or more of the following actions may be taken:

Alphabetical List of Behaviors	First Occurrence	Second Occurrence	Third Occurrence
Academic Integrity including cheating, plagiarism, technology misuse	Classroom teacher to address(depending upon severity and classroom behavior plan), Counsel/Educate, parent/guardian contact, restorative conversation	Classroom teacher to address, Counsel/Educate, parent/guardian conference, restorative conversation, behavior contract, counseling	Classroom teacher to address, Counsel/Educate, parent/guardian conference, counseling, behavior contract, SST, possible revocation of extra-curricular activities
Alcohol Use or Possession, Under the Influence or Use of Drugs 48900C, 48915 a1c	Parent conference, counseling, referral to drug education program, possible suspension, possible expulsion recommendation	Parent conference, counseling, referral to drug education program, 1-5 day suspension, possible expulsion recommendation	Parent conference, counseling, referral to drug education program, 1-5 day suspension, possible expulsion recommendation
Arson	Counsel/Educate, 1-5 day suspension, parent/guardian contact, possible expulsion recommendation	Counseling, 1-5 day suspension, parent/guardian contact, SST, Behavior support plan, possible expulsion recommendation	Counseling, 1-5 day suspension, parent/guardian contact, SST, Behavior support plan, possible expulsion recommendation
Bullying behavior (48900 R)	Counsel/Educate, parent/guardian contact, reflection activity, restorative conversation, Safety Plan, possible suspension	Counsel/Educate, parent/guardian contact, reflection activity, restorative conversation, Counseling, Safety Plan, Behavior contract, possible suspension	Counsel/Educate, parent/guardian contact, reflection activity, restorative conversation, Counseling, Safety Plan, schedule change, Behavior Support Plan, SST, possible suspension
Causing or Inciting a Disruption/ Disturbance False Alarm	Counsel/Educate, parent conference, restorative conversation, mediation, detention, Saturday School, restitution	Counsel/Educate, parent conference, restorative conversation, mediation, detention, Saturday School, restitution	Counsel/Educate, parent conference, restorative conversation, mediation, detention, Saturday School, restitution
Cutting/Truancy	Counsel/Educate, parent/guardian contact, make up missed instruction at discretion of teacher, detention, Saturday School	Parent/guardian contact, make up missed instruction at discretion of teacher, detention, Saturday School, parent/guardian to attend class	Parent/guardian contact, make up missed instruction at discretion of teacher, detention, Saturday School, parent/guardian to attend class, truancy process begins, referral to CWA
Cell Phone or other Electronic Device use when/where prohibited.	Counsel/Educate, parent/guardian contact, possible confiscation	Counsel/Educate, parent/guardian contact, confiscation	Counsel/Educate, parent/guardian contact, confiscation – parent pickup
Dress Code Violation including Gang Related Emblems, Colors or Insignias	Counsel/Educate, onsite clothing alternatives (PE clothes, etc), Parent/guardian contact, offsite clothing alternatives	Counsel/Educate, onsite clothing alternatives (PE clothes, etc), Parent/guardian contact, offsite clothing alternatives	Counsel/Educate, onsite clothing alternatives (PE clothes, etc), Parent/guardian contact, offsite clothing alternatives
Fighting and/or Assault/Battery (48900 A1/A2)	Counsel/Educate, Parent/guardian contact, mediation, 1-5 day suspension, counseling, possible	Parent/guardian contact, mediation, Behavior Support Plan, 1-5 day suspension, counseling, possible	Parent/guardian contact, mediation, Behavior Support Plan, 1-5 day suspension, counseling, possible

	expulsion recommendation	expulsion recommendation	expulsion recommendation
Forged Notes/Documents	Counsel/Educate, Parent/guardian contact, restorative conversation	Counsel/Educate, Parent/guardian conference, restorative conversation, Behavior Contract, counseling	Counsel/Educate, Parent/guardian conference, restorative conversation, Behavior Contract, counseling
Gambling	Counsel/Educate, Parent/guardian contact	Counsel/Educate, Parent/guardian conference, counseling, Behavior Contract, detention, Saturday School	Counsel/Educate, Parent/guardian conference, counseling, Behavior Contract, detention, Saturday School
Harassment, Threats or Intimidation (48900.4)	Counsel/Educate, parent/guardian contact, Counseling, restorative conversation, Saturday School, 1-5 day suspension, possible expulsion recommendation	Counsel/Educate, parent/guardian contact, Counseling, restorative conversation, Saturday School, 1-5 day suspension, possible expulsion recommendation	Counsel/Educate, parent/guardian contact, Counseling, restorative conversation, Saturday School, 1-5 day suspension, possible expulsion recommendation
Possession of Tobacco or Nicotine Products (48900 H)	Counsel/Educate, Parent/guardian contact, detention, Saturday School, referral to Drug education program	Counsel/Educate, Parent conference, counseling, detention, Saturday School, referral to Drug education program	Counsel/Educate, Parent conference, counseling, detention, Saturday School, referral to Drug education program, community service, possible suspension
Profanity, Vulgarity (48900 I)	Counsel/Educate, reflection activity, restorative conversation, parent/guardian contact	Counsel/Educate, reflection activity, restorative conversation, parent/guardian contact, Behavior Contract	Counsel/Educate, reflection activity, restorative conversation, parent/guardian contact, Behavior Contract, counseling, possible suspension
Sexual Harassment (48900.2)	Counsel/Educate, parent/guardian contact, Counseling, restorative conversation, 1-5 day suspension, possible expulsion recommendation	Counsel/Educate, parent/guardian contact, Counseling, restorative conversation, schedule change, Behavior Contract, safety plan, 1-5 day suspension, possible expulsion recommendation	Counsel/Educate, parent/guardian contact, Counseling, restorative conversation, schedule change, Behavior Support Plan, safety plan, 1-5 day suspension, possible expulsion recommendation
Skateboarding/ Roller Blades/ Scooters/ Bicycles when/ where prohibited	Counsel/Educate, parent/guardian contact, possible confiscation	Counsel/Educate, parent/guardian contact, confiscation, detention, community service, Saturday School	Counsel/Educate, parent/guardian contact, confiscation – release to parent only, detention, community service, Saturday School
Tardy	Counsel/Educate, parent/guardian contact, detention	Counsel/Educate, parent/guardian contact, detention	Counsel/Educate, parent/guardian contact, counseling, detention, truancy process begins
Theft (48900 G)	Counsel/Educate, parent/guardian contact, Restorative Conversation, Restitution, Community Service, Counseling, possible suspension	Counsel/Educate, parent/guardian contact, Restorative Conversation, Restitution, Community Service, Counseling, possible suspension	Counsel/Educate, parent/guardian contact, Restorative Conversation, Restitution, Community Service, Counseling, possible suspension
Trespassing on a school campus	Counsel/Educate, parent/guardian contact, detention, Saturday School	Counsel/Educate, parent/guardian contact, detention, Saturday School	Parent/guardian contact, Counseling, detention, Saturday School
Vandalism/Property Damage – school or personal (48900 F)	Counsel/Educate, parent/guardian contact, Restorative Conversation, Restitution, Community Service, Counseling, possible suspension	Counsel/Educate, parent/guardian contact, Restorative Conversation, Restitution, Community Service, Counseling, possible suspension	Counsel/Educate, parent/guardian contact, Restorative Conversation, Restitution, Community Service, Counseling, possible suspension
Weapon Replica or Imitation Firearm (48900 M)	Parent/guardian contact, Counseling, Restorative Conversation, Behavior contract, SST, possible suspension	Parent/guardian contact, Counseling, Restorative Conversation, Behavior contract, SST, 1-5 day suspension	Parent/guardian contact, Counseling, Restorative Conversation, Behavior Plan, SST, 1-5 day suspension
Willful Defiance, Insubordination	Counsel/Educate, Parent/guardian contact, restorative conversation	Counsel/Educate, Parent/guardian contact, restorative conversation, reflection activity, counseling	Counsel/Educate, Parent/guardian contact, restorative conversation, reflection activity, counseling, behavior

		plan, SST
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In addition to any school action, suspected criminal activity may be reported to the police, as required by law. (EC §35291) [BP 5131]

Mandatory Expellable Offenses EC 48915 (c)	
Education Code Violation	First Offense Consequences
(1) Possessing, Selling or Furnishing a Firearm	Mandatory Suspension & Expulsion Recommendation
(2) Brandishing a Knife at Another Person	Mandatory Suspension & Expulsion Recommendation <i>As defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3-1/2 inches, a folding knife with a blade that locks into place or a razor with an unguarded blade</i>
(3) Unlawfully Selling a controlled Substance	Mandatory Suspension & Expulsion Recommendation
(4) Committing or Attempting to Commit Sexual Assault or Committing Sexual Battery	Mandatory Suspension & Expulsion Recommendation
(5) Possession of an Explosive	Mandatory Suspension & Expulsion Recommendation
Probable Recommendation for Expulsion Unless Inappropriate EC 48915 (a)	
Education Code Violation	Possible Consequences
(1A) Caused serious physical injury	Probable Suspension & Mandatory Expulsion Recommendation <i>unless inappropriate due to the circumstances.</i> Referral to interventions including, but not limited to, parent conference, restorative conference, mediation, counseling, Student Success Team (SST), Student Behavior Plan, Student Behavior Contract, Saturday School, referral to available support programs on or off campus, 1 to 5 day suspension, Administrative Placement, expulsion
(1B) Possession of any Knife or other Dangerous Object of No Reasonable Use to the Student.	
(1B) Unlawful Possession of Drugs <i>(except for first offense of possession of not more than one avoirdupois ounce of marijuana)</i>	
(1D) Robbery/Extortion	
(1E) Assault/Battery on Staff	

Expulsion is the most severe consequence and response to adverse school behavior and education code violations which involves the removal of a student from enrollment in a school of the district as ordered by the Board of Education.

Supervision: Staff and/or Campus Supervisors are on duty to supervise the school grounds before school opens, during recess and passing periods and during lunch. Students should not arrive at school earlier than when supervision begins and should go home promptly when dismissed, unless they are participating in school-sponsored activities.

Campus Visitation by Students: Unauthorized visits by Hayward Unified School District students to any other school campus within the district or in another school district are strictly prohibited. Students may be subject to disciplinary action.

Leaving School at Lunch Time: All schools in the Hayward Unified School District are considered 'closed campuses.' Students may not leave campus at any time during the school day. This is for the security of the campus and to protect your student's health, safety and welfare. Please cooperate by not requesting permission for your student to leave campus during the school day. (EC § 44808.5)

Parent Responsibility: Parents/legal guardians are liable for all damages caused by the willful misconduct of their minor children that results in death or injury to other students, school personnel or damage to school property. Parents are also liable for any school property loaned to the student and willfully not returned. Parents' or legal guardians' liability may be as much as \$17,112 in damages and another maximum of \$10,000 for payment of a reward if any. The school district may withhold the grades, diplomas, or transcripts of the student responsible until such damages are paid or the property returned or until completion of a voluntary work program in lieu of payment of money. If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities, or otherwise willfully defies the authority of school personnel, and is suspended for such conduct, you may be required to attend a portion of a school day in your child's classroom. (EC § 48900.1, 48904); [Civil Code 1714.1; Government Code 53069.5]

Personal Property Loss: Students and parents should understand that the district does not take responsibility for or carry insurance against the loss or damage to personal property such as bicycles, cameras, MP3 players, cellular phones, automobiles, sporting equipment and musical instruments. The district does take reasonable care to provide for the safekeeping of students' personal

property, but thefts and damage do occur and it is appropriate to file claims under individual homeowners' or renters' policies in those instances.

Gang-Related Conduct: Gang-related conduct on any school campus or during any school-sponsored event is a threat to the safety of others and is prohibited. Gang-related conduct includes, but is not limited to, symbols, graffiti, apparel, colors, hazing, initiations, or hand signals commonly associated with gangs. Students who engage in gang-related activity are subject to discipline including expulsion from school.

Equity for All: The Hayward Unified School District stands in the forefront in initiating systematic, district wide action to ensure equitable outcomes and opportunities to learn as the driving force behind all efforts to improve student achievement for all students. The Board of Education has adopted Board Goals and Objectives, Board Policy [BP 0410.1] and Administrative Regulation [AR 0410.1] Equity for All, and Equity Action Plan. These documents explicitly and intentionally set the tone and the direction for all equity focused work throughout the district. They are available for review at all school sites.

Hate Motivated Behavior: Acts of hate motivated behavior may be sufficiently severe or pervasive as to create an intimidating, hostile or offensive educational environment. Hate motivated behavior specifically includes, but is not limited to criminal acts which are statutory violations, and non-criminal acts such as:

- (1) Using bigoted insults, taunts or slurs, or threatening the safety of a student
- (2) Posting or circulating demeaning jokes, leaflets or caricatures
- (3) Possession or displaying hate group literature, caricatures and the like

Students who engage in hate motivated behavior shall be subject to suspension and/or expulsion.

Online Safety/Social Media Use: Students utilize many tools as 21st century learners, including personal cell phones, and social media apps. All students must annually sign an Acceptable Use Agreement related to use of District Technology Resources. In addition to this Acceptable Use Agreement, HUSD encourages all students and families to be aware of California Law around social media and texting/messaging. Ongoing education is essential to ensure that students are able to safely use these tools and to prevent interference in a student's education. The following are California Penal Codes (also addressed in California Education Code (48900 et seq)) that families should be aware of and discuss with their students when teaching responsible social media participation.

- California Penal Code 311.1 and 311.11: Possession of sexually explicit (nude or partially nude) photo of a minor
- California Penal Code 311.3: Sending or receiving a nude or partially nude photo of a minor
- California Penal Code 646.9, 653m, 442: Online harassment, stalking, or threats, even if they are not carried out. (harassment can include posting videos of fights, memes or photos of someone without their permission)
- California Penal Code 653.2: Distributing personal information about another person including their social media profile information
- California Penal Code 647(j): "Revenge Porn", Taking, posting or sharing explicit photos/videos without permission

HARASSMENT/BULLYING [BP 5131.2]

Bullying behavior, harassment or intimidation based on any actual or perceived characteristics is strictly prohibited. This applies to any act that relates to school activities or school attendance. Acts of harassment, bullying or intimidation may be sufficiently severe or pervasive as to create an intimidating, hostile, or offensive educational environment. Harassment specifically includes but is not limited to:

- (1) Assault (sexual or physical)
- (2) Physical abuse (unnecessary touching, pushing or cornering, etc.)
- (3) Verbal abuse (leering or displaying materials designed to embarrass or intimidate, proposition, lewd comments or sexual insults)
- (4) Subtle or overt pressure for favors accompanied by implied or overt threats
- (5) Cyber-bullying, including sexual cyber-bullying

Bullying specifically includes, but is not limited to:

Bullying may be physical, verbal, emotional (relational) or sexual in nature. For Example:

- (1) **Physical bullying:** includes punching, poking, strangling, hair pulling, beating, biting and excessive tickling
- (2) **Verbal bullying** includes such acts as hurtful name-calling, teasing, gossip

- (3) **Emotional bullying** includes rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics such as race, disability, ethnicity, national origin, religion, gender identity, sexual orientation or these perceived characteristics, manipulating friendships, isolating, ostracizing and peer pressure.
- (4) **Sexual bullying** includes many of the actions listed above as well as exhibitionism, voyeurism, sexual propositioning, sexual harassment and abuse involving actual physical contact and sexual assault.
- (5) **Cyberbullying** includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Students who engage in harassment or bullying may be subject to suspension and/or expulsion.

Students are expected to report all incidents of bullying. Forms for reporting are available at no charge at each school site and the district office. All complaints of bullying shall be investigated and resolved within 10 school days. If the student who was bullied believes that the situation has not been remedied, they may file a complaint in accordance with district Uniform Complaint Procedures.

TRANSPORTATION AND SAFETY

School Bus: Home-to-School transportation is offered to eligible elementary school students at many Hayward Unified schools within their attendance areas who live beyond the one and half (1.5) mile walking distance from their resident school. The parent/legal guardian shall be responsible for student transportation to school. For Information about our transportation department, please view the website: <https://www.husd.us/departments/fmot/transportation>

The following information is furnished to acquaint you with regulations for student transportation being provided by the Hayward Unified School District.

Bus Passes

Students will be issued district approved bus passes at the start of each school year. Replacement passes will be issued directly from the transportation department. Only the first transportation pass will be issued at no cost to the students.

- First replacement- Free
- Each replacement \$10.00 thereafter

Misconduct Citations

Citations will be issued for violations of school bus rules

- Citation #1 – Written warning signed by the bus driver and forwarded to the parent/legal guardian by the school administrator. If citation is related to Destruction of District Property, Parent/legal guardian will be financially responsible for the necessary repairs caused by student riders.
- Citation #2 – Conference between parent/legal guardian and school administrator. Possible transportation suspension from one to five days. If citation is related to Destruction of District Property, Parent/legal guardian will be financially responsible for the necessary repairs caused by student riders.
- Citation #3 – Transportation denied for a period of time as determined by the school administrator and Transportation Supervisor. If citation is related to Destruction of District Property, Parent/legal guardian will be financially responsible for the necessary repairs caused by student riders.

Bus Surveillance Systems

The use of surveillance systems on school buses will help to deter misconduct and improve discipline, ensure the safety of students and bus drivers, and prevent vandalism. Therefore, surveillance systems may be installed and used on school buses to monitor student behavior while traveling to and from school and school activities. The contents of a recording may be used in student disciplinary proceedings or with local law enforcement, as appropriate. In addition, a prominent notice shall be placed in each bus stating that the bus is equipped with a surveillance monitoring system.

School Bus/Passenger Safety (EC §39831.5):

Districts are required to provide safety regulations to all new students and students who have not previously been transported by bus. All students are expected to conduct themselves in an orderly manner. Proper conduct on the bus includes sitting in the seat, keeping hands and arms inside the bus, using acceptable language and using an appropriate tone of voice, refraining from bringing food or drink on the bus, not fighting, not vandalizing or otherwise incurring damage to the bus. Students must not distract the bus driver. Students will receive a verbal warning at the first violation of bus rules. If a violation of the bus rules continues, students may receive a

misconduct citation and parent contact will be made. A student's continued misconduct on the bus may deprive him/her of the privilege of riding the school bus.

Authority of the Driver - Title 5 California Code of Regulations (CCR) 14103:

Students transported in a school bus or in a school student activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the students while they are on the bus or being escorted across a street, highway, or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation. A bus driver shall not require any student to leave the bus *enroute* between home and school or other destinations; (b) Governing boards shall adopt rules to enforce this section. Such rules shall include, but not be limited to, specific administration procedures relating to suspension of riding privileges and shall be made available to parents, students, teachers, and other interested parties.

Ejection of Students - TITLE 13 CCR 1217(i):

The driver of a school bus shall not eject any student unless the student is given into the custody of a parent or any person designated by the parent or school.

Bicycle Helmets Required: Bike helmets are required for bicycle riders under the age of 18.

Traffic Safety: Vehicles traveling in both directions must stop when a school bus is stopped with flashing red lights. Vehicle Code citations may be issued by the police department for violators. Citizens are urged to obey the law for the safety of the children.

Train Safety: Use extreme caution when approaching any railroad tracks or train crossing. Remember that railways are private property and walking on or near is tremendously dangerous. Trains have the right of way 100% of the time – over ambulances, fire engines, police cars, private automobiles and pedestrians. Freight trains do not travel on a predictable schedule, and passenger train schedules are often subject to change. The average freight train travels approximately 55 miles per hour, while passenger trains average speeds of between 70 to 90 miles per hour.

Students should cross the tracks at established public crossings and should **never walk on or along the tracks**. Established public crossings in Hayward are located at Industrial Parkway, Tennyson Road, the pedestrian crossing at Tennyson High School, and Harder Road. Crossing at any other point is illegal and dangerous. Students should never attempt to “beat the train” across the tracks or cross the tracks once the warning signals have sounded.

- (a) **Winton Middle School** – Students must use the Winton Avenue overpass to cross tracks
- (b) **Cesar Chavez Middle School** – Students must use the Tennyson Road crossing to cross tracks
- (c) **Tennyson High School** – The Huntwood Avenue gate is open each day 45 minutes before and after school. If used, extreme caution must be exercised. Community access is not available through the path between Whitman and Huntwood Avenues along the west side of the campus.

Please review this safety information with your student. School and district personnel will continue to work with City authorities and Southern Pacific representatives to ensure the safety of our students.

GRADUATION REQUIREMENTS

Senior High School Graduation: Three types of requirements must be successfully completed by a student prior to graduation from senior high school.

- Passage of 10 units in Algebra
- Curriculum Requirements

Credit Requirements, Comprehensive High School: Beginning with the class of 2011, students must earn 220 units of credit to receive a high school diploma.

Credit Requirements, Continuation High School: A student must earn 190 units to receive a diploma from Brenkwitz Continuation High School.

Curriculum Requirements: While working towards high school graduation, a student must meet the following minimum curriculum requirements during grades 9 through 12. Student must be enrolled and pass the following requirements

Curriculum	Required	
English	40 Credits	Students must be enrolled in an English class each year they are attending high school.
Mathematics	30 Credits	At least 10 units shall meet or exceed Algebra I, completion of Algebra I prior to grade 9 shall satisfy the Algebra I requirement, but shall not exempt a student

		from the requirement to complete three math courses grades 9-12
Science	30 Credits	10 units in Physical Science, 10 units in Biological Science, 10 units additional Science
Social Science	30 Credits	10 units US History, 10 units World History, 5 units American Government & 5 units Economics
VAPA/CTE/World Lang.	30 Credits	30 units in two of the following areas: Visual and Performing Arts (VAPA), Career Technical Education (CTE) or World Language
PE	20 Credits	20 units of Physical Education; 10 units must be taken during 9 th grade.
Health	5 Credits	5 units of Health

Limitations: A student will be limited to a total of 10 units per year during grades 10-12 and a maximum of 20 units during high school toward graduation within the following combination of non-subject matter offerings:

- Applied Office Practice
- Teacher Assistant
- Laboratory Assistant
- School Service

Graduation: Only students who have successfully completed the credit and curriculum requirements prior to graduation ceremonies will be allowed to participate in these ceremonies [BP 6146.1]

Community Service: While students are encouraged to perform community service (and it may in fact be integrated in the curriculum of various courses or subject areas) it is not a district-wide requirement.

- Specific A-G eligible courses are identified in the course catalog.

Continued Education Options For Juvenile Court School Students: A juvenile court school student, or the person holding the right to make educational decisions for the student, may voluntarily defer or decline issuance of their diploma until after the student is released from the juvenile detention facility, thereby allowing the student to take additional coursework at a local education agency. The county office of education will notify the student, the person holding to right to make educational decisions for the student, and the student's social worker or probation officer of all of the following:

- (a) The student's right to a diploma;
- (b) How taking coursework and meeting other educational requirements will affect the student's ability to gain admission to a post-secondary educational institution;
- (c) Information about transfer opportunities available through the California Community Colleges; and
- (d) The option to defer or decline the diploma and take additional coursework. (Ed. Code, §§ 48645.3(a), 48645.7)

Course Assignments: The District is prohibited from assigning a student enrolled in any of grades 9 through 12 to any course period without educational content for more than one week in any semester, except under specified conditions. Under no circumstances will the District assign a student enrolled in any of grades 9 through 12 to a course period without educational content because there are not sufficient curricular course offerings for the student to take during the relevant period of the designated school day. (Ed. Code, § 51228.1)

- The District is prohibited from assigning a student enrolled in grades 9 through 12 to a course that the student has previously completed and received a grade determined by the District to be sufficient to satisfy the requirements and prerequisites for admission to the California public post-secondary schools and the minimum high school graduation requirements, except under specified conditions. Under no circumstances will the District assign a student enrolled in any of grades 9 through 12 to a course the student has previously completed and received a sufficient grade, as specified, because there are not sufficient curricular course offerings for the student to take during the relevant period of the designated school day. (Ed. Code, § 51228.2)
- These sections do not apply to students in alternative schools, community day schools, continuation high schools or an opportunity school. The District may continue to authorize dual enrollment in community college, to run evening high school programs, and to offer independent study, work experience education, and other specified courses.
- A complaint of noncompliance may be filed under the District's Uniform Complaint Procedures and Title 5 of the California Code of Regulations. (Ed. Code, § 51228.3)

STANDARDIZED TESTING AND REPORTING

Hayward Unified School District Assessment Calendar 202-2025	
Assessment	Assessment Date(s)/Testing Window
Physical Fitness Testing (PFT) Grades 5,7, & 9	February 1, 2025 – May 31, 2025

California Assessment of Student Performance and Progress (CAASPP) for student in grades 3-8 and 11: Includes SBAC for ELA and Math, California Science Test (CAST)(grade 5, 8 and once in HS), the California Alternative Assessment and the California Spanish Assessment (CSA)	The Test Window is TBD by the HEA calendar agreement. (likely to be April 22 - June 6, 2025). Each school site will establish testing dates for each grade level and classroom in the window.
English Language Proficiency Assessments for California (ELPAC) includes three assessments: Initial Assessment (for students who are English Learners enrolled in the U.S. for less than thirty days), the Annual Summative assessment (for all English language learners) and the Alternate Initial and Summative assessments for the same eligible enrolled students with severe cognitive disabilities.	Initial and Alternate Initial July 7, 2024 through the end of the school year. Summative and Alternative Summative February 1, 2025 – May 31, 2025

Participation in State Assessments and Option to Request Exemption (EC §60640, 60604, 60615): Students in applicable grade levels will participate in the California Assessment of Student Performance and Progress (CAASPP) except as exempted by law. Each year, a parent/guardian may submit a written request to excuse their student from any or all parts of the CAASPP assessments for that school year. If the parent submits the exemption request after testing begins, any test(s) completed before the request is submitted will be scored; the results will be included in the student's records and reported to the parent. School district employees shall not solicit or encourage any exemption request on behalf of a student or group of students.

Non-Mandatory Programs for Parental/Student Participation (EC §49091.18): Schools may not require a student or student's family to submit to or participate in any assessment, analysis, evaluation, or monitoring of the quality or character of student home life, parental screening or testing, nonacademic home-based counseling program, parent training, or prescribed family educational service plan.

UNIVERSITY ADMISSIONS

High School Curriculum Notification Regarding College Preparatory Courses (EC §51229): Districts are required to provide parents or guardians of each minor student enrolled in grades 9 to 12 written notice of college admission requirements and career technical education courses.

University of California (UC)/California State University (CSU) Admissions: The required courses for admission to the University of California and California State University systems revolve around a set of approved courses referred to as the "A-G" courses. They are written for all students expecting to enter the state system and not for preparation for specific majors. Fulfillment of the "A-G" pattern also demonstrates that students attained essential critical thinking and study skills. The intent of the "A-G" courses is to ensure students can participate fully in the first-year programs in many fields of study.

The CSU requires a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equivalent to a year of study. A grade of C or higher is required for each course you use to meet any subject requirement.

To satisfy the UC requirement, you must complete the 15 year long high school course list. At least seven of the 15 year long courses must be taken in your last two years of high school.

Links to University of California/California State University requirements are:

<http://admission.universityofcalifornia.edu/freshman/>

<https://www2.calstate.edu/apply>

<http://www.ucop.edu/agguide/>

For your reference, this grid compares the admissions requirements for both UC and CSU.

	California State University (CSU)	University of California (UC)
High School GPA		
	Calculate GPA using all 'A-G' approved courses completed during the summer <i>after</i> the 9 th grade, through summer after the 11 th grade – excluding deficient grades which have been repeated. CSU and UC do not use plus/minus grades in the GPA calculation; for example a C- = C.	
	Repeated courses are calculated once using the highest grade earned. When completing the online admission application, the repeated course is also only reported once using the highest grade earned.	Repeated courses are calculated once using the first instance of a grade of C, B or A. UC does not average grades. However , when completing the UC admission application, all 'A-G' courses and grades must be reported

Subject Requirements		
	15 year-long/30 semester college preparatory 'A-G' courses are required with a grade of 'C' or better.	
		11 UC required college preparatory courses must be completed prior to senior year (including summer courses)
'A' History/Social Science	2 years/4 semesters of History/Social Science, including one year of US History OR one semester of US History and one semester of American Government, AND...	
	1 year of History/Social Science from either the 'A' or 'G' subject area	1 year of World History, Cultures, or Historical Geography from the 'A' subject area
'B' English	4 years/8 semesters of college preparatory English Composition/Literature (including no more than one year of Advanced ESL/ELD course)	
		*The ESL/ELD cannot be completed during the senior year.
'C' Mathematics	3 years/6 semesters of Mathematics (including or integrating topics covered in Algebra I & II, Geometry)* (Integrated math sequences may be used to satisfy 'C' Mathematics requirement.)	
		Students applying to UC must complete a Geometry course (or integrated math courses with Geometry content.) 4 years strongly recommended.
'D' Laboratory Science	2 years/ 4 semesters of laboratory Science	
	At least one year of Physical Science and one year of Biological Science, one from the 'D' subject area and the other from the 'D' or 'G' area**	Must include at least two of the three foundational subjects of Biology, Chemistry and Physics (including Next Generation Science Standards [NGSS] models); OR two years of a three-year NGSS integrated science model; OR one year of Biology, Chemistry or Physics AND one year of an approved science chosen from the earth and space sciences or interdisciplinary science disciplines. Approved courses in the applied science, computer science and engineering disciplines may only be used for a 3 rd year (or beyond) of the science requirement. Courses must be from the D subject area.
'E' Language other than English	2 years/4 semesters (or equivalent to the 2 nd level high school instruction) of a language other than English* (Courses must be the same language, American Sign Language allowed)*	
'F' Visual and Performing Arts(VPA)	1 year/2 semesters (or two one-semester courses in the same discipline) college preparatory visual & performing arts required, chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual Arts	
'G' College Preparatory Elective	1 year/2 semesters of elective chosen from any area on approved 'A-G' course list	
Honor Points		
	Maximum of 8 extra grade points (honors points) from four year-long courses (8 semesters) awarded for UC-approved high school created honors, All Advanced Placement (AP) , some International Baccalaureate (IB) courses and transferable college courses. No more than two year long courses (4 semesters) completed in 10 th grade can be used in the honors points calculation.	
Test Scores – ACT/SAT		
ACT or SAT Reasoning	The UCs and CSUs no longer use ACT or SAT examinations in determining admission eligibility for all CSU campuses. If accepted to a CSU campus, ACT or SAT test scores can be used as one of the measures to place students in the proper mathematics and written communication courses. Visit the CSU Student Success site for further information on course placement. For more information on admission criteria, please visit the First-Time Freshman Guidance and the First-Time Freshman Frequently Asked Questions pages. Most private universities and colleges in California accept the SAT/ACT in admissions, as do the majority of other schools in the US.	

Validation of Subject Omission by other courses		
Mathematics	A letter grade of C or better in second semester of Geometry will validate the first semester. A letter grade of C or better in first semester of Algebra II validates both semesters of Algebra I. Integrated style Math 2 will be accepted in lieu of geometry course (See exception for UC below)	
	A letter grade of C or better in the second semester of an area C course with a discipline of Advanced Mathematics on the A-G website validates the entire high school college preparatory requirement. A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of integrated style Math 2.	The omission of a full year of geometry cannot be validated by any higher-level coursework. A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of integrated style Math 2. Refer to UC's Validation Matrix in the Quick Reference for Counselors guide .
Language other than English(LOTE)	A letter grade of C or better in a semester of a higher level course validates a lower level course. A higher level LOTE course can validate the appropriate number of years based on the level. A college course can validate a high school LOTE course. The level of validation depends on the college course prerequisite and description. For courses offered at a California Community College refer to the California Community College ASSIST and look for the footnote indicating the course is equivalent to two years of high school instruction.	
Chemistry	A grade of C or better in the second semester of Chemistry WILL validate the first semester	UC does not allow the validation of Chemistry.
Validation of D Grades in Required Courses		
	Courses in which grades of D/F are earned may be validated in the areas of Math and Language other than English (LOTE), by successful completion of higher level coursework, including D/F grades in Geometry. CSU Also allows the validation of the D/F grades in Chemistry. For UC, refer to the Validation Matrix in Quick Reference for Counselors guide .	
Validation of Subject Requirements by Test Scores		
	Required 'A-G' courses may be satisfied with appropriate test scores on SAT, SAT Subject Tests, Advanced Placement exams and designated International Baccalaureate exams. A list of acceptable tests and scores is available on CSU website. For UC, refer to Quick Reference for Counselors guide . For UC, the omission of a course in Geometry cannot be validated by any examination score.	
Repeated Courses		
	Required 'A-G' courses must be completed with a grade of C or better. Any course may be repeated with the exact same course. There is no limitation on the number of times a course can be repeated.	Required 'A-G' courses must be completed with a letter grade of C or better. Courses in which grades of D/F are earned may be repeated. There is no limitation on the number of times a course can be repeated. Repeated courses can have the same or similarly named course titles (eg: English 9 or English 1). The first instance of grade C or better will be used in the GPA calculation.

***High School level coursework completed in the 7th or 8th grade can be used to satisfy 'C' and 'E' requirements.*

****It is best to prepare for both the UC and CSU by completing two laboratory courses from the 'D' subject area.*

UC Minimum Eligibility Requirements for Freshman Admission Subject Requirements

Subject Requirement: To satisfy the Subject Requirement, students must take 15 units of 'A-G' high school courses to fulfill the Subject Requirement – seven units of which must be taken in the last two years of high school and successfully complete them with a grade point average defined by the Scholarship Requirement. To be acceptable to the University, the courses must appear on a list certified by the high school principal as meeting the University's minimum admissions requirements.

For a list of approved A-G courses at your high school visit: <http://www.ucop.edu/agguide/>

Grade 9 courses will not be included in the Grade Point Average (GPA) calculation, however grade 9 courses can be used to meet the Subject Requirement if the student earns a grade of C or better.

Examination Requirement: UC eliminated its standardized test requirement in 2020. UC no longer considers SAT or ACT test scores when making admissions decisions or awarding scholarships.

Scholarship Requirement: In addition to satisfying the Subject and Examination requirements, you must earn the required GPA scores as specified in the University's Eligibility Index. All coursework must be graded and a grade of C- or better must be earned for the course to satisfy A-G requirements. Grades of 'credit/pass' or 'no credit/no pass' will not be included in the calculation of high school GPA. To see whether you meet the Scholarship Requirement, refer to this website:

<http://admission.universityofcalifornia.edu/freshman/california-residents/admissions-index/index.html>

CSU Minimum Entrance Requirements

Graduation Requirement: Graduation from high school is required. The General Educational Development Test (GED) or California High School Proficiency Exam (CHSPE) meet this requirement, but you must still complete your 'A-G' courses with appropriate grades to qualify for admission.

Subject Requirement: The CSU requires a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or better is required for each course you use to meet any subject requirement.

For a list of approved A-G courses at your high school visit: <http://www.ucop.edu/agguide/>

Grades and Test Scores: The grades you earn in high school are the most important factor in CSU admission decisions. Your high school grade point average is calculated using your grades in all your college prep 'A-G' classes completed after the 9th grade. California residents and graduates from California High Schools will be eligible for admission by earning a 2.50 or greater 'A-G' GPA. The CSU no longer uses ACT or SAT examinations in determining admission eligibility for all CSU campuses. If accepted to a CSU campus, ACT or SAT test scores can be used as one of the measures to place students in the proper mathematics and written communication courses. Visit the CSU Student Success site for further information on course placement. For more information on admission criteria, please visit the First-Time Freshman Guidance and the First-Time Freshman Frequently Asked Questions pages. The CSU uses a calculation called an [eligibility index](#) for admission. To view the eligibility index, refer to this website:

<https://www2.calstate.edu/apply/eligibility-index>

Priority Application for CSU: The priority application-filing period for Fall 2025 admission is October 1 - November 30, 2024. A filing fee must accompany the application. Students filing after this date may not be accepted.

Definition of Career Technical Education (CTE): A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. More information is available about Career Technical Education at California Department of Education:

<http://www.cde.ca.gov/ci/ct/>

Talking With a Counselor: High school counselors are trained to help students prepare for college or career training, meet early with your academic counselor.

Advanced Placement Examination Fees (EC, §48980(j) EC§52242) State funds are available to cover the costs of advanced placement examination fees.

Sex Equity in Career Planning (EC §221.5(d)): Parents shall be notified in advance of career counseling and course selection commencing with course selection in Grade 7, to promote sex equity and allow parents to participate in counseling sessions and decisions.

School Accreditation: The District must notify each parent/guardian of a student in a school that has lost its accreditation status and the potential consequences of the school's loss of status, in writing or by posting the information on the school district's website.

Cal Grant Program GPA Reporting (EC §69342.9): Students enrolled in 11th grade are automatically deemed Cal Grant applicants, with their GPA being submitted electronically to the California Student Aid Commission unless the student's parent/guardian opts out by completing the opt-out form (see url address below) and submitting it to the student's academic counselor prior to January 1 of the student's 11th grade year. http://www.csac.ca.gov/sites/main/files/file-attachments/gpa_opt_out.pdf

SERVICES FOR STUDENTS

Required Notifications:

Minimum Age of Admission to Kindergarten (EC §48000): Children who will have their 5th birthday on or before September 1 of the school year shall be admitted to kindergarten at the beginning of that school year. Any child who has their birthday between September 2 for the application school year and June 2 shall be offered a transitional kindergarten program in accordance with law and district policy. Students who turn 5 during the school year may be admitted with informed parent consent subject to board policy and/or administrative regulations.

Section 504/Students with Disabilities (Section 504 of the Rehabilitation Act of 1973): Federal law requires districts to annually notify disabled students and their parents of the district's non-discrimination policy and duty under Section 504 of the Rehabilitation Act. Questions regarding Section 504 of the Rehabilitation Act can be referred to the district's 504 Coordinator:

504 Coordinator – Mat Clark

24823 Soto Road, HUB 29

Hayward CA 94544

Tel: 510-723-3857 ext 34229 Email: mclark@husd.k12.ca.us

Statement of Non Discrimination (Title VI Civil Rights Act of 1964; Title IX of the US Education Amendments of 1972;

Americans with Disabilities Act; Section 504 of the Vocational Rehabilitation Act of 1973; EC §200 et seq): Hayward Unified School District (HUSD) is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital or parental status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy requires notification in native language if the district's service area contains a community of minority persons with limited English language skills. Notification must state that the district will take steps to assure that the lack of English will not be a barrier to admission and participation in district programs. This policy applies to all students insofar as participation in programs and activities is concerned, with few exceptions such as contact sports. See the HUSD website for more information on complaint management, Title IX and Uniform Complaint Procedures and forms. In accordance with federal law, complaints alleging noncompliance with this policy should be directed to the school site principal/designee and/or their supervisor.

Questions regarding Uniform Complaints and Title IX can be referred to the district's Title IX Coordinator:

Title IX Coordinator - Peter Wilson

24411 Amador Street

Hayward, Ca 94544

Tel: 510-784-2600 ext. 72562 Email: pwilson@husd.k12.ca.us

A copy of Local Education Agency [Uniform Complaint Board Policy](#) along with the [Uniform Complaint Administrative Regulations](#) and the HUSD [Non-Discrimination Policy](#), which include HUSD complaint procedures, are available, free of charge, upon request.

Pregnant and Parenting Students (EC §221.51, 222, 222.5, 46015): Districts may not exclude nor deny any student from any educational program or activity on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom, and shall treat these conditions in the same manner and under the same policies as any other temporary disabling condition. A pregnant or parenting student is entitled to 8 weeks of parental leave, or additional leave if deemed medically necessary by the student's physician. During parental leave, absences shall be excused and the student shall not be required to complete academic work or other school requirements. After return from parental leave, a student may resume the course of study in which they were previously enrolled, is entitled to make up missed work, and to take a fifth year of high school instruction if necessary to complete graduation requirements. A student may elect to attend an alternative education option instead of returning to the school in which they were enrolled prior to parental leave. Schools shall provide reasonable accommodations to a lactating student on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. A student shall not incur an academic penalty as a result of their use of these accommodations.

Student Parent Lactation Accommodations: The District is required to provide reasonable accommodations to a lactating student on a school campus to address breastfeeding needs. (Ed. Code, § 222)

- A student may not be penalized academically because of the reasonable accommodations provided during the school day. A student must also be given the opportunity to make up missed work.
- A complaint of noncompliance may be filed under the District's Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations

Fingerprinting Program (EC §32390): Districts are authorized to offer fingerprinting programs for children enrolled in kindergarten or newly enrolled in the district. If the district has adopted such a program, you will be notified of procedures, applicable fee and your right to decline your child's participation upon your child's initial enrollment.

Foster Youth (AB 490, AB 1909, AB 167/AB 216): Foster Youth are entitled to additional protections with regards to establishing district residency, whenever a change of academic placement is considered, when a serious disciplinary situation arises that could result in a change of academic placement, when assessment for special education services is being considered and with graduation requirements. Foster youth and their guardians or advocates are encouraged to contact the **Foster Youth Liaison** in Child Welfare and Attendance for information and assistance: **(510) 723-3857 ext 34207**

Student Fees (EC §49010 et seq): No student shall be required to pay any fees, deposits or other charges for their participation in an educational activity which constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities. If a student or parent/guardian believes that an impermissible fee, deposit or other charge is being required of the student for their participation in an educational activity, the student or their parent/guardian may file a complaint no later than 1 year from the alleged violation with the principal or designees using the Uniform Complaint procedures as outlined in BP 1312.3. [BP 3260]

PE Instructional Minutes: The adopted course of study for grades 1 through 6 and instruction in grades 1 through 8 in an elementary school includes physical education for not less than 200 minutes each ten school days, exclusive of recesses and the lunch period. (Ed. Code, §§ 51210, 51223)

- A complaint of noncompliance may be filed under the District's Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations.

The Boy Scouts of America Equal Access Act (34 CFR § 108.6): The Boy Scouts of America Equal Access Act requires public schools to provide equal access to the use of school property to the Boy Scouts and other designated youth groups.

Support for Transgender and/or Non-Binary Students (EC §221.5, EC §51204.5; BP 5145.9, AR 5145.3): Support for transgender and/or non-binary students to be safe on school campuses and have equal access to programs and facilities is protected by California law and HUSD Board Policy. [[CA Ed Code 221.5](#); [CA Ed Code 51204.5](#); [BP 5145.9](#); [AR 5145.3](#)]:

- Every student has the right to privacy and confidentiality with respect to their gender identity. If a student discloses their gender identity to a staff member, the staff member must ask the student's permission before notifying other staff with a legitimate educational need to know.
- Every student has the right to be referred to by their asserted name and pronouns in alignment with their gender identity. Honest mistakes might happen and do not count as harassment, but every effort must be made to consistently use a student's asserted name and pronouns. If any staff or student refuses to refer to a student by their asserted name and pronouns, that is considered harassment. If school staff witness any bullying or harassment, they must intervene if it is safe to do so to ensure a safe environment.
- A parent/guardian can request a name change and/or gender change for their child's school records in alignment with their gender identity. To get a name change form, call HUSD Enrollment Supervisor, Cheri Smith at 510-723-3857, ext. 34204 or email her at csmith@husd.us or you may contact your child's principal for assistance.
- Every student has the right to receive a fair, accurate, inclusive and respectful curriculum, including classroom lessons that acknowledge transgender/nonbinary identities, characters and historical contributions together with lessons that acknowledge other diverse identities listed in the CA FAIR Act of 2011. [The FAIR Act was updated in 2023](#) to explain that school districts may not ban books about diverse identities and history, and students are not allowed to opt out of lessons about diverse identities or history.
- Every student must be allowed to participate in sex-segregated school programs and activities and use facilities that are aligned with a student's asserted gender identity – this includes access to sports teams, programs, classes, multi-stall bathrooms and locker rooms.
- Students will be offered accommodations for safety and privacy such as access to a gender neutral or single-stall bathroom. Students may choose to use accommodations offered, but will not be required to use them.

- In grades 7-12, students use locker rooms to change clothes for Physical Education class. Transgender and/or non-binary students have the right to use the locker room that is aligned with their gender identity. Upon request, accommodations for a more private location for changing clothes will be offered based on the unique facilities available at each school site. For example, students can use a gender neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, a staff member's office or use the locker room before or after the other students. Or an agreement could be made that the student will wear P.E. appropriate clothing to school and only need to change one time after class with access to one of the accommodations listed above. Again, students may choose to use the options offered, but will not be required to use them.
- Each student is an individual with their own needs. The school staff will maintain the utmost confidentiality when these choices are offered.

To get gender support, any student and/or their family should contact the academic or social emotional counselor, assistant principal or principal. For community resources, go to the district web page and search for the [Safe and Inclusive Schools Program](#).

To report and resolve any problems gaining access to facilities/programs, improper violations of confidentiality or gender-based harassment, contact your school's principal. If the situation is not resolved or the harassment continues, communicate again with your school's principal or follow the district's [Uniform Complaint Procedures](#). Contact Peter Wilson (510) 784-2600, ext. 72562 or pwilson@husd.k12.ca.us.

SPECIAL EDUCATION

Individuals with Disabilities Education Act (IDEA): IDEA is a federal law that requires school districts to provide a Free Appropriate Public Education (FAPE) in the least restrictive environment to qualified students with disabilities at no cost to you. More information concerning student eligibility, services, and procedural rights and safeguards are available upon request.

Special Education: Child Find System (EC §56301): Any parent/guardian/educational rights holder suspecting their student has a disability may request an assessment for eligibility for special education services through the school principal. Policy and procedures shall include written notification to all parents of their rights pursuant to EC §56300.

Special Education Complaints (5 CCR §3080): State regulations require the district to establish procedures to deal with complaints regarding special education. If you believe that the district is in violation of federal or state law governing the identification or placement of a special education student, or similar issues, you may file a written complaint with the district. Procedures are available from your school principal.

Inclusive Education Board Policy (BP 0415.5): On August 23, 2023, The District Board of Education adopted [Policy 0415.5: Inclusive Education](#) to further articulate the District's commitment to equity and inclusiveness for students with disabilities at all schools.

Parental Notification of Program Choice

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school, or the parents or legal guardians of 20 pupils or more in any grade, request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 USC Section 6312[e][3][A][viii][III]; EC Section 310 [a])

Parents/Guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact: Angelica Alamillo-Perez, alopez@husd.k12.ca.us to ask about the process.

Schools have the obligation to provide all English Learners meaningful access to the curriculum. However, parents or guardians of English Learners have the right to decline or opt their children out of English Learner (EL) Programs or services within the EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English Learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 SC sections 1703[I], 6312 [e][3][A][viii]).

MULTILINGUAL LANGUAGE LEARNERS

English Language Education (EC §310): In accordance with state law, students in HUSD who are learning English as a second language are assigned to classes designed to provide a program of Structured English Immersion (SEI) instruction for one or more school years. Parents or guardians have the right to refuse placement of their students in a Structured English Immersion (SEI) program and opt for a transfer to a mainstream English Program. However, students will still receive instruction as needed to acquire English language proficiency and meet the district's content and performance standards for their grade level. As an alternative to SEI, students may enroll in bilingual programs, which provide instruction in two languages. Program options are outlined below:

Structured English Immersion (SEI) is a specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English and mastery of academic core content. Instruction is nearly all in English. Primary language support is used for clarification and explanation when available. SEI is intended for English Language Learners who have not yet acquired 'reasonable fluency' in English.

The Bilingual Alternative (BIL) program is a specialized program of instruction in both English and Spanish. The goal is acquisition of academic proficiency in two languages: English and Spanish, together with mastery of academic core content. Instruction is in English and Spanish. Bilingual Alternative programming is intended for students who were assessed as initially proficient in English at enrollment or have been re-designated as English proficient.

Dual Language Immersion (DLI) is a specialized program in which students receive instruction in two languages. Students whose primary language is English will be provided second language development in either Spanish or Mandarin. Students whose primary language is Spanish or Mandarin will be provided second language development in English. The dual language immersion program is available in Spanish and English at Burbank Elementary School and Schafer Park Elementary School and in Mandarin and English at Stonebrae Elementary School. This program is intended for students who are English only speakers, those who were assessed as initially proficient in English at enrollment and those who have been re-designated as English proficient. Enrollment for this program begins only in Kindergarten or First grade. Exceptions require approval by the English Language Learner department.

Mainstream English Instruction program has instruction overwhelmingly in English. However, special support options are provided for ELLs as needed. The Mainstream English program is intended for students who are initially fluent in English, those who have attained reasonable fluency, and those whose families opt out of the Structured English Immersion program.

Limited English Proficient Students (EC §313.2, 440): Each parent/guardian must be given notice when their student is assessed for English Language proficiency no later than 30 days after the start of the school year. Notification includes information on limited English proficiency programs, including the reasons for the identification of the student as limited English proficient, the student's level of English proficiency, and whether the child is a long-term English Learner or at risk of becoming a long-term English Learner, how such level was assessed, the status of the student's academic achievement, the need of placement in a language instruction educational program, the methods of instruction used in the programs available, how the recommended program will meet the student's educational needs, including long-term English Learners and those at risk of becoming long-term English Learners, how the program will help long-term English Learners or those at risk of becoming long-term English Learners to develop English proficiency and meet age appropriate academic standards, program performance, parent options to remove a student from a program and/or to decline initial enrollment, and expected rate of transition into classrooms not tailored for limited English proficient students.

In order to meet the educational needs of our English Language Learners (ELL) Hayward Unified School District developed an ELL Master plan that synthesizes a coherent district-wide plan to best meet the needs of its large and growing population of ELL students. At the core of the plan is a commitment to implement and support standards based ELL programs. Currently the programs include: Structured English Immersion, Bilingual Alternative, Dual Language Immersion and Mainstream English.

Student Use of Technology: The Hayward Board of Education recognizes that technology provides ways to access the most current and extensive sources of information. Technology also enables students to practice skills and to develop reasoning and problem solving abilities. In addition, electronic resources foster workplace skills that may be transferable to new technologies. Every effort shall be made to provide equal access to technology throughout the district's schools and classes.[BP 6163.4]

On-Line Services: The Hayward Board of Education intends that the Internet and other on-line resources provided by the district be used to support the instructional program and further student learning.

All users of On-Line services must be aware that there can be no expectation of privacy and that district staff may monitor or examine all system activities to ensure proper use of the system. Students who fail to abide by district rules shall be subject to disciplinary action, revocation of the user account and legal action, as appropriate.

Before using the district's online resources, each student and their parent/legal guardian shall sign and return an Acceptable Use Policy.

HEALTH SERVICES

If a student is experiencing a medical or psychiatric emergency, district staff will call 911.

Child Health and Disabilities Prevention Program (H&SC §124085): Physical examinations are required as a prerequisite for enrollment in the first grade. Free health screening may be available through the local health department. Failure to comply with this requirement or sign an appropriate waiver may result in exclusion of your child from school for up to five days. For information and referral to these services, contact:

**Alameda County Child Health and Disability Prevention Program
1100 San Leandro Blvd, Second Floor, San Leandro, CA 94577
(510) 618-2070**

Physical Examination: Parent Refusal to Consent (EC §49451): A child may be exempt from physical examination whenever the parents file a written statement with the school principal stating that they will not consent to routine physical exams of their child. Whenever there is good reason to believe the child is suffering from a recognized contagious disease, the child will be excluded from school attendance.

Vision Appraisal (EC §49455): The district is required to appraise each student's vision during kindergarten, upon initial enrollment and in grades 2,5,8 and 10. Appraisal in the year immediately following a student's first enrollment in grades 4 or 7 shall not be required. The appraisal shall be conducted by a school nurse or other authorized person under EC §49452. The appraisal shall include tests for visual acuity and color vision; however, color vision shall be appraised once and only on male students. The evaluation may be waived upon presentation of a certificate from a physician, surgeon, physician's assistant, or optometrist setting out the results of a determination of the student's vision, including visual acuity and color vision. A visual appraisal is not required if the parent files a written religious objection with the principal.

Hearing Screenings: HUSD conducts hearing screenings in conjunction with vision screenings. (CCR, Title 17, Section 2952 (c)(1))

Scoliosis Screening Notice (EC §49451 and 49452.5): In addition to the physical examinations required pursuant to Sections 100275, 124035 and 124090 of the Health and Safety Code, the district may provide for the screening of every female student in grade 7 and every male student in grade 8 for the condition known as scoliosis.

Concussions/Head Injuries in Athletes (EC §49475): Districts offering athletic programs are required to provide on a yearly basis, a concussion and head injury information sheet, which must be signed and returned by the athlete or athlete's parent/guardian before the athlete can initiate practice or competition.

Medication (EC §49423): Any student who must take prescribed medication at school and who desires assistance of school personnel **must submit a written statement of instructions from the physician, surgeon or physician's assistant and a parental request for assistance in administering the medication.** Students may also carry and self-administer prescription auto-injectable epinephrine upon the school's receipt of specified written confirmation and authorization from the student's parent and physician or surgeon. The parent must release the school district and personnel from liability for any harm resulting from the self-administered medication, and provide a release for authorized school personnel to consult with the physician or surgeon. Please discuss with your child's School Nurse.

Prescription Inhaled Asthma Medication (EC §49423.1): Students may carry and self-administer prescription inhaled asthma medication. Please discuss with your child's School Nurse. The parent or guardian must release the school district and personnel from liability for any harm resulting from the self-administered medication and provide a release for authorized school personnel to consult with a physician or surgeon.

Continuing Medication Regimen (EC §49480): Parents of any student on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of the medication(s) being taken, the current dosage, and the name of the supervising physician. Written orders must be presented with any medication(s) that will be kept at school, taken at school or carried at school. All medications must be present in the original container, prescribed to the student with the

student's name and directions for taking the medications clearly indicated on the label. With the consent of the parent, the school nurse may communicate with the physician and may counsel school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

Administration of Epilepsy Medication (EC §49414.7): Districts are required to provide nonmedical school employees with voluntary emergency medical training to provide, in the absence of a school nurse or other licensed nurse onsite, emergency medical assistance to students suffering from epilepsy in accordance with State guidelines. Upon receipt of a request from a parent/guardian to have a school employee receive such training, districts are required to notify the parent/guardian that the child may qualify for services or accommodations under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act.

Medical and Hospital Services for Students (EC § 49471 and 49472): The district is required to notify parents in writing if it does not provide or make available medical and hospital services for students injured while participating in athletic activities. The district is also authorized to provide medical or hospital services through non-profit membership corporations or insurance policies for student injuries arising out of school-related activities.

Availability of Individualized Instruction/Presence of Student with Temporary Disability in Hospital (EC §48206.3, 48207-48208): Individualized instruction is available to students with temporary disabilities whose disability makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable. Parents of students hospitalized or with a temporary disability shall notify the school district where the student receives care if an individualized instruction program is desired.

Kindergarten and/or First Grade Oral Health Assessment: Many things impact a child's school progress and success, including health. Children must be healthy to learn, and children with cavities are not healthy. Baby teeth are not just teeth that will fall out. Children need their teeth to eat properly, talk, smile and feel good about themselves. Children with cavities may have difficulty eating, stop smiling, and have problems paying attention and learning at school.

Parents or legal guardians must have their child's oral health assessed by May 31 of the student's first school year (kindergarten or first grade). Assessments within the 12 months before the child enters school also meet this requirement. The assessment must be done by a licensed dentist or licensed or registered dental health professional. However, the state budget crisis has given districts flexibility in collecting this data. (EC § 49452.8)

Fluoride Treatments: Children are eligible for fluoride treatments through a program organized by the county health officer. Parents will get a record that the treatment was applied. The county health officer will determine how to pay for the program. Parents or a student 18 years old or more have the right to refuse this program. This program is not meant to replace regular, professional dental care. [Health and Safety Code 104855]

Immunizations: All students must provide documentation verifying that they are fully immunized against hepatitis B, haemophilus influenzae type b (PreK Only), diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles, mumps and rubella prior to admission to school. Students must have 2 doses of varicella vaccine (chicken pox) or provide proof from a doctor stating the child has had the disease. All students entering or advancing through grades 7 through 12 must be fully immunized, including a required booster against pertussis (Tdap). Starting July 1, 2019, students starting 7th grade are required to have two doses of varicella vaccine. Parent/Legal Guardian must provide their student's Immunization Record as proof of Immunization. The required immunizations are available from the County Health Department, a physician, or may be administered by a health care professional acting under the direction of a physician. Immunizations may be given at school. All immunizations must be up-to-date before a student may attend school unless the student provides the district with a valid medical exemption from a licensed physician. After January 1, 2021 medical exemptions will need to be re-submitted when a child enters a new grade span. Grade spans are defined as: birth to preschool, kindergarten (including transitional kindergarten) and grades 1-6, and grades 7-12. Exemptions must be submitted to the state database, CAIR. If an exemption is revoked by the state the student may remain in school but must commence the immunization schedule within 30 days. If the parent/guardian wishes to appeal the revocation, the student may remain in school while the case is being reviewed provided that an appeal is filed within 30 calendar days of revocation. (SB 276, SB 714). No new personal belief exemptions may be accepted. Students with a personal-belief exemption on file with the district as of January 1, 2016 shall be allowed to continue enrollment in the district until entering the next grade span. 'Conditional admissions' will not occur in Hayward Unified School District. Students qualified for an individualized education program may access 'special education and related services as required by their individualized education program. If an outbreak of communicable disease occurs at a school, the non-immunized

student will be excluded for their own safety until such a time as directed by health officials or district administration. Parents or guardians may refuse to allow the sharing of personal information related to their child's immunization records by notifying the County Health Department listed in this section. [Health and Safety Code 120325, 120335, 120440; (EC § 48216, 49403)]

Communicable Diseases (EC §48216 & 49403): The district is authorized to administer immunizing agents to pupils whose parents have consented in writing to the administration of such immunizing agent. The district is required to exclude pupils who have not been properly immunized pursuant to Health and Safety Code 120325 and 120335. The district must notify parents that they have two weeks to supply evidence either that the pupil has been properly immunized or is exempted from the requirement. All students entering kindergarten, advancing from sixth to seventh grade in the district, or prior to their first admission to the district, will be required to comply with the immunization requirements of Health and Safety Code section 120335, unless the student provides the district with a valid exemption from a licensed physician. No new personal belief exemptions will be accepted. Students with personal-belief exemptions on file with the district as of January 1, 2016, shall be allowed to continue enrollment until entering the next grade span in the district. Grade spans are defined as birth through preschool, K-6, including transitional kindergarten, and 7-12. Students qualified for an individualized education program may access special education and related services as required by their individualized educational program.

Medical and Hospital Insurance for Students: *The district DOES NOT provide insurance for individual students.* However, you may purchase accident insurance for medical and hospital services for your child. The insurance provides coverage for your child while in attendance during the 2023-24 school year. Coverage is provided while your child is on school grounds, in school buildings; while being transported **by the district** to and from school or other place of instruction; and at school-sponsored activities. To view and enroll for student accident insurance please visit https://www.k12specialmarkets.com/Enroll_1. The school district assumes no liability for accidents to students at school. (EC § 32221.5, 49472). For additional questions please contact the HUSD Risk Management Department (510) 784-2600.

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some students may qualify to enroll in no-cost or low-cost local, state or federally sponsored health insurance programs. Ask about these service options at your student's school site or, call Healthy Families/Medi-Cal for families (800) 300-1506 or, on the internet: www.coveredca.com

Medical Coverage for Injuries: Medical and hospital services for pupils injured at school or school-sponsored events, or while being transported, may be insured at parent's expense. No pupil shall be compelled to accept such services without his or her consent or, if the pupil is a minor, without the consent of a parent or guardian. (Ed. Code, § 49472)

Diabetes: Diabetes is a chronic (long-lasting) health condition that affects how your body turns food into energy. Your body breaks down most of the food you eat into sugar (glucose) and releases it into your bloodstream. When your blood sugar goes up, it signals your pancreas to release insulin. Insulin acts like a key to let the blood sugar into your body's cells for use as energy. With diabetes, your body doesn't make enough insulin or can't use it as well as it should. When there isn't enough insulin or cells stop responding to insulin, too much blood sugar stays in your bloodstream.

Type 1 diabetes: is thought to be caused by an autoimmune reaction (the body attacks itself by mistake). This reaction stops your body from making insulin. Approximately 5-10% of the people who have diabetes have type 1. Symptoms of type 1 diabetes often develop quickly. It's usually diagnosed in children, teens, and young adults. If you have type 1 diabetes, you'll need to take insulin every day to survive. Currently, no one knows how to prevent type 1 diabetes.

Type 2 diabetes: your body doesn't use insulin well and can't keep blood sugar at normal levels. About 90-95% of people with diabetes have type 2. It develops over many years and is usually diagnosed in adults (but more and more in children, teens, and young adults). You may not notice any symptoms, so it's important to get your blood sugar tested if you're at risk. Type 2 diabetes can be prevented or delayed with healthy lifestyle changes, such as:

- Losing weight.
- Eating healthy food.
- Being active.

Before developing type 2 diabetes, most people have prediabetes; their blood sugar is higher than normal but not high enough yet for a diabetes diagnosis. Prediabetes is really common,, the good news is that prediabetes can be reversed. For more information on diabetes prevention please visit the following website: <https://www.cdc.gov/diabetes/prevent-type-2/type-2-kids.html>

Access to Public & Private Benefits and Insurance 2023-24 This notice is provided to you as parents, legal guardians,

caregiving adults, surrogate parents or court appointed responsible adult, because during the 2024 - 25 school year, your child may be receiving medically necessary health related services covered under California's Medicaid State Plan Title XIX and/or receive special education services under the Individuals with Disabilities Education Act (IDEA). School districts are required to provide prior written notice of your rights and protections when it seeks to use your child's public benefits (i.e., Medi-Cal) or insurance or private insurance to seek reimbursement for special education and/or and medically necessary related services. This Notice will be given to you before the school district seeks to use your child's public benefits or insurance or private insurance for the first time, and annually thereafter.

The school district may submit claims to your child's public benefits or insurance program, such as the California Medi-Cal program (Medicaid) or to your private insurance in order to be reimbursed for the cost of providing the service. (Welfare and Institutions Code § 14132.06) Personally identifiable information such as student name, date of birth, gender, and nature and extent of medically necessary services may be disclosed to the third party biller in which the school district contracts (34 CFR 99.30 and 34 CFR 300.622). All personally identifiable information is Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) compliant. The school district cannot require parents to sign up for or enroll in public benefits or insurance programs or private insurance in order for your child to receive a free appropriate public education (FAPE) under IDEA. The school district cannot require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services and reimbursement through Medi-Cal (34 CFR 300.154 [d][2][i]) or through private insurance. The school district cannot use a student's benefits under Medi-Cal or private insurance if that use would:

- Decrease available lifetime coverage or any other insured benefit
- Result in the family paying for services that would otherwise be covered by the public benefits or insurance program (Medi-Cal) or private insurance and are required for the child outside of the time the child is in school
- Increase premiums or lead to the discontinuation of public benefits or insurance (Medi-Cal) or private Insurance
- Risk loss of eligibility for home and community-based waivers, based on aggregate health related expenditures (34 C.F.R. § 300.154 [d][2][iii][A-D])

YOU HAVE THE RIGHT TO:

- Voluntarily provide the school district with written consent to disclose educational records containing your child's personally identifiable information such as individual educational programs (IEP) or assessment reports to Medi-Cal, other public benefits or insurance programs, or private insurance billing purposes.
- Withdraw your consent to the disclosure of your child's personally identifiable information to Medi-Cal, other public benefits or insurance programs, or private insurance at any time.
- Refuse to provide consent to the disclosure of your child's personally identifiable information to Medi-Cal, other public benefits or insurance programs, or private insurance for billing purposes. If you withdraw your consent or refuse to provide consent for the school district to use Medi-Cal, other public benefits or insurance programs, or private insurance to pay for eligible related services, the school district must continue to ensure that all required special education services are provided at no cost to you.

PARENT INVOLVEMENT AND FAMILY ENGAGEMENT

The District recognizes that families are their children's first and most influential teachers and that sustained parent involvement and family engagement in the education of their children contributes greatly to student achievement and a positive school environment. As such, the District promotes family engagement with an intentional focus on students from the global majority who are marginalized, oppressed, and historically underserved, such as Black and Brown students, Latino students, migrant students, English Language Learners, foster youth, LGBTQIA+ students, McKinney-Vento students, students eligible for free and reduced-price meals, students with physical disabilities, and students with neurodiversity (students with an IEP or 504 Plan). The District provides and collaborates with local agencies and community partners to ensure the availability of necessary support services for these students and their families.

The Title I Parent Involvement goal is to plan and conduct programs, activities, and procedures that increase parental involvement with the meaningful consultation of families. This policy states the opportunities for full participation of all families and community members to ensure a meaningful partnership.

The Superintendent or designee shall consult with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan shall include goals and strategies for parent/guardian and family involvement, including district efforts to seek parent/guardian and family input in district and school site decision making and to promote parent/guardian and family participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

General Expectations

The Hayward Unified School District's Title I Program exists to provide high-quality supplemental services for low-income and English Language Learner (ELL) students that enable them to meet and exceed the academic standards set forth by the state. The Title I program goal is to improve academic achievement and implement all statutory requirements.

The Hayward Unified School District will put into operation programs, activities, and procedures for the involvement of families in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA), currently authorized as the Every Student Succeeds Act (ESSA) of 2015. Those programs, activities and procedures will be planned and operated with meaningful inclusion of families with participating children.

In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of families of historically marginalized and underserved groups such as Black and Brown students, Latino students, migrant students, English Language Learners, foster youth, LGBTQIA+ students, McKinney-Vento students, students eligible for free and reduced-price meals, students with physical disabilities, and students with neurodiversity (students with an IEP or 504 Plan); including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language families understand. For a full description of general expectations, please visit: www.husd.us/bp6020.

Title I Schools

State law (Education Code 11503) also mandates procedures to ensure that families/guardians and family are consulted and participate in the planning, design, implementation, and evaluation of the Title I parent/guardian and family engagement program.

Title I Programs (cf. 6171)

The Superintendent or designee will involve families/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee will conduct outreach to all families/guardians and family members. (Education Code 11503; 20 USC 6318)

Budget (cf. 3100)

Expenditures of Title I funds will be consistent with the activities specified in this policy and will include at least one of the following:

- Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and families/guardians and family members.
- Support for programs that reach families/guardians and family members at home, in the community, and at school.
- Dissemination of information on best practices focused on increasing the engagement and participation of the families of economically disadvantaged students, neurodiverse students (students with an IEP or 504 Plan), English Language Learners, foster youth, students with physical disabilities, LGBTQIA+ students, McKinney-Vento students and students eligible for free and reduced-price meals.
- Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- Any other activities and strategies that the district determines are appropriate and consistent with this policy. (20 USC 6318)

The Superintendent or designee will ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board will reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee will involve families/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and will ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

The school district will involve the families of children served in Title I, Part A schools in decisions about how the one (1) percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- a. that families are valued for integral role in assisting their child's learning;
- b. that families are encouraged to be actively involved in their child's education at school;
- c. that families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- d. the carrying out of other activities, such as those described in Section 1118 of the ESEA.

Non-Title I Schools

The Superintendent or designee will develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians and families in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502.

(Education Code 11504) [BP 6020]

Family Classroom Visits: Families/Legal Guardians and community members are encouraged to visit the school sites. **All campus visitors must report immediately to the school office.** In order to register as a visitor, each visitor will provide: Name, Address, Occupation, Age (if less than 21), Purpose for Entering School Grounds, Proof of Identity, Other information consistent with provisions of law. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during non-instructional time. To arrange for a classroom visit or campus tour, please contact the school principal. **[EC §51512; BP 1250]**

Local Control Accountability Plan (LCAP) : The District is required to adopt a three-year Local Control and Accountability Plan (LCAP) and to update the LCAP on or before July 1 of each subsequent year. The LCAP is required to identify annual goals, specific actions geared toward implementing those goals, and must measure progress for student subgroups across multiple performance indicators based on eight priorities set by the State. **(EC §52060-52077)**

The priorities must be aligned to the District's spending plan. The LCAP must be approved before the annual District budget can be adopted. Once the budget and LCAP are adopted at the local level, the plan will be reviewed by the County Superintendent to ensure alignment of projected spending toward goals and services. The following are the State priorities:

- a) Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities;
- b) Implementation of and student access to state academic content and performance standards;
- c) Parent involvement and participation and family engagement;
- d) Improving student achievement and outcomes along multiple measures
- e) Supporting student engagement;
- f) Highlighting school climate and connectedness;
- g) Ensuring all students have access to classes that prepare them for college and careers;
- h) Measuring other important student outcomes related to required areas of study;
- i) Coordinating instruction for expelled students; and
- j) Coordinating services for foster children.

The Board of Education is required to establish a District-wide Parent Advisory Committee (PAC) and an English Learner parent advisory committee to provide advice to the Board of Education and the superintendent regarding the LCAP. Districts are not required to establish a new English learner advisory committee if an English language learner parent committee has already been established. In HUSD, the District English Learner Advisory Committee (DELAC) serves as the LCAP English learner parent advisory committee.

PACs will include families or legal guardians of low-income students, English language learner students, and foster youth.

Each district is required to include its educational partners (teachers, principals, administrators, other school personnel, local bargaining units, families, and students) in developing the LCAP.

School Site Council (SSC): Each school has a School Site Council (SSC) composed of educational partners elected to the council who meet at least once a month to develop and review the Single Plan for Student Achievement (SPSA). The council shares responsibility for planning programs for students, allocating resources and reviewing the efficacy of programs and practices.

Single Plan for Student Achievement (SPSA): Education Code Section 64000 requires schools and districts that receive state and federal or other applicable funding to prepare a SPSA. The SPSA is the guiding document for improving academic performance of all students. The (SSC) is responsible for the development, implementation and monitoring and revisions of the SPSA at each site. Each year the SSC must recommend the finalized plan to the Board of Education for review and approval.

Current SPSA documents are located on the district website under the link for "Schools." SSC members are elected annually. All members of the school community are invited to the SSC meetings. **[BP 0420]**

School Accountability Report Card (SARC): Districts are required to annually issue a SARC for each school in the district. Districts are to make a concerted effort to notify families of the purpose of the school accountability report cards, and ensure that all families have access to a copy. SARCs are posted on the district website and hard copies are available upon request by February 1 of each year. **(EC §35256, §35258)**

Parent Teacher Association (PTA): Communication and participation are the two primary goals of the PTA. The PTA is highly successful in having "family participation" which serves the students and staff at the school site. Families/Legal Guardians interested in becoming a member of the PTA should contact their student's school.

The main role of a PTA is to build strong working relationships among parents, teachers and schools, in support of students. This can include recruiting and coordinating volunteers, providing special recognition in awards ceremonies or through other activities, organizing parent education events in partnership with school staff, planning teacher appreciation activities and much more. Each school's PTA will determine goals and structure with a focus on supporting the education of students by fostering a cooperative relationship between parents, teachers, support staff, school administrators, and the surrounding community.

School Site Volunteers: Hayward Unified School District welcomes volunteer community members who wish to contribute their skills, interest, and talents to enrich the educational opportunities to the students of Hayward. Volunteers are welcome as partners in education. Families/Legal guardians and community member's willingness to provide a needed service is deeply valued.

Investing for Future Education (EC §48980(d)): Families are advised of the importance of investing for higher education for their children and of considering appropriate investment options, including, but not limited to, United States savings bonds.

For full text of Board Policy related to Parent Involvement and Family Engagement, please visit: www.husd.us/bp6020.

CURRICULUM AND PERSONAL BELIEFS

Instruction in Comprehensive Sexual Health Education and HIV Prevention (EC §51938): Districts shall annually notify parents about instruction in comprehensive sexual health education and HIV prevention education and research on student health behaviors and risks planned for the school year. Written and audiovisual educational materials used in such education are available for inspection. You will be notified no fewer than 14 days prior to the commencement of any such instruction as to whether the instruction will be taught by district personnel or by outside consultants in class or during an assembly. The notification shall include the date of instruction, the name of the organization or affiliation of each guest speaker and notification of a parent's right to request a copy of the law pertaining to this instruction. A copy of the law pertaining to such instruction is available upon request from the district. You may request in writing that your child not receive all or part of comprehensive sexual health education and/or HIV prevention education. Those students whose parents do not submit a written request to excuse them will receive such instruction. The law also authorizes the district to use anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age appropriate questions about the student's attitudes concerning or practices relating to sex. The district must notify you in writing before any such test, questionnaire, or survey is administered and provide you with an opportunity to review the test and request in writing that your child not participate.

California law requires the following with respect to instruction and instructional materials (EC §51933):

There must be comprehensive sexual health instruction at least once in junior high or middle school and at least once in high school that must, among other things, teach pupils about gender, gender expression, and gender identity and explore the harm of negative gender stereotypes and affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, must be inclusive of same-sex relationships.

Health Instruction/Conflicts with Religious Training and Beliefs (EC §51240): Upon written request of a parent, students shall be excused from the part of any school instruction in health if it conflicts with the religious training and beliefs of a parent.

Right to Refrain from Harmful Use of Animals (EC §32255 et seq.): Students may choose to refrain from participating in educational projects involving the harmful or destructive use of animals.

Student Privacy (EC §51513; Title 20 USC): Districts are required to develop policies that obligate them to obtain prior written consent from parents prior to their student participating in a survey containing one or more of the following items: political affiliations or beliefs; mental or psychological problems; sex behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals whom respondents have close family relationships with; legally recognized privileged or analogous relationships such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs; income. (BP 5145.7)

SCHOOL RECORDS AND STUDENT ACHIEVEMENT

Student Records/Notice of Privacy Rights of Parents and Students (EC §49063 et seq., §49073, 34 CFR 99.30, 34 CFR 99.34, and the federal Family Educational Rights and Privacy Act): Federal and state laws concerning student records grant certain rights of privacy and right of access to students and to their parents. Full access to all personally identifiable written records maintained by the school district must be granted to: (1) Parents of students 17 and younger; (2) Parents of students age 18 and older if the student is a dependent for tax purposes; (3) Students age 18 and older, or students who are enrolled in an institution of postsecondary instruction (called "eligible students"); (4) Students age 14 and over who are identified as both homeless and an accompanied youth; and (5) Individuals who have completed and signed a Caregiver's Authorization Affidavit.

Parents, or an eligible student, may review individual records by making a request to the principal. The principal will see that explanations and interpretations are provided if requested. Information that is alleged to be inaccurate or inappropriate may be removed upon request. In addition, parents or eligible students may receive a copy of any information in the records at reasonable cost per page within 5 business days of the request. Upon movement to a new school district, the student's records must be forwarded upon the request of the new school district within 10 school days. District policies and procedures relating to: location of, and types of, records; kinds of information retained; persons responsible for records; directory information; access by other persons; review; and challenge of records are available through the principal at each school. At the time of transfer, the parent or eligible student may review, receive a copy (at a reasonable fee), and/or challenge the records.

If you believe the district is not in compliance with federal regulations regarding privacy, you may file a complaint with the United States Department of Education (20 USC §1232(g)).

You have the right to inspect all instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any applicable program.

Release of Student Directory Information (EC §49073): The district also makes student *directory information* available in accordance with state and federal laws. This means that each student's name, birth date, address, telephone number, email address, major course of study, participation in officially recognized school activities, dates of attendance, degrees and awards received, and most recent previous public or private school attendance may be released in accordance with board policy. In addition, height and weight of athletes may be made available. *Directory Information does not include photographs of students; photographs cannot be released without parent/guardian consent.* Appropriate directory information may be provided to any agency or person except private, profit-making organizations (other than employers, potential employers or the news media). Directory information related to homeless or unaccompanied youth will not be released without the express written consent for its release by the eligible student or guardian. Names and addresses of seniors or terminating students may be given to public or private schools and colleges. Parents and eligible students will be notified prior to the destruction of any special education records. You have the right to inspect a survey or other instrument to be administered or distributed to your child that either collects personal information for marketing or sale or requests information about beliefs and practices and any instructional material to be used as part of your child's educational curriculum. Please contact your child's school if you wish to inspect such a survey or other instrument.

Upon written request from the parent of student age 17 or younger, the parent will withhold directory information about the student. If the student is 18 or older or enrolled in an institution of postsecondary instruction and makes a written request, the student's request to deny access to directory information will be honored. Requests must be submitted within 30 calendar days of the receipt of this notification. Additionally, directory information related to homeless or unaccompanied youths will not be released without the express written consent for its release by the eligible student or guardian.

Release of Directory Information to Military Recruiters/Release of Telephone Numbers (EC §49073.5; 20 USC §7908(a)(2) ; 20 USC §6301 et seq.): Upon written request from the parent of a student age 17 or younger, the district will withhold directory

information about the student. If the student is 18 or older or enrolled in an institution of postsecondary instruction and makes a written request, the student's request to deny access to directory information will be honored. Requests must be submitted by October 1.

Release of Student Records/Compliance with Subpoena or Court Order (EC §49076 and 49077): Districts are required to make a reasonable effort to notify parents in advance of disclosing student information pursuant to a subpoena or court order.

Release of Student Records to School Officials and Employees of the District (EC §49076(a)(1) and 49064(d)): Districts may release educational records, without obtaining prior written parental consent, to any school official or employee, which would include accountants, consultants, contractors, or other service providers, who have a legitimate educational interest in the educational record.

Federal Race and Ethnicity Data Collection Reporting: Based upon final guidance from the US Department of Education regarding the collection of race and ethnicity data for students and staff, the California Department of Education has revised its data collection requirements using the California Student Achievement Longitudinal Data System (CALPADS). School districts are obligated to comply with the reporting requirements using a two-part question (<http://www.cde.ca.gov/ds/sp/cl/>).

Prospectus of School Curriculum (EC §49091.14): The curriculum of every course offered by the schools of the district is compiled annually by each school in a prospectus. Each school prospectus is available for review upon request at each school site. Copies are available upon request for a reasonable fee not to exceed the actual copying cost.

Culturally Inclusive Curriculum (EC §51204.5): California law requires the following with respect to instruction and instructional materials. Instruction in social sciences must include the roles and contributions of both men and women, members of various races/ethnic groups, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the nation. Local governing boards must adopt only instructional materials that the board determines accurately portray the cultural and racial diversity of our society, including the contributions of all the groups identified above.

Every Student Succeeds Act (ESSA) (20 USC §6301 et seq.): Under the ESSA, parents have the following rights which may be subject to change as regulations and state law are modified to comply with ESSA:

- (1) **Information Regarding Professional Qualifications of Teachers, Paraprofessionals, and Aides:** Upon request, parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects they teach, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher's college major, they have any advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications. Districts shall also notify parents if their child has been assigned to or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
- (2) **Information Regarding Individual Student Reports on Statewide Assessments:** Upon request, parents have a right to information regarding any State or local policy mandating student assessments and on the level of achievement of their student on every State and districtwide academic assessment administered to the student.
- (3) **Limited English Proficient Students:** The Act requires prior notice be given to parents of English learners regarding limited English proficiency programs, including the reasons for the identification of the student as an English learner, the need of placement in a language instruction educational program, the student's level of English proficiency, how such level was assessed, the status of the student's academic achievement, the methods of instruction used in the programs available, how the recommended program will meet the student's needs, program performance, parent options to remove a student from a program and/or to decline initial enrollment, and expected rate of transition into classrooms not tailored for English learners.
- (4) **School Choice:** Parents shall be notified when their child's school is identified for comprehensive support and improvement (CSI) and the opportunities for school transfer.
- (5) **Non-Release of Information to Armed Forces Recruiters:** Upon written request, parents may direct that their student's name, address and telephone listing not be released without prior written parental consent.

The information provided above is available upon request from your child's school or the district office. Additional notices that may be required under the ESSA shall be sent separately

California College Guidance Initiative (CCGI) is written into California Education Code (EC) Section 60900.5 as an authorized provider of an institutional service to all California School Districts and as part of the state's efforts to make college-going a more

streamlined experience for students (EC Section 60900.5(a)). One service that the CCGI will provide is a set of college and career planning tools, including the CaliforniaColleges.edu tool, designed to help students plan for and apply to California public colleges and universities. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (CDE).

The data shared will be used to provide pupils and families with direct access to online tools and resources and will enable a pupil to transmit information shared with the CCGI to both of the following:

1. Postsecondary educational institutions for purposes of admissions and academic placement.
2. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

FILING A UCP COMPLAINT AND DUE PROCESS PROTECTIONS

Uniform Complaint Procedures (5 CCR §4622 et seq.): The district is required to annually notify students, employees, parents or guardians of its students, district advisory committees, and school advisory committees, appropriate private school officials, and other interested parties in writing of the District's required Uniform Complaint Procedures. A copy of the Local Education Agency's Uniform Complaint policy and procedures is available free of charge. (BP 1312.3) The UCP Annual Notice is available in both English and Spanish (EC 48985) and is also available on our website.

One of our district's goals is to make sure that parents are seen as partners in the education of our students. This includes encouraging more parents to become active participants in the school environment. One of the benefits of having parents as partners is the benefit of being able to improve our schools through multiple perspectives. Therefore, we encourage frequent communication between parents and the site administration. Parents are highly encouraged to provide feedback on how we can improve to make our schools better for the community.

We understand that some concerns may arise that require all parties to work together towards a viable solution to resolve matters at the site level. If after attempts to resolve a concern a parent is not satisfied, parents do have the option to forward their concerns to the district office level.

The district shall use the uniform complaint procedures to resolve any complaint involving non-compliance in any of our categorical programs or activities and those alleging unlawful discrimination, harassment, intimidation or bullying in district programs and activities. The District will investigate all allegations of unlawful discrimination, harassment, intimidations or bullying against any protected group as identified in EC Sections 200, 220, and GC Section 11125, including any actual or perceived characteristics as set forth in Penal Code Section 422.55 or on the basis of a person's association with a person or group with one of more of these actual or perceived characteristics in any program or activity conducted by the District which is funded directly by, or that receives or benefits from, any state financial assistance.

A pupil enrolled in our public school shall not be required to pay a pupil fee for participation in an educational activity. Uniform complaint procedures shall be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits or other charges for participation in educational activities. A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee. A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred. Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with Local Control Accountability Plan requirements as set forth in Education Code 52075. In these cases, in accordance with Board Policy 1312.3, a uniform complaint can be filed to prompt a district level investigation. A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence or information to support an allegation of noncompliance. For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency. UCP complaint shall be filed no later than one year from the date the alleged violation occurred. Following are the steps that you can take to file a uniform complaint:

- (1) Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Peter Wilson, Coordinator, Intervention/Prevention and Concerns and Title IX

24411 Amador Street

Hayward, CA 94544

Tel: 510-784-2600 Ext 72562 Email: pwilson@husd.k12.ca.us

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in Hayward Unified School District.

- (2) Uniform Complaint Forms are available free of charge at your school sites and online. (CCR, Title 5 (5 CCR** 4600-4687). Completion of a Uniform Complaint Form is not necessary as long as the complaint is submitted in writing or via email.
- (3) Unlawful discrimination, harassment, intimidation or bully complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.
- (4) Within 10 working days of receiving the complaint, the Superintendent or a designee will contact you to discuss your complaint. At this point, you may be offered mediation as an option to resolve your complaint.
- (5) Within 15 days, the Superintendent or designee will begin to investigate the incident and request information for review in order to resolve the complaint. The District will provide an opportunity for complainants, respondents and/or representatives to present evidence or information. Refusal of the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.
- (6) Within 60 calendar days of receiving a complaint, unless an extension is requested and granted, the Superintendent or designee will send an Investigation Report of the investigation and the decision to the complainant and respondent. If the complainant disagrees with the decision, they may appeal the district's decision by writing to the California Department of Education (CDE), 1430 N St., Sacramento, CA 95814-5901 within 30 days of the date of the District's Investigation Report. A copy of the original complaint, the District's Investigation Report and the basis for the appeal must be sent in with the appeal. (Timelines/Process may vary for Title IX Complaints-see AR 4119.12)

The District is primarily responsible for ensuring compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities implemented by the district that are subject to UCP:

The UCP covers alleged violations by local educational agencies (LEAs) (school districts, county offices of education, and charter schools) and local public or private agencies which receive direct or indirect funding from the State to provide any school programs, activities, or related services. The UCP resources below meet all *California Code of Regulations*, Title 5 (5 CCR) sections 4600-4687 and are for programs and activities that are subject to the UCP such as Accommodations for Pregnant and Parenting Pupils (California Education Code [EC] Section 46015); Adult Education (EC Sections 8500-8538, 52334.7, 52500-52616.4); After School Education and Safety (EC Sections 8482-8484.65); Agricultural Career Technical Education (EC Sections 52460-52462); Career Technical and Technical Education and Career Technical and Technical Training Programs (EC Sections 52300-52462); Child Care and Development Programs (EC Sections 8200-8493); Compensatory Education (EC Sections 54400); Consolidated Categorical Aid Programs (Education Code 33315; 34 CFR 299.10-299.12); Course Periods without Educational Content (EC Sections 51228.1-51228.3); Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610) in any program or activity conducted by an educational institution, as defined in Section 210.3.; Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school, migrant students now enrolled in a school district, and immigrant students participating in a newcomer program in the school district, (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2); Every Student Succeeds Act (EC Section 20 United States Code [20 U.S.C.] Section 6301 et seq.; EC Section 52059); Local Control and Accountability Plans (LCAP) EC Section 52075, California Government Code [GC] Section 17581.6 (f)); Migrant Education (EC Sections 54440-54445); Physical Education Instructional Minutes (EC Sections 51210, 51223); Pupil Fees (EC

Sections 49010-49011); Reasonable Accommodations to a Lactating Pupil (EC Section 222); Regional Occupational Centers and Programs (EC Sections 52300-52334.7); School Plans For Student Achievement (EC Section 64001) School Safety Plans (EC Sections 32280-32289); School Site Councils (EC Sections 65000); State Preschool (EC Sections 82535-8239.1); and State Preschool Health And Safety Issues In LEAs Exempt From Licensing (EC Sections 8235.5[a], 33315, GC Section 17581.6[f], California Health and Safety Code [HSC] Section 1596.7925). *[Currently there are NO preschools that are exempt from licensing in HUSD]* Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy. Any other state or federal educational program the Superintendent of Public Instruction (SSPI) or designee deems appropriate. A standardized notice of the educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families pupils formerly in Juvenile Court now enrolled in a school district as specified in Education Code Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2, shall be posted and shall include complaint process information, as applicable. In order to identify appropriate subjects of state preschool health and safety issues pursuant to California Health and Safety Code (HSC) Section 1596.7925 of the California *Health and Safety Code (HSC)*, a notice shall be posted in each California state preschool program classroom in each school in the Hayward Unified School District notifying parents guardians, pupils and teachers of both of the following: The notice shall (1) state the health and safety requirements under 5 CCR that apply to California state preschool programs pursuant to HSC Section 1596.7925 and (2) state the location at which to obtain a form to file a state preschool health and safety issues complaint pursuant to HSC Section 1596.7925.

The notice is in addition to this UCP annual notice and addresses parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California *Code of Regulations (5 CCR)* that apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint. (Posting a notice downloadable from the California Department of Education (CDE) website shall satisfy this requirement)

Participation in the Uniform Complaint Process does not prohibit individuals from seeking any civil law remedies that are available under State or Federal law, including, but not limited to injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

Responsibilities of Hayward Unified School District

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district.

We advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the Department of Education (CDE).

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

COPIES OF THE LOCAL EDUCATION AGENCY'S COMPLAINT PROCEDURE FORMS AND COMPLAINT FORMS ARE AVAILABLE FREE OF CHARGE. (CCR, Title 5(5 CCR 4600-4687) Complaint forms for preschools are located at each preschool and each classroom (and are also free of charge) and may be filed with the Preschool Administrator, complaints may be filed anonymously. For discrimination complaints, 60 days must elapse from the time an appeal is filed with CDE before pursuing civil remedies except for an injunction. Complaints may also be forwarded to appropriate state or federal agencies in the following cases:

American Civil Liberties Act 504 – Office of Civil Rights

Child Abuse – Department of Social Services, Protective Services Division, or law enforcement

Discrimination/Nutritional Services – U.S. Secretary of Agriculture

Employment Discrimination – Department of Fair Employment and Housing, Equal Employment Opportunity Commission

General Education – Hayward Unified School District

Health and Safety/Child Development – Department of Social Services

Student Records – Family Policy Compliance Office (FPCO), U.S. Department of Education

[20 USC 7114(D)(7)]; [20 USC 11138]; [34 CFR 300.510-511, 3000.513]; (EC §235, 262.3, 33031, 33032, 33381, 48985, 56000-56885, 59000-59300, 64000(a)); [5 CCR 4600]; [5 CCR 4620-4632]

Williams Settlement Complaints: Instructional Materials, Teacher Placement and School Facilities: Parents should use the Williams Complaint Procedure to identify and resolve any deficiencies regarding instructional materials, facility cleanliness and safety, emergency or urgent facility conditions that pose a health or safety threat to students or staff, and teacher vacancies or misassignments. Notice of the complaint process and location at which to obtain a complaint form should be posted in the classrooms. (EC §35186)

Williams Settlement Complaint Procedure (BP/AR 1312.4): Forms are available, free of charge, at each school and on the district website, but the form need not be used to make a complaint. The Williams Complaint Procedure shall be used for filing Williams related complaints with the following special circumstances applying:

- (1) Forms can be turned into the principal or designee who will make every reasonable attempt to investigate.
- (2) Complaints beyond the site authority will be forwarded to the district within 10 days.
- (3) Complaints may be filed anonymously. A response may be requested if the complainant is identified and will be sent to the mailing address on complaint.
- (4) If the district is required to provide material in a language other than English based on California Department of Education census data and if requested, the response and report shall be written in English and the primary language in which the complaint was filed.
- (5) The form will have a box to request a response and indicate where to file the form.
- (6) Valid complaints should be remedied within 30 working days of receipt.
- (7) Within 45 working days of resolution, notice should be sent to the complainant when a response was requested. A principal will also inform the Superintendent of resolution in the same timeframe.
- (8) If unsatisfied with resolution, a complainant may describe the complaint to the governing board at a regularly scheduled meeting.
- (9) For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of students or staff, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response.
- (10) The district will report quarterly on the number of resolved and unresolved complaints and summarize data regarding complaints and resolutions to the county superintendent and the local governing board in public session, making it part of the public records. (EC §35186, 48985)

Food Programs: To file a complaint alleging discrimination complete the USDA Program Discrimination Complaint Form, AD-3027, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by mail:

US Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independent Avenue, SW
Washington, DC 20250 -0115
Fax: (202) 690-1792 or email: program.intake@usda.gov

SEXUAL HARASSMENT

The Governing Board prohibits unlawful sexual harassment of or by any student; by anyone in or from the district.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Sexual harassment includes verbal, visual or physical conduct of a sexual nature which may have a negative impact upon the victim's academic or work performance or creates an intimidating, hostile, or offensive educational/work environment.

Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors, insults about a person's dating, romantic or sexual history
2. Unwelcome visual conduct such as sexually explicit notes, letters, drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way using their own body, someone else's body or an object; cornering, blocking, leaning over, impeding normal movements or stalking (physically or cyber).; Making obscene gestures or suggestive body movements that are sexual in nature; Unwanted hugging, kissing, or other forms of unwanted sexual contact; sexual assault including rape or penetration of genital or anal openings by foreign object, oral copulation or sodomy.
4. Electronic communications or any social media containing comments, suggestions, requests, any words, or images described above

Title IX Sexual Harassment Complaint Procedures

Effective August 14, 2020, The complaint procedures shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district employee was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30)

1. A district employee conditioning the provision of a district aid, benefit, or service on a person's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations shall be investigated and resolved in accordance with AR 1312.3 – Uniform Complaint Procedures, AR 4119.12 or AR 5145.71. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator. The Board expects staff to immediately report incidents of sexual harassment to the site principal or their designee, supervisor or their designee, any district administrator or the Title IX Coordinator. Students may immediately report harassment to a teacher, site administrator or their designee, supervisor or their designee, any district administrator or the Title IX Coordinator. Any such report of sexual harassment to any employee must be reported to the Title IX coordinator within two days. Supportive measures will be put into place as appropriate.

If after an investigation of the charges the student or the parent of the student feels that appropriate resolution has not been reached regarding a harassment matter, the student or the parent of the student should contact the principal their designee or the Title IX Coordinator to obtain a copy of BP/AR 1312.3 - Uniform Complaint Procedures. Formal complaints of harassment can be filed in accordance with these procedures.

Title IX Coordinator: Peter Wilson

24411 Amador Street

Hayward, Ca 94544

Tel: 510-784-2600 ext. 72562 Email: pwilson@husd.k12.ca.us

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned when appropriate, and/or permitted and/or required by law. [See AR 4119.12 (Personnel) and/or 5145.71 (Students)]

SAFE SCHOOLS

Megan's Law Notification (Penal Code §290.4): Parents and members of the public have the right to review information regarding registered sex offenders at the main office of the local law enforcement agency for this school district.

Child Custody: Schools in the Hayward Unified School District follow child custody decisions made by the courts. Principals cannot modify a judge's ruling regarding the custody of a child. If a child custody arrangement has changed, a parent or legal guardian must provide legal documents to the school stating this.

Sun Protective Clothing/Use of Sunscreen (EC §35183.5): School sites must allow for outdoor use of sun-protective clothing and must allow students to use sunscreen, without a prescription or physician's note, during the school day.

Asbestos Notification (40 CFR 763.93, EC § 49410, Asbestos Hazard Emergency Response Act (AHERA)): According to the Asbestos Hazard Emergency Response Act (AHERA), each school system must notify the public of inspections, response actions, periodic surveillance and re-inspection activities on an annual basis. This is to inform you that AHERA Compliance Management Plans are available for public inspection in the Maintenance & Operations office of the Hayward Unified School District. These documents include the Inspection Reports, Re-inspection Reports and the Management Plan. Requests to view these may be made Monday through Friday during regular school hours. Inspections of Asbestos Containing Material (ACM) are made by each school every six (6) months. Every three (3) years, re-inspection is conducted by a Certified Asbestos Inspector/Management Planner. The district has a plan for eliminating health risks that are created by the presence of asbestos in school buildings. It may be reviewed at the district office.

Comprehensive School Safety Plan (EC §32280 et seq.): Each school is required to report on the status of its school safety plan, including a description of its key elements, in the annual School Accountability Report Card (SARC). The planning committee is required to hold a public meeting to allow members of the public the opportunity to express an opinion about the school plan. The planning committee shall notify specified persons and entities in writing.

Notice of Compliance (EC §32289): A complaint of noncompliance with the school safety planning requirements may be filed with the State Department of Education under the Uniform Complaint Procedures (5 CCR 4600 et seq.).

Safe Storage of Firearms: Hayward Unified School District is required to provide parents notice of California's child access prevention laws and laws relating to the safe storage of firearms. **(EC §48986. 49392)**

The purpose of this notification is to inform and to remind parents and legal guardians of all students in the Hayward Unified School District of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others. **(Penal Codes §25100-25125 and 25200 -25220)**
 - **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm. **(Penal Code §25100(c))**
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years **(Civil Code §29805)**.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. **(Civil Code §1714.3)**.

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

SB 10 – Melanie’s Law: Senate Bill 10 is named “Melanie’s Law” after Melanie Ramos, who passed away due to a fentanyl overdose in a high school restroom at the age of fifteen. Melanie’s Law becomes effective January 1, 2024, and requires schools serving students in grades 7 through 12 to include protocols for responding to a student who may be suffering from an opioid overdose as part of their comprehensive school safety plans. The protocols should specify strategies for the prevention and treatment of opioid overdoses. Melanie’s Law also encourages State and county-wide collaborative efforts to spread awareness about opioid overdose and prevention. It encourages county offices of education to create a county working group for the purpose of outreach, increasing awareness, and collaborating with local health agencies to help prevent fentanyl overdoses.

DRUG FREE SCHOOLS

Alcohol and Other Drug Use Prevention Education: Possession, use or sale of narcotics, alcohol, or other controlled substances is prohibited and strictly enforced at all school activities. Hayward schools provide education and prevention programming for students. For students who are struggling with drug, alcohol or tobacco use, contact your school for referrals to local agencies and support programs. Our schools can provide names and contact information, but Hayward Unified School District does not endorse any one program or approach. Our intention in providing information to students and families is to support students to address issues that impact their successful participation in school.

Tobacco Free Schools (HS §104420): Use of tobacco products at any time by students, staff, parents, or visitors, is strictly prohibited in district-owned or leased buildings, on district property, and in district vehicles. This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Prohibited products include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, and nicotine and non-nicotine vaporized solutions and their delivery devices such as electronic cigarettes. Exceptions may be made for the use or possession of prescription nicotine products. Any employee or student who violates the district’s tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

Drug Free Campus: Possession, use or sale of narcotics, alcohol, or other controlled substances is prohibited and strictly enforced at all school activities. Records will be forwarded to local law enforcement, and district sanctions will result from violations.

PESTICIDE USE

Use of Pesticides (EC §17612 and 48980.3): School districts are required to inform parents or guardians about the use of pesticides on school grounds. The district is providing parents the name of all pesticide products expected to be applied at school facilities this school year. That identification includes the name and active ingredients. Only fully certified pesticides can be used on school grounds. If the district needs to use a pesticide not authorized in Education Code 17610.5, the district shall provide notification to all parents, guardians, and staff members 72 hours prior to the application.

Parents and legal guardians may register with the district if they wish to receive notification of pesticide applications at a particular school or facility. Please request a “REQUEST FOR INDIVIDUAL PESTICIDE APPLICATION NOTIFICATION” from the school if you wish to be notified of applications. Additional information is available from the California Department of Pesticide Regulation, PO Box 4015, Sacramento, CA 95812-4015 www.cdpr.ca.gov/. (EC §17610.1, 17612, 48980)

List of Potential Pesticides to Be Used on Your Schools
List for control of gophers, moles, voles, and ground squirrels

Name of Pesticide	Active Ingredient	EPA REG Number
Rozol Pocket Gopher Bait	.005% Chlorophacinone	7173-244
Omega GopherGrain Bait	.5% Strychnine Alkaloid	5042-32
Martin’s Gopher Bait 50	.5% Strychnine Alkaloid	53883-24
Talpirid	.025% Bromethalin	12455-101
ZP Rodent Oat Bait AG	2% Zinc Phosphide	12455-102
The Giant Destroyer	50% Sodium Nitrate, 38% Sulfur, 9% Charcoal	10551-1
IGI Carbon Dioxide	99.9% Carbon Dioxide	91274-1
Weevil-Cide	60% Aluminum Phosphide	70506-13
Gas Cartridge	Sodium Nitrate 53% Charcoal 28%	56228-61

List for control of rats and mice

Name of Pesticide	Active Ingredient	EPA REG Number
Selontra Rodent Bait	.075 % Cholecalciferol	7969-382
California Contrac	.01% Bromethalin	12455-151

List for general insect control

Name of Pesticide	Active Ingredient	EPA REG Number
CY-KICK CS	6 % Cyfluthrin	499-304
Drione Insecticide Dust	1% Pyrethrins, 10% Piperonyl Butoxide, 40% Amorphous Silica Gel	2014-0591
Talstar P	7.9% Bifenthrin	279-3206
Termidor SC	9.1% Fipronil	7969-210
Alpine WSG	40% Dinotefuron	499-561
Archer IGR	1.3% Pyriproxyfen	100-1111
Maxforce FC Ant Bait Stations	0.01% Fipronil	432-1256
Maxforce FC Cockroach bait stations	0.05% Fipronil	432-1257
Maxforce FC Ant Killer	.001% Fipronil	432-1264
In Tice	5% Orthoboric Acid	73079-2
Advance 375A	.011% Abamectin BI	499-370
Lambda 9.7 CS	9.7% Lambda-Cyhalothrin	89459-51
Alpine D	.25% Dinotefuran	499-527
Wasp Freeze 2	D-trans Allethrin .129%, Phenothrin .12%	499-550
Demand CS	Lambda-Cyhalothrin 9.7%	100-1066

Further Information is Available

Further information regarding our district schools, programs, policies and procedures is available to any interested person upon request to our district office or at www.HUSD.US website. (EC §42809.13); FERPA; [34 CFR Section 99.7(b)]

ACRONYM LIST

Schools, Universities and Government Agencies use many acronyms that may not be familiar to all students and families. Please use this list as a reference to help you fully understand any reference in this Annual Notification booklet.

ACT	American College Testing	FERPA	Family Educational Rights and Privacy Acts
AHERA	Asbestos Hazard Emergency Response Act	GC	Government Code
API	Academic Performance Index	GED	General Education Development Test
AR	Administrative Regulation	GPA	Grade Point Average
AYP	Adequate Yearly Progress	HSC	Health and Safety Code
BP	Board Policy	IEP	Individualized Education Program
CAA	California Alternative Assessment	LCAP	Local Control Accountability Plan
CAASPP	California Assessment of Student Performance & Progress	LOTE	Language Other than English
CDE	California Department of Education	PC	Penal Code
CFR	Code of Federal Regulations	PFT	Physical Fitness Test
CHSPE	California High School Proficiency Exam	PI	Program Improvement
CSI	Comprehensive School Support and Improvement	PTA	Parent Teacher Association
CSA	California Spanish Assessment	SARB	Student Attendance Review Board
CSU	California State University	SARC	School Accountability Report Card
CWA	Child Welfare and Attendance	SAT	Scholastic Assessment test
EC	Education Code	SPSA	School Plan for Student Achievement
ELA	English Language Arts	SSC	School Site Council
ELD	English Language Development	SST	Student Success Team
ELL	English Language Learner	STS	Standards- based Tests in Spanish
ELPAC	English Language Proficiency Assessments for California	UC	University of California
ESSA	Every Student Succeeds Act	UCP	Uniform Complaint Procedures

ACCEPTABLE USE POLICY FOR TECHNOLOGY 2024-2025

Technology - The term **technology** hereinafter shall refer to all district technology which includes, but is not limited to: Chromebook computers; the district's computer network including servers and wireless computer networking technology (wi-fi); wireless hotspots; the internet; email; USB drives; wireless access points; tablet computers; smartphones and smart devices; telephones; wearable technology, graphing calculators, any wireless communication device including emergency radio; be they accessed on or off site, through district owned Chromebooks, personally owned equipment, or personal devices.

Privacy -The district technology (as listed above) is intended for educational purposes in and out of school; thus students shall not have the expectation of privacy while using district technology. Therefore, the district reserves the right to **monitor** any and all use of district technology, **including** access to the internet and social media, and all communications sent or received through district technology. For any legal purposes, at any time, without prior notice: monitoring; recording; record retention; investigation of improper, illegal, or prohibited activity may occur.

Students should be aware that their use of district technology cannot be deleted or erased. All passwords created for or used on any district technology are the sole property of the district. The creation or use of a password on any site by a student on a district Chromebook/technology does not create a reasonable expectation of privacy.

Email - All HUSD students will be issued a Google Workspace email (username<@husd.k12.ca.us>) account that is available to all students through the end of their senior year. This account will allow students to communicate and collaborate using a set of online tools such as Gmail, Email for K-6 students is enabled, for communication within the district only, external entities may be Allow-Listed for 7-12 at the discretion of the EIT department in conjunction with Ed. Services.

HUSD teachers have access to student Google Workspace accounts that should be used for instructional purposes. Google Workspace includes Google Classroom, Google Docs, Google Drive, Google Meets, and other Google services that meet our students' educational needs while supporting the Common Core State Standards and the Partnership for 21st Century Skills. Access to these services provides the opportunity and learning environments necessary for students to be successful in an increasingly digital world. When circumstances necessitate alternative educational models, Distance Learning, Hybrid learning, online learning may be the mode for continuing the education of HUSD students. Online platforms such as Google Classroom, Google Meet, and others may be used to facilitate Distance and Hybrid Learning.

In an effort to streamline student access to various platforms for Distance and Hybrid Learning, HUSD students will use the single sign-on platform, Clever. Students will use their district provided Google Workspace account to access all district approved platforms.

Software/Websites - HUSD Teachers and students may use various non-Google Workspace digital services for learning opportunities.

- Many of these services require that consent is collected from parents and guardians before using these services with students, especially students under 13 years of age
- If employed as a classroom tool, any Third Party service's consent requirements for minor students will be collected by the teacher of record for each student user
- Teachers may request that students upload completed assignments, and learning activity projects via the reporting of information collected by a students' Third Party software and/or device
- Teachers may request students provide video submission as a medium for communicating completion of assignments

On-Line/Internet Services: User Obligations and Responsibilities - Students are authorized to use the district's on-line services in accordance with user obligations and responsibilities specified below and in accordance with Board policy and the district's Acceptable Use Policy. HUSD AR 6163.4(b)

- The student, in whose name, as defined by the Student Information System database, an on-line services account is issued, including the Google Workspace account is responsible for the account's proper use at all times.
 - Students shall keep personal account numbers, passwords, home addresses and telephone numbers private
 - Students shall use the system only under their own account number
- Students shall use the district's system responsibly and primarily for educational purposes.
 - Commercial, political, and/or personal use unrelated to educational purposes is strictly prohibited.
- Students shall not access, post, submit, publish or display harmful or inappropriate material that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, gender, sexual orientation, age, disability, religion or political beliefs.

- Harmful or inappropriate material includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes in a patently offensive way sexual conduct and which lacks serious literary, artistic, political or scientific value for minors. (Penal code 313)
- Personal information includes the student's name, address, telephone number, Social Security number, or other individually identifiable information.
 - Students shall not disclose, use or disseminate personal identification information about themselves or others when using electronic mail, chat rooms, or other forms of direct electronic communication, or social media.
 - Students shall not disclose such information by other means to individuals located through the Internet without the permission of their parents/guardians.
- Students shall not use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law or Board policy.
- All copyrighted material shall not be placed on the system without the author's permission. Students may download copyrighted material for their own individual use.
- Students shall not intentionally upload, download or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."
- Students shall not read other users' electronic mail or files. They shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to delete, copy, modify or forge other users' mail.
- Students shall report any security problem or misuse of the services to the teacher, principal, or school leader.
- Prior to publishing student work, student image(s)/videos for the purpose of newsletters, school websites or other publicity on the World Wide Web, in the media or a District sponsored internet accessible web page, a media release or consent form authorizing permission from the student and the parent(s)/guardian(s) must be completed. (See the Student Work/Image and Media Release Form on the opposite page): Internet Web Project Publishing. (EC §6163.4(c))

These Acceptable Use Agreements are completed through the online Annual Update of Student Information through the parent portal in Infinite Campus, the District student information system. Agreements will be kept on file by the school site and must be completed annually. District reserves the right to monitor any on-line communications for improper use. Electronic communications and downloaded material including files deleted from a user's account, may be monitored or read by district officials to ensure proper use of the system.

The principal or designee shall make all decisions regarding whether or not a student has violated Board policy or the district's Acceptable Use Agreement. The decision of the principal or designee shall be final. Inappropriate use shall result in a cancellation of the student's user privileges, disciplinary action and/or legal action in accordance with state law and board policy.

Device Responsibility Information for Families -

All Hayward Unified School District students will receive a mobile device and/or other type of communication equipment as listed below to be used only for school or District-related activities. Its use is conditioned upon compliance with all District internet and telecommunications policies, including this HUSD Acceptable Use Policy.

1. The Borrower shall exercise reasonable care in the use of the item and preserve it in a careful and proper manner
2. As these devices are eventually refurbished for use by other students, the Borrower must not customize their loaned device with stickers or any other accessories that may damage the case or screen
- 2b. Damage to the case/screen caused by any customizations may require the Borrower to pay the full replacement cost of the loaned device
3. The borrower may be responsible for damage determined by the school to have been caused by abnormal wear and tear of the equipment caused by the borrower through overt action and/or negligence
4. **No maintenance service shall be provided or performed while the equipment is outside the school building by third-party contractors**
5. The Borrower agrees that the loaned equipment will remain with the borrower and will not be loaned, assigned, transferred, sold, or otherwise disposed of during the period of this agreement
- 6a. The device and its settings are not to be changed or altered
- 6b. **Adding/installing any software or applications on the device is strictly prohibited**

7. Title to the equipment shall remain with HUSD and nothing herein shall be construed as vesting in the Borrower any right of property. Borrower uses the equipment under shared ownership for the length of the loan
8. HUSD reserves the right to request the computer be returned to the school for any reason deemed necessary by the school/district

The District shall be responsible for repairing or replacing a device due to normal “wear and tear” resulting from the Student’s use. After careful review if it is determined that damage to a device is due to negligence or intentional vandalism the student/family will be responsible for covering the repair/replacement based on the fee table below.

The Student/Borrower/Family agrees to pay the District the cost of repairing or replacing the device and/or power cord assembly.*

Stolen Device Policy (outside of school)

- Student’s family needs to submit a police report detailing the incident and a replacement device will be issued to the student at no charge. Until a report is received the student will be issued a daily loaner device.
- Student will check out a loaner device and return daily through the school’s process
- Site should enter a [EIT Help Desk ticket](#) for a replacement device

Lost Device

- Teacher/Student must submit a written incident report to the administration.
- Student will check out a loaner device and return daily through the school’s process
- Site should enter a [EIT Help Desk ticket](#) for a replacement device
- If the device is lost and can not be tracked. There is a \$150 replacement fee.

Damaged Device

- Teacher/Student must submit a written incident report to the administration.
- Student will check out a loaner device and return daily through the school’s process
- Minimal Damage (cracked screen, keyboard missing keys)
 - \$50 fee per incident
- Major Damage (body is broken in half, screen removed from device, etc)
 - \$150 replacement fee
- Site should enter a [EIT Help Desk ticket](#) for a replacement device

*In cases where financial hardship has been determined HUSD will work with families to find payment/reimbursement solutions. Students may be able to complete community service as a means of payment.

Know Your Rights

Your Child has the Right to a Free Public Education

- All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.
- In California:
 - All children have the right to a free public education.
 - All children ages 6 to 18 years must be enrolled in school.
 - All students and staff have the right to attend safe, secure, and peaceful schools.
 - All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
 - All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools may accept a variety of documents from the student's parent or guardian to demonstrate proof of the child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans if You Are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of their actual or perceived nationality, ethnicity, or immigration status.

The California Attorney General's website provides "know your rights" resources for immigrant students and family members online at:

<https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf>