



Parent Ambassador Monthly Meeting

February 2, 2026



Made in Hayward

Agenda for January P.A. Meeting

TIME	TOPIC	PRESENTER
6:00 PM - 6:10 PM	Welcome	Yoana Guerra
6:10 PM -6:25 PM	Land Acknowledgement & Agreements	Jonathan
6:25 PM - 6:45 PM	Ice Breaker activity	Yoana
6:45 PM - 6:50 PM	Announcements	Yoana / Princess
6:50 PM - 7:20 PM	DREDF	Andrea & Karma
7:20 PM -7:50 PM	Group projects	Yoana
7:50 PM - 8:00 PM	Q&A Reminders / Closing	Yoana

Parent Ambassador Support Staff

**General Phone Line:
510-723-3857 x 34198**



Yoana Guerra

Parent Ambassador Coordinator
(510) 305-8100
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Yelitza Peña

Coordinator, Student and Parent Support
Programs
Email: ypena@husd.k12.ca.us



Sabrina Aranda

Director, Student and Parent Support
Programs



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Parent Ambassador Leads 2025-2026



Jonathan Delgado
Glassbrook



Ciara Eashman
East Avenue



Victoria Vivaldo
Cherryland



Joann Guzman
Southgate



Michelle Fernelius
Eldridge



Joshua Ridenhour
Treeview

Land Acknowledgement

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.



Painting of three Ohlone people crossing the waters in San Francisco Bay by Louis Choris. (Google Images)

Key Reminders: Start of the Year

I. Commitment to Attend Meetings

- **Missing three or more consecutive meetings will result in removal from the program.**

II. Confidentiality

III. Punctuality

IV. Respectful Communication

Ice breaker

Pass the Ball



When music stops, the person holding the ball answers a fun prompt





ANNUAL PARENT SURVEY

**YOU'RE AN IMPORTANT
PIECE OF THE PUZZLE. MAKE
YOUR VOICE HEARD!**



husd.us/parentsurveys



ENCUESTA ANUAL DE PADRES

**ERES UNA PIEZA IMPORTANTE
DEL ROMPECABEZAS. ¡HAGA
QUE SU VOZ SE ESCUCHE!**



husd.us/parentsurveys

Parent Training Information Center 2/02/2026



Disability Rights Education & Defense Fund

Disability Rights Education &
Defense Fund (DREDF)

www.dredf.org

PTI Mission

- The Parent Training and Information Center (PTI) Mission is to train, inform and to empower parents, caregivers and youth to participate effectively in the education process to improve outcomes for future learning, employment, community participation and engagement.
- Funded by the US Department of Education
- Cost: FREE!
- Eligibility: The parent training and information center assist families of children and youth 3 to 26 as well as community organizations supporting families who reach out to the PTI.

Parent Training and Information Centers

- There is a PTI in every state and territory in the United States, the PTI at DREDF serves Alameda, Contra Costa and other Northern Counties.
- To find a PTI near you, visit the:

[Center for Parent Information Resources](#)

- The PTI at DREDF now serves 30 counties!

To Contact us:

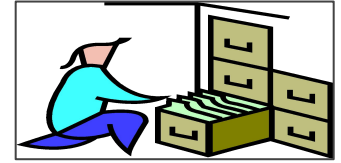
- 800-348-4232 or
- 510-644-2555 x 5227
- iephelp@dredf.org (Email)



What does the PTI at DREDF Offer?

- Free technical assistance in Spanish, English and other languages upon request by phone or email to help families and other stakeholders understand laws and policies and learn how to effectively advocate for children and themselves
- Monthly Training in Spanish and English on various special education topics offered through zoom
- Monthly newsletters on various special education topics
- Resources on our website include sample letters for many situations, information about training opportunities and important policy information

FERPA



Family Educational Rights & Privacy Act

- Federal Education Privacy Law—applies to schools getting federal funding
- Parents hold the rights until the student turns 18; then student has rights
- Timeline in CA: **5 business days of getting your WRITTEN request.**

So--What is it? FERPA Protects Student Privacy. Parent or Student 18 or older can:

- **Look at/review** “any and all” records the district or charter school keeps.
- **Correct** records: Did they get it wrong? Is there another side to the story?
Exp: Discipline or special education assessments got important info wrong.

Section 504 of the Rehabilitation Act of 1973

- Federal **Civil Rights Anti-Discrimination** Law.
- Protects **ALL PEOPLE** with a disability that impairs one or more major life activities (learning, moving, focusing...).
- NO discrimination allowed in **ANY** program that receives federal money.
- In education, **“504 Plan”** removes barriers to learning and provides equal opportunities for student to participate in school. A 504 Plan is not special education.



Section 504

If a student attends a school or program that receives ANY federal money, they are protected by Section 504.

The **PURPOSE** of the 504 Plan is to “level the playing field” so students with disabilities can participate and benefit from education like everyone else.

- How does Section 504 help students?

504 protects students who qualify because it provides them with a Free and Appropriate Public Education (**FAPE**) so they aren't **discriminated against** because of their disability (left out, punished, denied access).

- A **504 Plan** is designed to accommodate the student's disability so that his/her needs are met as **adequately as the needs of students without disabilities**.

Section 504

Important:

- Eligibility: A medical diagnosis NOT required but can be helpful. Students don't have to accept delays while school tells them to "go get" a MEDICAL diagnosis. Schools don't diagnose--they evaluate. This means they are responsible for gathering information and doing any testing, records review and observation they need to make a decision. You have important information to share during process



Individuals with Disabilities Education Act (IDEA): Special Education

- A Federal **Education** Law / 1975.
- Students must meet criteria for at least 1 of 13 categories of disability defined in the law.
- Students **require specialized** support and instruction to benefit from education.
- Provides an “**IEP**”:
Individualized **E**ducation **P**rogram, which includes:
 - annual goals to ensure grade-level work
 - specialized instruction
 - supportive related services
 - Individualized to meet unique needs of each unique student

Evaluations demonstrate a student cannot benefit from public schooling without specialized instruction and support.

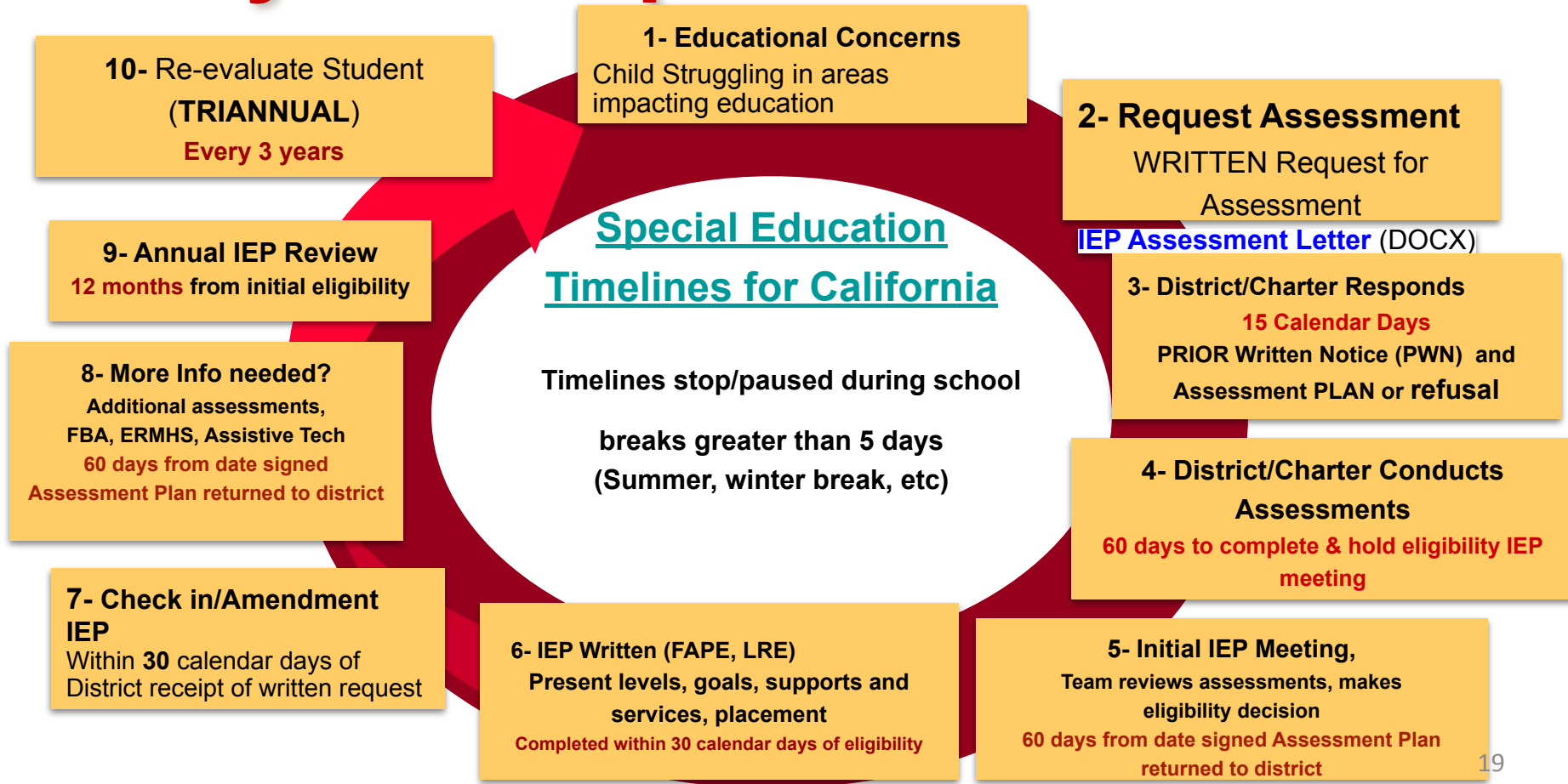
Also contains specific parent rights called “**procedural safeguards**” that ensure parent participation and consent.

IDEA 6 Core Principles

1. Appropriate Evaluation/Assessment. (may be done differently).
2. Free & Appropriate Public Education (**FAPE**).
3. Individualized Education Program (**IEP**) - **one size doesn't fit all!**
4. Least Restrictive Environment (**LRE**) - **Priority should be inclusion/keeping ALL students together.**
5. Parent (and student as appropriate) participation/consent in the decision-making process - still required and important!
6. Procedural Safeguards (Rights).



Cycle of Special Education



Evaluation and Child Find

- A Important Information to know: The district must “locate, identify, and evaluate” all students who might eligible for special education services.
- Evaluations are are also triggered if the parent “suspects their student to have a disability or know disability” this applies for a 504 Plan and an IEP.
- This includes all children ages 3 to 21, including students who receive passing grades or are advancing from grade to grade.
- Child Find applies to students in private, parochial, charter schools and public school.
- Evaluation is a process that is ongoing

Family Participation: Get involved! Be a Leader!

- **NOTHING ABOUT US WITHOUT US!**
- Join your Community Advisory Committee (CACs).

Every school district/Charter school must have a Community Advisory Committee on Special Education. The purpose of the group is to provide input from parents and others about how to improve Special Education for everyone. The members are primarily parents of children with disabilities.

Check your school district/charter school website or contact your Special Education Administrator to find how to join the CAC!

Hayward USD website link: <https://www.husd.us/departments/specialed>

**HUSD will hold a “SPED Town Hall Meeting” April 28th, 2026
Location: HUB Multi Purpose Room 24823 Soto Rd, Hayward
6-7:30pm**

Contact Us!



DREDF provides information and training to parents/guardians of school-age children with disabilities (up to age 26), and professionals who serve these students and their families.

To see the Northern California counties that we serve, visit

<https://dredf.org/special-education/students-k-12/>

Contact us to request help from an **Education Advocate!**

Phone: 510.644.2555 ext. 5227

Toll Free: 800.348.4232

Fax: 510.841.8645

Email: iephelp@dredf.org

Website: www.dredf.org

Facebook: www.facebook.com/dredf.org

GROUP PROJECTS



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How to submit your volunteer hours

We remind you that by registering to be part of our program, you agreed to report a minimum of 5 volunteer hours per month. When completing this form, please note that this is only an estimate of the hours spent, as well as the number of people present at the event, etc. except when you assist someone individually. In that case, if the person provides the information, you may include them. If you have any questions about how to record your hours or how you can collaborate with your school, please do not hesitate to contact me for guidance. Volunteer hours can be submitted:

[CLICK HERE](#)



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Reminders

Next monthly meeting: **March 2nd**
English manual
Manual en Espanol



Parent Ambassador Handbook

"It takes a village to raise made in Hayward children."



September 2025



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Questions/ *Preguntas*

