



Parent Ambassador Monthly Meeting

November 3 , 2025



Made in Hayward

Agenda for November P.A. Meeting

TIME	TOPIC	PRESENTER
6:00 PM - 6:10 PM	Welcome	Yoana/Yelitza
6:10 PM - 6:20 PM	Land Acknowledgement & Agreements	Joann G
6:20 PM -6:35 PM	Ice Breaker activity	Joann G
6:35 PM - 6:50 PM	Announcements & Horizon Services	Yoana, Yelitza, & Jesus
6:50 PM - 7:20 PM	Public Speaking for Parent Ambassadors: Tips for advocating effectively in public meeting spaces and school committees.	Robin Galas
7:20 PM - 7:50 PM	District & School Committees	Princess E & Rochelle B
7:50 PM - 8:00 PM	Board Induction Ceremony reminders & Q&A Reminders	Yoana

Parent Ambassador Support Staff

General Phone Line:
510-723-3857 x 34198



Yoana Guerra

Parent Ambassador Coordinator
(510) 305-8100
Email: yguerra@livelafamilia.org



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:

I. Commitment to Attend Meetings

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

II. Confidentiality & Agreement

III. Punctuality

IV. Respectful Communication

V. In order to participate in the Board Induction Ceremony, Parent Ambassadors must be fully cleared as volunteers by October 31st.

☀ Icebreaker: “The \$0 Family Fun Challenge”

Goal:

Get parents thinking creatively about how to bring families together for an event **without spending any money**

Imagine your group has been asked to host a fun event that brings families together — but here’s the catch: your budget is \$0. You can only use what families already have access to — their time, creativity, community, and each other. What kind of event would you create?



APICI GATHERING

Asian and Pacific Islander Community Initiative (APICI)



November 5, 2025

KEYS TO YOUR FUTURE: A COLLEGE AND CAREER READINESS SESSION, STUDENT PANEL & RESOURCES FAIR

Tips, tools, services, and programs available to support Asian American, Native Hawaiian, and Pacific Islander students and families as they start applying for Financial Aid, Schools, and Vocational Programs for the Fall of 2026



5:00 PM-6:30 PM

PARENT RESOURCE CENTER- THE HUB

MULTI PURPOSE ROOM

(24823 SOTO RD. HAYWARD)

Dinner and childcare will be provided!

Questions? Contact:
Jasmine Maghanoy
jm112@husd.us



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CAFE DAD

JOIN US!

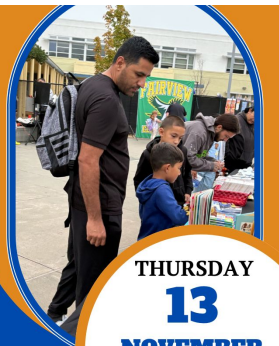
Connect with other fathers and male father figures. Learn about resources available to support you and your family!



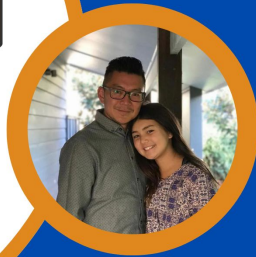
- ✓ Resource Fair
- ✓ Hands On Art Activity (Father/Child Photo Frames)

Register: [Here](#)

www.husd.us/fathers
For more information:
jm365@husd.k12.ca.us
510 723 3857 X 34221



THURSDAY
13
NOVEMBER
6:00 - 7:30 PM
THE HUB
24823 SOTO RD,
MULTIPURPOSE ROOM



REUNIÓN DE PAPÁS

ÚNASE!

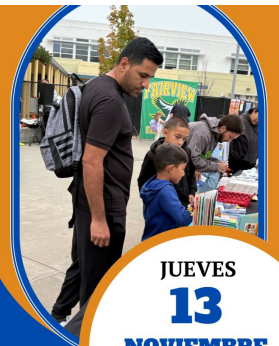
Conéctese con otros padres y figuras paternas masculinas. ¡Infórmese sobre los recursos disponibles para apoyarle a usted y a su familia!



- ✓ Feria de recursos
- ✓ Actividad artística práctica (marcos de fotos de padre e hijo)

Regístrese: [Aqui](#)

www.husd.us/padres
Para mas informacion:
jm365@husd.k12.ca.us
510 723 3857 X 34221



JUEVES
13
NOVIEMBRE
6:00 - 7:30 PM
CENTRO DE RECURSOS
24823 SOTO RD,
SALON MULTIUSOS



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2025 OPERATION SANTA



November 22, 2025

3:00 p.m. to 5:00 p.m.

The event will include games, activities, & an opportunity to take pictures with Santa. This event is meant to be extra special for families. Kids can write letters to Santa! Letters are organized for adopters to respond, though adoption is not guaranteed.

HAYWARD FIRE STATION 6
1535 W Winton ave, Hayward

For questions, please email
dsanchez@livelafamilia.org



OPERACIÓN SANTA 2025



22 de noviembre del 2025

3:00 p.m. to 5:00 p.m.

El evento incluirá juegos, actividades y la oportunidad de tomarse fotos con Santa. Este evento es para que las familias disfruten de un momento especial. ¡Los niños pueden escribir cartas a Santa! Las cartas se organizan para que padrinos puedan responder, aunque no se garantiza que sean adoptados para regalos.

HAYWARD FIRE STATION 6
1535 W Winton ave, Hayward

Para preguntas, envíe un correo electrónico a
dsanchez@livelafamilia.org



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Know your Rights



Join us for a workshop from the comfort of your home where you can participate in community. **Spanish interpretation will be available.** Please see below for dates.

SEPTEMBER 23
9:30-10:30AM

Zoom Information



Meeting ID: 976 3364 8652
tinyurl.com/KYRHUSD6

FEBRUARY 24
9:30-10:30AM

Zoom Information



Meeting ID: 986 0558 3905
tinyurl.com/KYRHUSD9

OCTOBER 21
6:00-7:00PM

Zoom Information



Meeting ID: 945 4608 2208
tinyurl.com/KYRHUSD7

MARCH 10
5:30-6:30PM

Zoom Information



Meeting ID: 953 0454 3388
tinyurl.com/KYRHUSD10

DECEMBER 9
5:30-6:30PM

Zoom Information



Meeting ID: 986 6651 2709
tinyurl.com/KYRHUSD8

APRIL 7
5:30-6:30PM

Zoom Information



Meeting ID: 914 2019 8997
tinyurl.com/KYRHUSD11



For More
Information

510.723.3857 ext.
34103
husd.us/resources-for-immigrant-families



Conozca Sus Derechos



Únase a nosotros para un taller desde la comodidad de su hogar donde podrá participar en comunidad. **Habr  interpretaci n al espa ol disponible.** Consulte a continuaci n las fechas.

23 DE SEPTIEMBRE
9:30-10:30AM

Informaci n de Zoom



ID de la reuni n: 976 3364 8652
tinyurl.com/KYRHUSD6

24 DE FEBRERO
9:30-10:30AM

Informaci n de Zoom



ID de la reuni n: 986 0558 3905
tinyurl.com/KYRHUSD9

21 DE OCTUBRE
6:00-7:00PM

Informaci n de Zoom



ID de la reuni n: 945 4608 2208
tinyurl.com/KYRHUSD7

10 DE MARZO
5:30-6:30PM

Informaci n de Zoom



ID de la reuni n: 953 0454 3388
tinyurl.com/KYRHUSD10

9 DE DICIEMBRE
5:30-6:30PM

Informaci n de Zoom



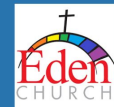
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tinyurl.com/KYRHUSD8

7 DE ABRIL
5:30-6:30PM

Informaci n de Zoom



ID de la reuni n: 914 2019 8997
tinyurl.com/KYRHUSD11



Para m s
informaci n
510.723.3857 ext.
34103
husd.us/resources-for-immigrant-families



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HORIZON SERVICES, INC.



PROJECT EDEN DROP-IN CENTER

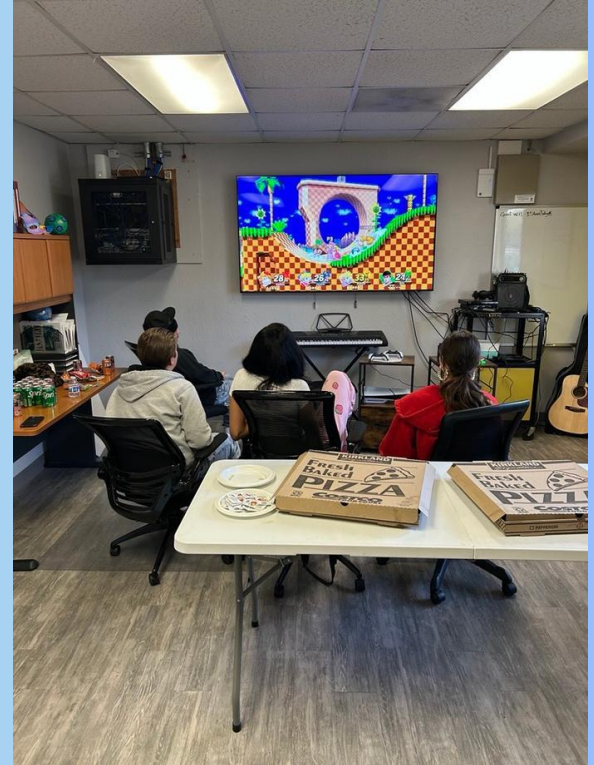
About us

- Horizon Services, Inc. (HSI) provides alcohol, drug, and mental health related services to adults and adolescents.
- All programs are evidence-based and provide a safe environment for understanding and addressing substance use disorder (SUD) and mental health-related issues that keep people from their full potential.



LAMBDA Drop-In Center

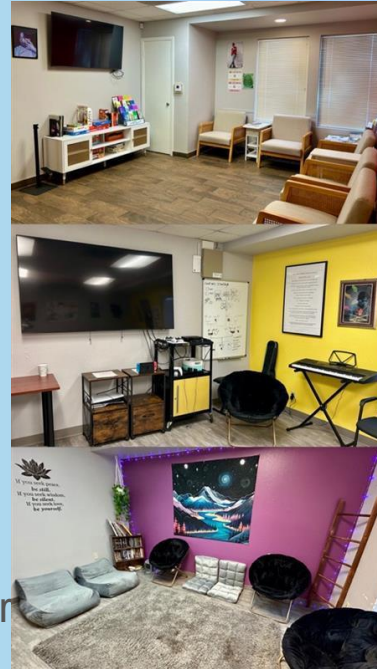
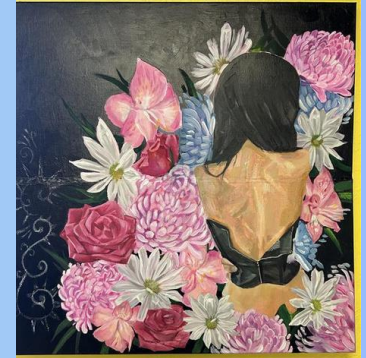
- Lambda Youth Drop-in Center is a welcoming, affirming space designed for LGBTQIA+ and allies youth ages 12–24.
- The Drop-In Center is located in Hayward and open Monday to Friday, 11 AM – 7 PM. We offer a safe and welcoming space for youth and allies to connect and build community.
- Lambda serves as an early intervention program, focusing on the mental health challenges that youth often face due to stigma, discrimination,



LAMBDA DROP-IN CENTER

Services

- Peer Support & Mentorship
- Mental Health Support
- Life Skills & Wellness Workshops
- Community Events (e.g., Game Nights, Art Circles, Pride Celebrations)
- Resource Navigation for housing, healthcare and education



LAMBDA DROP-IN CENTER

At the LAMBDA drop-in center youth can enjoy our chill room, music instruments, and a variety of events and activities to participate in. Our center is designed for youth to come hang out, express themselves, and be part of a supportive community.

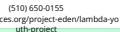
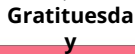


Wellness



Nov. 24-28 | Theme: Thanksgiving

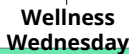
Week **November 24** *Over Mood* Take a breath and reset for the week. Learn simple ways to calm your mind, manage stress, and check in with yourself before things get too heavy.



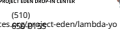
Nov. 24-28 | Theme: Thanksgiving

Week
November
25

Perspective & Positivity Take a pause to see the good in your day. Through short reflections and group talks, we'll focus on what's going well and how to keep a positive



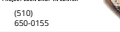
Nov. 24-28 | Theme: Thanksgiving



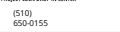
Nov. 24-28 | Theme: Thanksgiving

Week
November

Happy Thanksgiving Lambda hopes you have a wonderful thanksgiving with your loved ones!



Nov. 24-28 Theme: Thanksgiving
<div> <div>Week</div> <div>November</div> </div> <div> <div>Close for day after</div> <div>Thanksgiving</div> <div>Lambda will be closed for the day</div> </div>



Questions

?



Advocating Effectively **in public meeting spaces** **and school committees**

November 2025



Agenda

- Grounding in Strengths and Partnership
- Understanding the System
- Speaking So You're Heard - Practical Communication Skills
- From My Child to Our Children - Building Collective Voice
- Let's Practice
- Sustaining Energy and Hope

Grounding in Strengths & Partnerships

**“To be an activist is to speak. To be an advocate is to listen. Society can't move forward without both.”
-Eva Marie Lewis**

What does this quote mean to you?





Understanding the System

Where Power and Resources Flow

Advocacy works best when you know who makes which decisions and how to reach them.

How K–12 Decision-Making Works (in California context):

- **Schools implement; districts decide.** Principals manage day-to-day operations, but **budgets, staffing, and policies** are largely set by the district office and school board.
 - **Money follows state priorities.** Most school funding comes from the state, guided by the **Local Control Funding Formula (LCFF)** — which requires each district to create a **Local Control and Accountability Plan (LCAP)** describing how dollars support student outcomes.
- 



Understanding the System

- **Advisory committees matter.** Parents can serve on or attend:
 - **School Site Council (SSC):** approves site budgets and improvement plans.
 - **District Advisory or DELAC (English Learner) Committees:** advise on district spending priorities.
 - **School Board Meetings:** public comments influence priorities and visibility.
- **Transparency tools exist.** Parents can check:
 - The **California School Dashboard** for achievement and equity data.
 - District websites for **budget summaries, meeting agendas, and LCAP drafts.**
- **Advocacy is layered.** Effective parent action links classroom concerns → school data → district priorities → state goals.
- **Relationships amplify impact.** Respectful connections with teachers, site administrators, and district staff open doors faster than one-off complaints.



Data Sources

Data is important because it provides evidence to strengthen your advocacy.

California School Dashboard:
<https://www.caschooldashboard.org/>

CAASPP (State Test Scores):
<https://caaspp-elpac.ets.org/caaspp/>

School Accountability Report Cards (SARC):
<https://www.husd.us/schools/sarc>

Knowing the system turns frustration into strategy – from “Why won’t they fix this?” to “Here’s who can, and here’s how I can help them see it.”

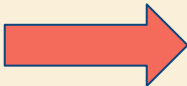


Practical Communication Skills

Frame issues around student outcomes, not complaints (“My child can’t read” → “How can we improve literacy supports for early readers?”).

Use the sandwich approach: start with appreciation → express concern → propose collaboration.

“This math placement makes no sense. My son shouldn’t be in this class—it’s way too hard for him, and I’ve told the school before that he struggles with math. No one’s listening. You all need to move him to a different class before he fails completely.”



“I really appreciate how much effort you’ve put into helping the students adjust to middle school math. My son has become more confident since the start of the year, and that means a lot to our family.

I’m a little concerned, though, that he’s still struggling to keep up with the pace of the current class. His last two quizzes show he’s missing key concepts. I’m worried he might fall further behind if we don’t find some extra support soon.

What differences do you notice?

Could we look together at options—maybe tutoring, a modified assignment plan, or ways we can reinforce lessons at home—to help him get back on track?”

Practical Communication Skills

What Makes the 1st Example Unhelpful

- Blame
- Vague and absolute
- Closed tone
- No acknowledgment

What Makes the 2nd Example Helpful

- Appreciation softens tone and shows shared purpose.
- Concern is specific (data, behavior, or examples—not emotions).
- Collaboration invites partnership, not blame.

Key takeaway: *Advocacy = persistence + professionalism.*



Practical Communication Skills

- Keep it specific and documented: names, dates, examples, solutions, data
- Build Allies: Teachers, counselors, parents, administrators
- Know your time limits and practice! It's okay to read your comments.
- Follow up in writing - short, respectful and clear



From My Child to Our Children - Building Collective Voice

Show how personal concerns become systemic improvements.

- Form or join parent advisory groups.
- Collaborate with culturally or linguistically diverse families to amplify reach.
- Track patterns (“Many of us see the same issue”).
- Celebrate wins and give credit publicly.
- Key takeaway: Collective advocacy drives policy change.



Now You Try!

Your 3rd-grade child, Maya, is bright and curious but has been struggling with reading comprehension. You've noticed she's falling behind classmates, and she's starting to say, "I'm just not good at reading." You've emailed her teacher twice and received polite but vague responses like, "We're working on it."

At a recent parent meeting, you learned that the school's reading intervention program was cut due to budget constraints. You're frustrated but don't want to alienate the teacher or principal. You want to advocate for Maya *and* for other students in the same situation.

How can you raise this concern in a way that is constructive, specific, and likely to lead to action?

Think about:

1. Appreciation
2. Describe the issue with evidence
3. Ask and open, collaborative question
4. Offer partnership
5. Follow up

Sustaining Hope and Energy

"We shall overcome because the arc of the moral universe is long, but it bends toward justice."

Dr. Martin Luther King Jr.



- Practice pacing: small wins help keep sustained engagement
- Celebrate your wins!
- Support each other
- Remember: you are modeling advocacy for your children!



DISTRICT AND SCHOOL COMMITTEES

Presented by: Princess Ehiorobo & Rochelle
Balthazar

WHAT AND WHY?

- What is a committee?
 - A committee is a group of parents or staff members that join together to decide what kind of education and learning experiences they want their children and students to have.
- Why join a committee?
 - Participating in a school committee also **sends the message to your kids that you lead by example in contributing to the decision-making process which benefits the larger community** . You'll be able to show your children that being involved makes a difference. Be a parent leader; lead by example!



SSC (SCHOOL SITE COUNCIL)

- The School Site Council is a group of parents, teachers, and staff who work together to decide how certain state and federal funds (LCFF and Title I) are used to best support all students.
 - **What the SSC Does:**
 - Reviews student data to create a **School Plan for Student Achievement (SPSA)**.
 - Helps choose **programs and teaching strategies** that are proven to work.
 - Decides how to **spend supplemental funds** to improve student learning.
 - Makes recommendations to the **school board** about the school plan.
 - Reviews **bylaws, meeting procedures, and the yearly calendar**.
 - Helps develop the **school safety plan**.
 - **How to join?**
 - You must be elected by other parents at your school site
 - Contact your **Principal or Site Administrator**
-



SBDM (SITE BASED DECISION MAKING)

- **SBDM** gives **parents, staff, and students** a voice in important school decisions that affect their campus directly. Together, we share ideas, review data, and discuss ways to **improve learning and school experiences** for all HUSD students.
 - **Examples of topics discussed:**
 - School start and end times
 - Number of noon supervisors
 - Student lunch schedules
 - **Did you know?**
SBDM meetings are **open to the public** — everyone is welcome to attend and share input!
 - **How to join?**
 - You must be elected by other parents at your school site
 - Contact your **Principal or Site Administrator**



AASAI (AFRICAN AMERICAN STUDENT ACHIEVEMENT INITIATIVE)

- The **African American Student Achievement Initiative** (AASAI) is a Hayward Unified School District (HUSD) initiative that focuses on bringing about equitable, systemic, and transformative change in teaching and learning to more effectively address the academic, social and emotional needs of its African American (AA) students, families and communities that nurture and support them.
- AASAI's Four Priority Areas:
 - Closing the Achievement Gap
 - Culturally & Linguistically Responsive Teaching
 - Positive School Climate
 - Family Engagement
- Each school site holds **at least two AASAI meetings** per year. For dates and times, please contact your **school principal**.
- District Parent Leadership Team (DPLT)
 - Includes **two parent liaisons** from each K–12 school site.
 - Meets **every third Thursday, 5:30–8:30 PM** at the **Parent HUB**.
 - **Light refreshments, pizza, and licensed childcare** are provided.



QUIZ #1

1. The principal wants to change the student lunch period by 15 minutes to allow for a school-wide enrichment time. What committee/council would discuss and approve this type of change?
 2. This school body has to meet and discuss at the district level regarding African American students. What body will do this?
 3. The school has supplemental pool of money for funding after-school tutoring for struggling students. What committee/council will discuss this?
 4. The vice-principal ask the principal about beautifying the school. The principal decides to ask this committee/council about it. Which one of the following?
 - a) SSC
 - b) SBDM
 - c) AASAI
-

ELAC & DELAC (ENGLISH LANGUAGE ADVISORY COMMITTEE)

Note: *“Multilingual Learner (ML)” is a new descriptor used interchangeably with “English Learner (EL)” that affirms students’ home languages*

- **DELAC (District English Learner Advisory Committee)**
 - Advises **district leadership & Board of Trustees** on programs, services, and policies for English Learners.
 - Required in districts with **51+ English Learners** .
 - Reviews and comments on:
 - District **Master Plan** for EL programs
 - **Needs assessments**
 - **Goals and objectives**
 - **Teacher/aide qualifications**
 - **Annual language census**
 - **Reclassification procedures**
 - Members receive **training** to fulfill advisory roles.
 - Meetings are 3rd Wednesdays of the month from 5:45-7:30pm
 - **ELAC (English Learner Advisory Committee)**
 - Advises **principal and staff** on programs, services, and needs of English Learners.
 - Advises **School Site Council (SSC)** on the **SPSA** and related budget.
 - Required for schools with **21+ English Learners (K–12)** .
 - **Parent members** are elected by parents of English Learners.
 - Elects at least **one member** to the **District ELAC (DELAC)** .
 - **Green Act (SB 355) Requirements**
 - All ELAC/DELAC meetings must:
 - Be **open to the public**
 - Allow **public comment** on agenda items
 - Be **announced ≥72 hours in advance** (with date, time, location & agenda)
 - Make **materials available** upon request
-

APICI (ASIAN AND PACIFIC ISLANDER COMMUNITY INITIATIVE)

- HUSD's Asian & Pacific Islander Community Initiative (APICI) celebrates and honors the identity, values, and cultural contributions of Hayward's diverse Asian American, Native Hawaiian, and Pacific Islander (AANHPI) communities.
 - Foster **pride in cultural heritage**
 - Promote **cross-cultural awareness**
 - Preserve **unique AANHPI cultural traditions** for future generations
 - Strengthen **AANHPI family and community engagement**
 - Encourage **community unity**
 - Create a **safe, supportive school environment**
 - Understand, respect, and advocate for **academic and social-emotional needs** of AANHPI students and families



**ASIAN & PACIFIC ISLANDER
COMMUNITY INITIATIVE**

SCHEDULE OF MONTHLY GATHERINGS
School Year 2025-2026
Time: 5:00pm-6:30pm

October 1
November 5
December 3
January 7
February 4
March 4
May 6

Location:
HUSD Parent Resource Center HUB Multi-Purpose Room
24823 Soto Road, Hayward, 94544

Childcare and snacks will be provided

Learn more about us!
www.husd.us/apici



QUIZ #2

1. This body discusses the needs of Multilingual Learners and advises the HUSD district leadership and school board.
 2. The school community wants to plan a Native Hawaiian awareness night. Which committee should they reach out?
 3. At your school, the principal is planning new programs to support English Learners. Which committee would she ask to advise on this decision?
 - a) APICI
 - b) DELAC
 - c) ELAC
-

PAC / DAC

- Parent Advisory Committee (PAC)
 - It consist of community members, particularly parents of students attending schools in the district
 - District Advisory Committee (DAC)
 - In **2019–20** , under the direction of **Hayward USD** , the **District Advisory Committee (DAC)** developed a **Three-Year Strategic Plan** in collaboration with staff, students, parents, and union leaders.
 - The plan focuses on **four key goals**:
 - **Deeper Learning**
 - **Relationship-Centered Schools**
 - **Service Excellence**
 - **Operational Sustainability**
 - These goals are grounded in HUSD's **core values** of **Equity** , **Well-Supported Staff** , **Integrated Partnerships** , **Collaborative Leadership** , and **Data-Informed Decisions** .
 - As a result, the **Board of Trustees** revised its **Goals and Priorities** to align with the Strategic Plan, which continues to **guide district work** in the coming years.
-

SPECIAL EDUCATION TOWNHALL MEETINGS

- Special education are for students with disabilities.
 - Example includes those on the Autism spectrum.
 - They have both specialized educational services and classes.
 - They usually have a document called INDIVIDUALIZED EDUCATION PROGRAM known as IEP. It is created to indicate the child's own needs.
 - There is also 504 plan for mental or physical impairment like asthma to ensure there is no discrimination.
-

LCC (LOCAL CONTROL CURRICULUM)

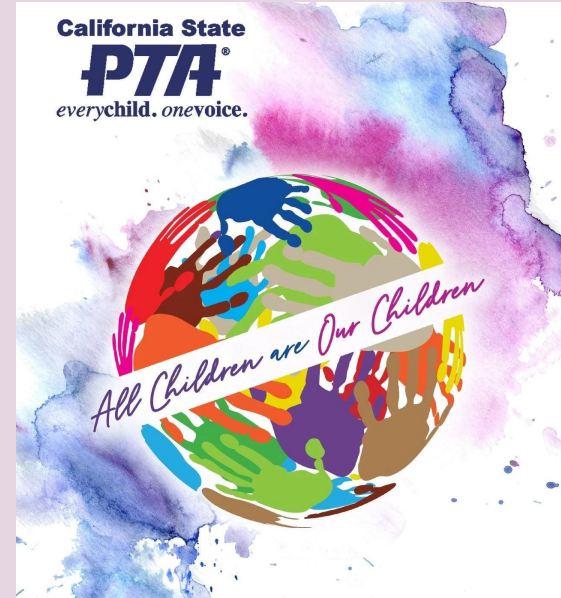
- Functions of local control curriculum.
 - Review and approve all curriculum and program requirements.
 - Review of school courses and make decisions based on their outcomes
 - Reviews contain the following focal points:
 - Do they satisfy the school requirements?
 - Is there a lack of qualified teachers to teach the course?
 - Do they have a low turnout in the course?
 - Was there a change in the course requirements?
 - Is there lack of funding?
 - More active at High schools & Middle schools.
 - Who to contact: Site Principal
-

QUIZ #3

1. This committee/council composes of strictly parents that advises the body. What body does this?
 2. This committee/council composes addresses various issues regarding disabilities at the district level. It would be?
 3. You have parents, staff, superintendent, few members of the City of Hayward come together to discuss at the district level. What would that be?
 4. There are certain new courses that need to be discussed at the school site, mainly in high schools. You approach what body?
 5. You get a call from the office of the superintendent. You are told you've been invited to attend a committee/council composes Do you know which one?
 6. There is this committee/council that acquires certain stakeholders. But you must be a SSC member to join. What is it?
 - a) LCC
 - b) DAC
 - c) PAC
 - d) Special Education Townhall Meeting
-

PTA / PTSA / PTO

- PTA – Parent Teacher Association
 - Affiliated with California and National PTA.
 - Members pay dues supporting local, state, and national advocacy.
 - Operates under PTA bylaws and receives training, insurance, and resources.
- PTSA – Parent Teacher Student Association
 - A PTA that includes students as voting members (mostly at secondary schools).
 - Promotes student leadership, service, and voice in school decisions.
- PTO – Parent Teacher Organization
 - Independent parent group (not part of PTA).
 - Creates its own bylaws and keeps all funds local.
 - Focuses mainly on school-based programs and events.
- All support school communities by:
 - 💰 Fundraising – field trips, classroom supplies, assemblies
 - 🎉 Building Community – Movie Nights, Festivals, Book Fairs
 - 🗣️ Advocating – for students, families, and education initiatives



SAFETY COMMITTEE

May be an independent committee on campus or the responsibilities may be adopted by the School Site Council.

The Safety committee must follow a guideline that contain 2 different parts:

1. Complete an assessment of the school
2. Review and evaluate the annual school comprehensive safety plan created by the District.

Annual School Comprehensive Safety Plan topics:

- a. Child abuse reporting
- b. Policies regarding suspension, expulsion, and mandatory expulsion
- c. Communication procedures for teachers regarding a dangerous student on campus
- d. Sexual harassment
- e. School traffic/ Safety entering and exiting schools
- f. Dress codes
- g. Routine and emergency disaster procedures

Who to contact: Site Principal, **invitation only**

QUIZ #4

1. There is a concern you have regarding the traffic in front of the school after an incident. Which committee should you advocate to for change?
 2. Students are encouraged to join this group at their school site, which promotes student leadership and service.
 3. You have an idea for a reading night you want to host at your school. Which group could you approach with a request to fund this program?
 4. This group creates their own bylaws and works exclusively with their school site for fundraising and school programs.
 - a) PTO
 - b) PTSA
 - c) PTA
 - d) Safety Committee
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Board Induction - November 5th

This is a special night in which Parent Ambassadors are recognized and formally accepted as Parent Ambassadors for the 2025-2026 school year by the Board of Education. Parents will receive their Parent Ambassador shirt and pin.

1. Arrive by 5:30pm
2. Photo with the Board at 5:50pm
3. Go to the board room at 5:55pm and sit in the order your name will be called
4. Yelitza & Yoana will present and then call up each cluster
5. Let's review clusters & practice!



Cluster #1: Jonathan Delgado, Glassbrook Elementary

Elisa Munguia-Romero Tyrrell	Maria Rocha
Estela Velasquez Eden Gardens	Rosa Diaz Hayward High
Janet Lomeli Park	Yesenia Villa Longwood
Kambiz Osmani Tennyson	Yosahandy Cebberos Glassbrook

Cluster #2: Ciara Eashman, East Avenue Elementary

Alexandria Ray Hayward High	Fran Harvey Winton Middle	Keirra Jones Bret Harte	Mara Malfatti- Rodriguez Cherryland	May Anilhongse Cherryland	Shanika Hicks East Avenue	Zachary Johson Faith Ringgold
Antwone Johnson Bret Harte Middle	Harjit Chopra Burbank	Kevin Cheong Stonebrae Elem.	Marcela Munoz Hayward High	Michelle Wong Fairview	Tiffany Smith Winton Middle	
Brenda Belen Gonzalez Faith Ringgold	Jacinta Gonzalez Faith Ringgold	Lani Llamido Hayward High	Maria K. Pahel Bret Harte Middle	Nicole Estevez Stonebrae	Vana Charan Hayward High	
Christina Blanco Fairview	Katice Harris Stonebrae	Lorena Santiago Cherryland	Markiell Styles-Briggs Stonebrae	Shalon Cortez East Avenue	Yesenia Caro Hayward High	

Cluster #3: Michelle Fernelius, Eldridge Elementary

Julio Contreras Eldridge	Rick Ung Fairview	Teresa Pulido Ruus
LaTasha Frederick Park	Rochelle Baltazar MLK	Thu Joyce Tran Eldridge
Mireya Baltierra Tennyson	Sayed Ataullah Saeedzai Ruus	
Iyobosa "Princess " Ehiorobo Tennyson	Tawfiqullah Poya Glassbrook	

Cluster #4: Joann Guzman, Southgate Elementary

Danijoy Pasoot Eden Gardens	Jed Mariz Nugal Eden Gardens	Maria Del Carmen Espinoza MLK Middle	Ruth Mondoy Mt. Eden High	Susana Plancarte Eden Gardens
Deepali Mehta-Hurt Lorin Eden	Juanito Laforga Southgate	Nina Lugo Makalena Palma Ceia	Samantha Taylor Southgate	Taima Beyah Lorin Eden
Emmeline Tibon Ochoa Middle	Karina Brian Southgate	Paulette Frichittavong Ochoa Middle	Shamaneh Donahue Eden Gardens	
Graciela Hernandez Mt. Eden High	Kathleen Mckenna MLK	Rosa Isabel Garza de Espinoza Southgate	Shilpa Arhi Lorin Eden	

Cluster #5: Joshua Ridenhour, Treeview Elementary

Alicia Harris Treeview	Yesenia Hernandez Helen Turner
Dashawn Alexander Treeview	
Loui Ahkoi Chavez Middle	
Kiran Patel Helen Turner	

Cluster #6: Victoria Vivaldo, Cherryland Elementary

Alice Salinas Faith Ringgold	Karina Gonzalez Robles East Avenue	Maria del Carmen Camilo Pablo Glassbrook	Yesenia Lopez Mt. Eden High
Elidia Jimenez Bret Harte Middle	Kenia Cerros Ochoa	Maria del Pilar Escobar Marroquin Mt. Eden High	
Flor Zavala Harder	Liliana Vargas Tennyson High	Maryuri Hovgaard Faith Ringgold	
Guadalupe Manzanarez Ibarra Mt. Eden High	Lisbeth Cantillo Chavez Middle	Nancy Respaldiza Mt. Eden High	

Reminders

Next monthly meeting: December 1st

Induction night: November 5th

submit your volunteer hours

English Handbook

Spanish Handbook



Made in Hayward

Questions/ *Preguntas*

