

Staff Handbook







Play, Learn, Create, Explore, Grow!

2026-2027

HAYWARD UNIFIED SCHOOL DISTRICT

CELEBRATING 30 YEARS

YEP! Youth Enrichment Program

Play, Learn, Create, Explore, Grow.

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Amendments:

Welcome!

Welcome to the Hayward Unified School District's Youth Enrichment Program (YEP). You are joining a team that provides crucial expanded learning opportunities for students before school, after school, and during the summer. The YEP is an opportunity for students to expand learning and academic support, build community and belonging by growing socially and emotionally, build confidence and resilience, and have fun in a safe supportive environment.

This Handbook is designed to provide you with important information regarding the YEP and your role and responsibilities. This manual is designed to compliment and expand on the HUSD policies and procedures which STAFF ARE RESPONSIBLE TO FOLLOW. **Please read the entire handbook, and refer to it throughout the year as needed.**

Youth Enrichment Program History

The Youth Enrichment Program (YEP) began as a collaborative effort between the Hayward Unified School District (HUSD), Hayward Area Recreation Department (HARD) and the City of Hayward in January 1996. Students participated in educational and literacy programs as well as enrichment and recreational programs. In the summer of 1996, the model began at Ruus and Longwood Elementary and Chavez Middle Schools. In the Spring of 2011, YEP was expanded to 12 schools. Now, YEP is an HUSD program and provides services at twenty-eight (28) HUSD public schools (elementary, middle and high schools). YEP is funded by a number of grants including the After School Education and Safety program (ASES), the 21st Century Community Learning Centers (CCLC), 21st Century High School After School Safety and Enrichment for Teens Programs (ASSETs) and the Expanded Learning Opportunities Program (ELOP).

The program is free of charge for all middle and high school students, as well as for many elementary students. At the elementary level, a fee may apply for students who do not fall under the following priority groups: foster youth, students experiencing homelessness, or those who qualify for free or reduced-price lunch. These program fees help supplement funding at sites that receive limited support through state or federal grants, allowing us to continue offering quality programming to all students.. The Youth Enrichment Program (YEP) is part of Student and Parent Support Programs under the Student and Family Services Division of the HUSD which includes Community Schools & Family Engagement, Child Welfare & Attendance, Intervention & Prevention, Student Placement, and Health & Wellness.

Student and Parent Support Programs Vision, Mission & Values

Vision

All students and families are resilient, embrace opportunities for success in their lives and take leadership in local and global communities.

Mission

We collaborate with students and families to continuously create equitable holistic programs through family and community engagement, health and wellness, and expanded learning.

Values

- **Culture of Learning.** We are learners who ground our work in community wisdom, data, and evidence-based practices.
- **Integrity.** We base our everyday decisions and efforts on the needs of our students and community. We approach our work with open communication and accountability.
- **Diversity.** We embrace our diverse community as part of our strength-based approach to foster resilience and create a culture of access and inclusion.
- **Efficacy.** We make a difference and effect change through intentional collaboration.
- **Equity.** We use just and inclusive practices focused on the needs of the community to foster positive social change.

Funders' Expectations

After School Education Safety (ASES) Grant Program

The After School Education Safety (ASES) Grant Program grantees were funded to develop and operate partnerships that provide academic and literacy support with safe, constructive alternatives for students in grades kindergarten through eighth grade. The program operates at elementary and middle school campuses with large numbers of children, primarily from low-income families.

The 21st Century Community Learning Centers Program

The No Child Left Behind Act of 2001 was signed into law in January 2002, authorizing the California Department of Education (CDE) to administer California's 21st Century Community Learning Centers (21st CCLC) program. Education Code sections 8484.7 to 8484.9 further define California's 21st CCLC program.

This state-administered, federally-funded program provides five-year grant funding to establish or expand before and after-school programs that provide disadvantaged K-12 students (particularly students who attend schools in need of improvement) with academic enrichment opportunities and supportive services to help the students meet state and local standards in core content areas.

The purpose of the 21st CCLC program, as described in the federal statute, is to provide opportunities for communities to establish or expand activities that focus on:

- Improved academic achievement
- Enrichment services that reinforce and complement the academic program, and
- Family literacy and related educational development services.

21st Century High School after School Safety and Enrichment for Teens Program (hereinafter referred to as ASSETs)

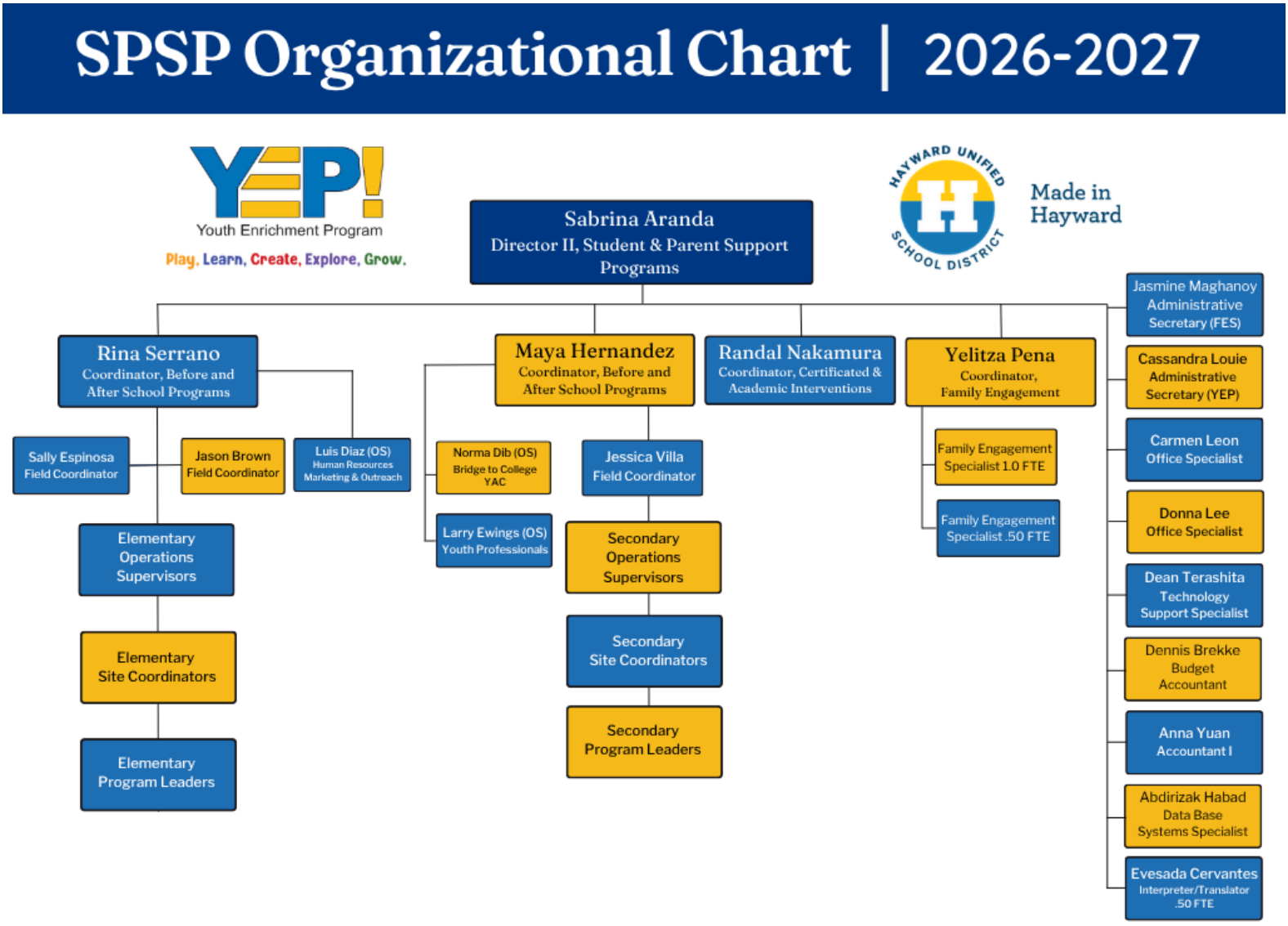
The ASSETs grant provides funding for establishing before and after school enrichment programs that partner with schools and communities to provide academic support; safe, constructive alternatives for high school students; and assistance in meeting graduation requirements.

Expanded Learning Opportunities Program (ELOP)

The Expanded Learning Opportunities Program (ELOP) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade. "Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

Organizational Charts

SPSP Organizational Chart



Calendars

HUSD 2026-2027 Student Calendar - Traditional School Year

Hayward Unified School District
2026-2027 Traditional Student Calendar 5.28.26

SYMBOLS

- School Begins/Ends
- Quarter Begins/Ends
- Trimester Begins/Ends
- Teacher Workday/ Staff Development Day
- National Holiday
- Local Holiday/Recess

JULY 2026					AUGUST 2026				
M	T	W	TH	F	M	T	W	TH	F
		1	2	3	3	4	5	6	7
6	7	8	9	10	10	11	12	13	14
13	14	15	16	17	17	18	19	20	21
20	21	22	23	24	24	25	26	27	28
27	28	29	30	31	31				

SEPTEMBER 2026					OCTOBER 2026				
M	T	W	TH	F	M	T	W	TH	F
	1	2	3	4				1	2
7	8	9	10	11	5	6	7	8	9
14	15	16	17	18	12	13	14	15	16
21	22	23	24	25	19	20	21	22	23
28	29	30			26	27	28	29	30

NOVEMBER 2026					DECEMBER 2026				
M	T	W	TH	F	M	T	W	TH	F
2	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	23	24	25
30					28	29	30	31	

JANUARY 2027					FEBRUARY 2027				
M	T	W	TH	F	M	T	W	TH	F
				1	1	2	3	4	5
4	5	6	7	8	8	9	10	11	12
11	12	13	14	15	15	16	17	18	19
18	19	20	21	22	22	23	24	25	26
25	26	27	28	29					

MARCH 2027					APRIL 2027				
M	T	W	TH	F	M	T	W	TH	F
1	2	3	4	5				1	2
8	9	10	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

MAY 2027					JUNE 2027				
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
31					28	29	30		

July 3	Independence Day Observed
August 12	Teacher Work Day (No School)
August 13	Staff Development Day - Site (No School)
August 14	Staff Development Day - District (No School)
August 17	School Begins
September 7	Labor Day
October 19	First Quarter Ends (7-12)
November 9	First Trimester Ends (TK-6)
November 11	Veterans Day
November 23-27	Thanksgiving Break
Nov 30 - Dec 3	Parent Conferences (Minimum Day TK-6)
Dec 4	Parent Conferences (No School TK-6)
December 21 - January 1	Winter Recess
January 13	Second Quarter ends
January 14	Teacher Work Day (No School 7-12)
January 15	Staff Development Day (No School)
January 18	Martin Luther King Jr Day
February 15-19	Presidents Week
March 5	Second Trimester Ends (TK-6)
March 25	Third Quarter Ends (7-12)
March 26- April 2	Spring Recess
March 31	Cesar Chavez Holiday (* contractual Classified Holiday)
May 31	Memorial Day Observed
June 8	School Ends
June 9	Teacher Workday (No School)
June 18	Juneteenth

180 Student Days
3 Teacher Workdays
3 District Wide Staff Development Days

HS Semester 1 Finals: January 11, 12, 13
HS Semester 2 Finals: June 4, 7, 8

Mary Walsh
Mary Walsh (Jun 4, 2026 15:47:23 PDT)

Kim Waters

HUSD 2026-2027 Student Calendar - Year-Round School Year

Hayward Unified School District
2026-2027 YEAR ROUND Student Calendar 5.28.26

SYMBOLS

- School Begins/Ends
- Quarter Begins/Ends
- Trimester Begins/Ends
- Teacher Workday/ Staff Development Day
- National Holiday
- Local Holiday/Recess

JULY 2026					AUGUST 2026				
M	T	W	TH	F	M	T	W	TH	F
		1	2	3	3	4	5	6	7
6	7	8	9	10	10	11	12	13	14
13	14	15	16	17	17	18	19	20	21
20	21	22	23	24	24	25	26	27	28
27	28	29	30	31	31				

SEPTEMBER 2026					OCTOBER 2026				
M	T	W	TH	F	M	T	W	TH	F
	1	2	3	4				1	2
7	8	9	10	11	5	6	7	8	9
14	15	16	17	18	12	13	14	15	16
21	22	23	24	25	19	20	21	22	23
28	29	30			26	27	28	29	30

NOVEMBER 2026					DECEMBER 2026				
M	T	W	TH	F	M	T	W	TH	F
2	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	23	24	25
30					28	29	30	31	

JANUARY 2027					FEBRUARY 2027				
M	T	W	TH	F	M	T	W	TH	F
				1	1	2	3	4	5
4	5	6	7	8	8	9	10	11	12
11	12	13	14	15	15	16	17	18	19
18	19	20	21	22	22	23	24	25	26
25	26	27	28	29					

MARCH 2027					APRIL 2027				
M	T	W	TH	F	M	T	W	TH	F
1	2	3	4	5				1	2
8	9	10	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

MAY 2027					JUNE 2027				
M	T	W	16	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
31					28	29	30		

July 3	Independence Day Observed
July 9	Staff Development Day - Site (No School)
July 10	Teacher Work Day (No School)
July 13	School Begins
August 14	Staff Development Day - District (No School)
September 7	Labor Day
September 14-17	Minimum Days: Parent/Teacher Conf.
September 18	Parent Conferences (No School TK-6)
October 28	First Trimester Ends
November 11	Veterans Day
November 23-27	Thanksgiving Break
December 21 - January 8	Winter Recess
January 15	Staff Development Day (No School)
January 18	Martin Luther King Jr. Day
February 15-19	Presidents Week
March 1	Trimester Ends (TK-6)
March 26- April 9	Spring Break
March 31	Cesar Chavez Holiday (* contractual Classified Holiday)
May 31	Memorial Day Observed
June 9	School Ends
June 10	Teacher Workday (No School)
June 18	Juneteenth Observed

180 Student Days
3 Teacher Workdays
3 District Wide Staff Development Days

Mary Walsh
Mary Walsh (Jun 4, 2026 15:47:23 PDT)

YEP Job Descriptions

YEP Program Leader

GENERAL DESCRIPTION:

Under the direction of the Youth Enrichment Site Coordinator or assigned supervisor, provide tutoring to reinforce school instruction to individual or small groups of students during after-school activities; observe and control behavior of students enrolled in the Youth Enrichment program during educational and recreational activities.

EXAMPLES OF DUTIES:

Essential Duties:

- Provide tutoring to reinforce school instruction to individual or small groups of students during after-school activities; assist students in completing homework assignments; implement and oversee arts and crafts and other educational projects.
- Observe and manage behavior of students enrolled in the Youth Enrichment program during educational and recreational activities; monitor and interact with students during indoor and outdoor activities; oversee athletic, recreational, playground, snack time and other after-school activities.
- Monitor and oversee student drills, practices and assignments in various subjects; confer with the Youth Enrichment Site Coordinator concerning educational activities and materials to meet student needs; report progress regarding student performance and behavior.
- Assist students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance; assure student understanding of classroom rules and procedures.
- Assure the health and safety of students by following established practices and procedures; maintain a learning environment in a safe, orderly and clean manner.
- Assist in the planning, development and implementation of Program educational, recreational and athletic activities.
- Read books to students and observe their reading abilities as assigned; assist students with letter and word pronunciation and recognition.
- Communicate with District personnel and parents to exchange information and resolve issues or concerns related to student progress and Program activities.
- Maintain routine records related to students, Program activities, attendance and assigned duties as directed.

Other Duties:

- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Child guidance principles and practices.
- Safe practices in classroom and outdoor activities.
- Basic subjects taught in District schools, including mathematics, grammar, spelling, language and reading.
- Instructional techniques and strategies related to after-school programs.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Educational and recreational practices and procedures and appropriate student conduct.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Basic record-keeping techniques.

Ability To:

- Provide tutoring to reinforce school instruction to individual or small groups of students during after-school activities.
- Observe and control behavior of students enrolled in the Youth Enrichment program during educational and recreational activities.
- Assist students in completing homework assignments.
- Implement and oversee arts and crafts and other educational projects.
- Oversee and interact with students during athletic, recreational, playground, snack time and other after-school activities.
- Learn policies and objectives of the Youth Enrichment program.
- Read books to students and assist with reading and writing activities as assigned.
- Understand and follow oral and written directions.
- Establish and maintain cooperative and effective working relationships with others.
- Be flexible to perform work within changing priorities and possess sufficient interpersonal skill to work harmoniously with staff, students, administrators, parents and others.

- Operates a variety of office equipment including a computer and various software.
- Communicate effectively both orally and in writing.
- Observe health and safety regulations.
- Maintain routine records related to assigned activities.
- Create and follow activity plans.

YEP Site Coordinator

GENERAL DESCRIPTION:

Under the direction of the assigned administrator, organize and direct the development and implementation of the Youth Enrichment program and related after-school activities at an assigned school site; coordinate communications, resources and personnel to meet student needs and assure smooth and efficient Program operations and activities.

EXAMPLES OF DUTIES:

Essential Duties:

- Organizes and directs the development and implementation of the Youth Enrichment program and related after-school activities at an assigned school site; coordinates operations and activities to provide a safe after-school learning environment for students; assures school site Program activities comply with established laws, codes, rules and regulations.
- Coordinates communications, resources and personnel to meet student needs and assure smooth and efficient Program operations and activities; collaborates with administrators, staff, community organizations and others in the development and implementation of the school site Program, after-school activities and extended learning opportunities to meet student needs and District standards.
- Schedules, arranges, oversees and conducts a variety of after-school functions including recreational, athletic and educational functions; coordinates activities and personnel to provide academic support, tutoring, literacy development and homework assistance to students enrolled in the Program; prepares and arranges monthly event calendars.
- Organizes, directs and participates in the observation and control of student behavior during
- Program activities according to established policies and procedures; assures proper and timely resolution of student behavior issues; oversees student attendance functions and maintains related records.

- Establishes and maintains contact with community organizations, parents and the public to promote involvement in after-school programs and activities; coordinates activities and directs involvement with community organizations and volunteers.
- Communicates with administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information.
- Assures adequate resources and facilities to meet Program needs; arranges for facilities and orders supplies and equipment as necessary; provides snacks for students.
- Prepares and maintains a variety of records and reports related to the Youth Enrichment program, after-school activities, students, incidents, accidents, registration fees, volunteers, snacks, personnel and assigned activities.
- Operates a variety of office equipment including a copier, computer and assigned software.
- Oversees the collection of student registration fees as directed.
- Attends and conducts various meetings as assigned; coordinates and conducts employee training sessions; prepares related support materials.
- Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Youth Enrichment program operations and activities including recreational, athletic and educational functions.
- Community resources and volunteer services related to the Youth Enrichment program.
- Instructional techniques and strategies related to after-school programs.
- Curriculum interpretation and application in after-school programs.
- Policies and objectives of assigned programs and activities.
- District and State guidelines and requirements concerning after-school programs.
- Practices and procedures involved in the development and implementation of after-school programs, activities and extended learning opportunities.
- Oral and written communication skills.
- Principles and practices of supervision and training.
- Applicable laws, codes, regulations, policies and procedures.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.

- Record-keeping and report preparation techniques.
- Basic public relations techniques.

Ability To:

- Organize and direct the development and implementation of the Youth Enrichment program and related after-school activities at an assigned school site.
- Coordinate communications, resources and personnel to meet student needs and assure smooth and efficient Program operations and activities.
- Train and evaluate the performance of assigned personnel.
- Schedule, arrange, oversee and conduct a variety of after-school functions including recreational, athletic and educational functions.
- Organize, direct and participate in the observation and control of student behavior during after-school activities according to established policies and procedures.
- Establish and maintain contact with community organizations, parents and the public to promote involvement in after-school programs and activities.
- Communicate effectively both orally and in writing.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Establish and maintain cooperative and effective working relationships with others.
- Be flexible to perform work within changing priorities and possess sufficient interpersonal skill to work harmoniously with staff, students, administrators, parents and others.
- Operates a variety of office equipment including a computer and various software.
- Determine appropriate action within clearly defined guidelines.
- Meet schedules and timelines.
- Work independently with little direction.
- Plan and organize work.
- Maintain records and prepare reports.

YEP Operations Supervisor

GENERAL DESCRIPTION:

Under administrative direction, assists in planning and organizing, supervising, evaluating and implementing the daily operations of the assigned Youth Enrichment Program (YEP).

EXAMPLES OF DUTIES:

Essential Duties:

- Provides general supervision, support and monitoring of YEP personnel according to district policies
- Trains and evaluates the performance of assigned staff, interviews, selects and evaluates employees and recommends transfers, reassignment, termination and disciplinary actions; assures employee understanding of Program policies, procedures and objectives; process formal and informal grievances.
- Maintains cooperative working relationships with school administrators and departmental employees, processes and clarifies issues to attain resolution of personnel concerns and problems in the department
- Administers the use of site procedures related to budget and expenditures. Monitors site budgets and expenditures and approves requisitions needed for supplies and services
- Answers questions, resolves concerns/complaints, and/or distributes YEP information to/for the public and district personnel
- Supervises field trip requests in accordance with organizational agreements, as needed
- Reviews schedules and time sheets for personnel, including hours worked, vacation and leave information
- Collects data and prepares reports for the Coordinator of Before and After School Programs, and gives oral presentations to administrators
- Carries out department goals and objectives and written and oral instructions from the Coordinator for Before and After School Programs and district administration
- Conducts site audits and provides feedback to staff
- Manages the YEP site work plan
- Plans and schedules training for all staff
- Coordinates with Site Coordinators and the Coordinator of Before and After School Programs to verify that all grant objectives are being met

- Acts as primary liaison with the program evaluators, ensuring that they have access to sites and data and linking their work with the program evaluator
- Facilitates monthly meetings and retreats
- Tracks decisions and monitors follow-up
- Coordinates collaboration with Community Based Organizations and the Hayward Community as well as with Site Administrators to ensure the development of an after school curriculum that is aligned with state and local standards and state assessment data

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Extended learning operations and activities including recreational, athletic and educational functions.
- Community resources and volunteer services related to the Youth Enrichment Program.
- Instructional techniques and strategies related to after-school programs
- Policies and objectives of assigned programs and activities.
- District and State guidelines and requirements concerning after-school programs.
- Applicable laws, codes, regulations, policies and procedures involved in the development and implementation of after-school programs, academic enrichment and extended learning opportunities.
- Principles and practices of supervision and training.
- After-school program models and best practices
- Positive student discipline strategies and models.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.
- Recordkeeping and report preparation techniques.

Ability To:

- Facilitate Youth Enrichment Program Coordinator training
- Implement strategic planning.
- Implement best practices to improve student learning, build professional learning communities, develop instructional leadership, and engage parents in family literacy.
- Effectively facilitate meetings.

- Effectively elicit, compile, organize, and summarize complex information from a wide variety of sources into a structured plan format.
- Manage a strategic planning process involving multiple sources, timelines, and work streams.
- Write, revise and edit multi-part documents and reports.
- Use research and data where appropriate to support plan implementation.
- Plan, organize, and direct the safe and efficient operation of YEP personnel in a large school district.
- Maintain accurate and current records of operations and costs.
- Prepare and submit written oral statistical and narrative reports.
- Interpret policies, rules and regulations governing after school operations.
- Establish and maintain cooperative working relationships and resolve conflicts with district and department personnel and the public.
- Be flexible to perform work within changing priorities and possess sufficient interpersonal skill to work harmoniously with staff, students, administrators, parents and others.
- Write and speak clearly and concisely and understand and follow oral instructions.
- Use computers in an office environment, including Microsoft Word, Excel, & Outlook.

Secondary Program

Site Leaders Duties and Responsibilities With Regard to Vendors

Operations Supervisor interaction and responsibilities with all vendors and all sponsors are as follows:

- To monitor each of the Youth Enrichment Program(s) and related after-school activities for educational effectiveness and operational efficiency;
- Assist in the implementation of program activities, standards and procedures to enhance educational effectiveness and operational efficiency;
- Ensure vendors have the required number of students (20-25). If not, Site Leader along with vendors must recruit more students to maintain required attendance goal;
- To make certain vendors leave the room(s) clean and intact before the vendors leave the school site;
- Check each room daily after each use;
- Make sure all vendors have adequate space to complete their contractual obligations;
- Make sure vendors and students complete all required and necessary surveys;
- Ensure vendors are aware of YEP policies and procedures;

- Make sure vendors are in complete compliance with all YEP Rules and Regulations.
- Site Leaders are responsible for monitoring and collecting **ALL** attendance from any program(s) under the YEP umbrella. Additional duties with regards to attendance include:
- Overseeing student attendance functions and maintaining daily detailed records;
- Track student attendance daily;
- Entering attendance into the computer within the first hour of the start of the program.

General Employment Policies

Equal Opportunity Employer

Youth Enrichment Program (YEP), as well as HUSD, is an Equal Opportunity Employer. No employee or applicant shall be discriminated against because of actual or perceived race, creed, color, religion, national origin, alien status, citizenship status, marital status, age, gender, sexual orientation, veteran status, disability or other classification protected by law. The program does not tolerate any form of discrimination.

Summary of Student Rights in California

Staff need to review the Summary of Student Rights in California.

- ➔ Legal Rights of Youth for Safe Schools (CA law & HUSD board policy)
- ➔ Legal Rights of Youth for Safe Schools (CA laws)

Students who are transgender and/or nonbinary must be supported to be known as and referred to by their asserted name and pronouns in alignment with their gender identity; Honest mistakes may happen but repeated refusal to use the student's chosen name/pronouns is considered harassment.

Employee Non-Discrimination / Anti-Harassment

HUSD Board Policy 4030

The Hayward Unified School District will provide programs, activities and work environments that are free from discrimination based upon a person's sex, perceived or actual sexual orientation, gender, and gender identity/expression, ethnic group identification, race, color, national origin, religion, age, marital status, and mental or physical disability, physical size or characteristics. Members of the school community will treat each other with dignity and mutual respect and accept the rich diversity that makes up the community. Disrespect among members of the school community is unacceptable behavior that threatens to disrupt the learning environment and damages self-esteem. Any school employee who observes, overhears or otherwise witnesses discrimination/harassment or to whom such discrimination/harassment is reported, must promptly report the incident to the principal, or in the case of harassment directed towards an employee, to

the Assistant Superintendent of Human Resources. The Hayward Unified School District is legally required to investigate all complaints of discrimination and harassment, either formal or informal, verbal, visual, written or physical, and to discipline or take other appropriate action against any member of the school community who is found to have violated this policy.

Sexual Harassment

HUSD Board Policy 4119.11

Sexual harassment is strictly prohibited by both federal and state law. Sexual harassment of employees, applicants or any others involved or affiliated with YEP will not be tolerated. Sexual harassment is unwelcome sexual advances, requests for sexual favors or any other verbal or physical conduct of a sexual nature made either explicitly or implicitly, with an implication, either direct or indirect, as a condition of an individual's employment such as hiring, evaluation, or promotion. Sexual harassment may also include any such described behavior that is pervasive and/or unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

Examples of sexual harassment include unwelcome sexual conduct such as:

- Verbal harassment (e.g., sexual requests, comments, jokes, slurs, innuendo);
- Physical harassment (e.g., physical contact); and/or
- Visual harassment (e.g., posters, cartoons or drawings of a sexual nature).

Each employee must treat others with respect, dignity, and professionalism. Sexual harassment will not be tolerated. Whether or not the offending employee meant to offend, or believed his or her comments or conduct were welcomed, is not significant. The district's policy is violated when another employee, whether recipients or mere observers, are in fact offended by described comments or conduct. This policy applies wherever a program-related function is taking place and also extends to vendors and others that employees are involved with in the course of their work.

Complaint Procedures

If an employee believes that he/she has been harassed by any program employee, vendor, client, or other program contact, the employee should immediately report the incident to their Operations Supervisor and/or YEP Manager. If the Supervisor is involved in the reported conduct, or, for some reason the employee feels uncomfortable about making a report to the Supervisor, the employee should make the report to the Coordinator of Before and After-school Programs. Any person who sees or hears about conduct that may constitute harassment under this policy should immediately contact the Field Coordinator, Operations Supervisor or Coordinator. Under the law, any person who makes a complaint of sexual harassment will not be retaliated against in any way relating to employment. Retaliation will not be tolerated. Should retaliation occur, it is to be reported immediately to the aforementioned personnel.

Investigation and Response

The program administration will investigate any reports/complaints or incidents and will take whatever corrective action is deemed necessary, including disciplining or discharging any individual who is believed to have violated these HUSD or YEP Policies and Procedures. The investigation will remain confidential to the extent that is practical and appropriate under the circumstances. All employees have a duty to cooperate in any investigation, complaints, incidents, allegations of harassment etc. Failure to cooperate or deliberately providing false information during an investigation shall be grounds for disciplinary action, up to and including termination. A written response will be provided to appropriate parties as deemed necessary by Administration.

Bullying Prevention

- A student, staff, parent, community member can tell ANY school staff person; once a staff person knows, then the school has knowledge of the bullying report. It must be reported immediately (no later than 1 day) to the site Administrator for investigation and follow up.
- Reports can be in writing (email, note, letter, bullying complaint form, online anonymous reporting, etc.) or verbal.
- Upon learning of a problem, it is required that staff intervene to make it stop immediately.
- Administration must begin investigation promptly, within 48 hours. The family must be contacted about the report, no later than 48 hours.
- A full investigation must be completed and a draft response plan shared with the student(s) and family(ies) within 10 school days.

There are Laws to protect students related to Bullying behavior:

California Education Code 234.1 (b) (1)
California Education Code 48900 R
AB 9: Seth's Law
HUSD Board Policy 5131.2 BP/AR

Confidentiality

Confidentiality must be maintained at all times to ensure the safety of our students, staff, and families to the greatest extent possible. For example, parents should be pulled aside to a private area to discuss student concerns. Additionally, information or incidents learned during YEP should not be shared with a student, other families, and names explicitly used.Be mindful of your walkie-talkie communication as it pertains to students.

Reporting Suspicions of Child Abuse

As professionals entrusted with the care of children, all YEP staff are mandated under law to immediately report any suspicion of child abuse to the designated authorities. Training in child abuse prevention and

reporting requirements is required for all employees and will be provided by your direct supervisors.. If you see any unexplained bruises, cuts, burns, etc. on a child, or if you witness or observe anything else that may suggest child abuse, you must immediately report your suspicions to the Site Leader AND direct supervisor, who will assist you with reporting to CPS.

Mandated Reporter & Child Abuse Reporting Procedures for Hayward Unified School District

HUSD Board Policy 5141.4

The mandated reporter informs the site administrator of suspected abuse and files a report immediately or as soon as practically possible AND in writing within 36 hours.

To file a report call Hayward Police Department's (HPD) non-emergency dispatch number, 510-293-7000. Depending on the jurisdiction in which the suspected abuse occurred, the mandated reporter may be instructed to call the Alameda County Sheriff, at 510-667-7721. HPD dispatch, Alameda County Sheriff.

Except in special circumstances, the mandated reporter shall fill out the "Suspected Child Abuse Report Form," and complete it while the officer is onsite and give it to the reporting officer to be included with the report. Note the name of the official contacted the date and time, and any instruction or advice received. Fax report to 510-293-7124 (HPD) if necessary.

Staff should refer the student to the school site's Coordination of Services (COST) Team for additional support.

You can also call the Children's Protective Services 24-Hour Hotline at 510-259-1800 or Hayward Youth & Family Services Bureau at 510-293-7048 for a consultation.

Reporting Suspected Illegal Activity

All staff members are also required to report any illegal activity—call the City of Hayward Police Department main phone number (510)-293-7000—or belief of such activity—occurring on school property or by HUSD employees. Every reasonable effort will be made to protect the privacy of persons who make reports and others who participate in any such investigations. However, under certain circumstances, YEP or HUSD may have to release names to law enforcement officers and/or the program's insurance carrier. There shall be no retaliation against any employee who, in good faith, reports suspected illegal activity, or who otherwise participates in an investigation of such activity, even if the report is found to be mistaken. If any employee feels that they are being subject to any form of retaliation, they should immediately discuss the situation with their immediate supervisor.

Drug And Alcohol-Free Workplace

HUSD Board Policy 4020

All use or possession of any illegal substance on school property or in any venue of the after-school program or reporting to work while under the influence of intoxicants or drugs is prohibited and will not be tolerated. The use, dealing, or possession of any illegal substance would constitute grounds for the recommendation for immediate dismissal. Smoking anywhere on school campuses, in district buildings, or in the course of any HUSD or YEP activity is not permitted. Any observed use or possession is to be reported directly and immediately to the YEP Manager. The failure to report such activity may also be cause for disciplinary action.

An employee shall not unlawfully manufacture, distribute, dispense, possess, or use any controlled substance in the workplace. (Government Code 8355; 41 USC 701)

General Professional Standards and Practices

Professional Standards

HUSD Board Policy 4119.21

4119.21-E PDF(1): Professional Standards

HUSD expects its employees to maintain the highest code of ethics and encourages employees to refer to such codes as may be published by professional education associations to which they may belong. An employee's code of ethics should respect the policies and regulations of the district and state and national laws and should enhance the image of the district and the goals of the educational program.

Your **first** responsibility is to ensure the health and safety of the students in your program. It is expected that you will always be alert to any safety hazard and avoid even the appearance of a safety hazard, which includes inattentiveness or poor supervision of students.

During program time, it is imperative for each staff member to complete hourly head counts, especially after each activity transition.

Your next responsibility is the positive development of each student, which means helping their social-emotional, physical, and intellectual development as well as encouraging good habits and positive attitudes. In addition, as a YEP employee, you have a responsibility to ensure that the families feel confident and informed about their students.

YEP and HUSD, including the administration, fellow staff members, and families count on you for the professionalism, knowledge, support, and encouragement you bring to your role and our program.

YEP is proud of its inclusive and diverse environment, and you are expected to be accepting of families with differing lifestyles, ethnic backgrounds, and cultures.

In addition, we expect you to keep in mind that different families have a variety of goals and expectations for their students and themselves and that some of them may be dealing with personal family matters and transitions. Site leaders are to discuss any problems or concerns with family members directly, particularly as they relate to family/YEP communication and the student's well-being.

We are role models for the students in our program and we will not allow disrespectful behavior from staff, students, parents, or community members. If you have concerns with any of the above, you should discuss your concerns with the Site Leader or YEP Manager immediately. Your site leads will then facilitate the discussion with the family.

Since we all have a responsibility towards the program, the school, our colleagues, the students, and the Hayward community, we need to work together in order to ensure the program's success. Working cohesively includes following the instructions/directions of your site leader and listening to feedback and suggestions for improvement.

Our program upholds a professional, respectful work environment. Employees are expected to:

- Exhibit and practice courtesy, respect, positive customer service, and professional judgment in dealing with all stakeholders (students, families, supervisors, colleagues, school administration and staff, community members, etc.);
- Maintain confidential information about all students, families, or staff and do not discuss personal information about families or staff in front of others;
- Problem solved with families—involving the YEP management team, if necessary to ensure the students' well-being and/or address families' concerns.

Dress Code

HUSD Board Policy 4119.22

As a representative of the HUSD and the Youth Enrichment Program, you are expected to dress in a professional manner at all times while on duty as your appearance presents a positive public image.

- Personal hygiene habits, which are conducive to a pleasant, neat appearance, are one means by which personnel must help create a positive and professional image.
- All personnel must wear athletic or comfortable shoes during scheduled work hours. Sandals/open toe-shoes (such are prohibited and there are no bare feet allowed).
- Everyone is expected to be well-groomed and maintain a neat appearance,
- Disheveled clothing, athletic wear, revealing or otherwise workplace-inappropriate dress is not permitted.

- Staff must be easily identifiable and are required to wear a badge at all times once issued. In cases where a personalized badge is not yet available, a generic badge will be provided.

Customer Service

Hayward Unified School District is committed to Service Excellence in our District. You are expected to employ the highest customer service standards when supporting our students and families of Hayward.

Conflict Resolution Procedures

HUSD Board Policy 4144

At times, disagreements and issues may arise with another employee. All staff members are expected to work together to try to resolve disagreements in a positive, productive and direct manner. Staff members are encouraged to try to resolve problems directly with one another, and should not involve third parties (such as other staff members, students, or families). Disagreements should not be discussed, and conflicts should not occur, in front of students or the community. If necessary, seek the support of your Direct Supervisor or Coordinator.

If you have a disagreement or concern with a student's family, vendor, or other individuals outside YEP please inform your direct supervisor immediately.

Rules and Staff Expectations

Supervision

All students are to be supervised at all times by a YEP staff person.

- Do not leave students unsupervised with volunteers or student workers. Students must be supervised by HUSD staff only.
- Do not ask parents to supervise students while you step out.
- For the safety of all parties, YEP staff may not babysit program participants or provide other services to families outside of the program.
- YEP staff may not socialize with program participants outside of the program.
- YEP staff may not transport any students to any location in his/her personal vehicle. YEP staff may only transport students during a YEP field trip pre-approved by the district. Proper documentation and authorization must be submitted in advance.
- YEP staff can not supervise non YEP students at all during their work hours due to liability purposes.

The 10/20 Rule

Every 10 seconds staff should be scanning the room/playground/bus, etc. All staff should be able to physically reach a student within 20 seconds. Staff should be situated accordingly while on the playground.

The Two-Deep Rule

There must be at least two adults on site. This safety measure protects both students and staff. In the morning, depending on which staff are available, this may include the office manager, custodian, parent liaison, or other site personnel. This requirement does not apply when only adults are present. If proper coverage cannot be ensured, please contact your supervisor right away.

**This policy applies particularly for AM programs at elementary and middle sites.*

Supervision in a Classroom Setting

Staff should consistently circulate the room to ensure students are actively engaged in appropriate YEP and school activities. By actively engaging with students and maintaining a visible presence, staff can significantly reduce the likelihood of disruptive behavior. This proactive approach to classroom management is easy to implement and highly effective. Staff are expected to remain actively engaged and should not be sitting, using personal cell phones, or working on personal tasks during work hours.

Supervision Outside

To ensure student safety, staff should position themselves strategically around the playground to maintain clear visibility of all students. This includes facing the play area at all times and spreading out rather than grouping together, so every angle is covered and supervision remains effective.

- If there is an ample ratio of staff to children, a staff member may engage in an activity with students such as four-square, tetherball, or wall ball as long as his/her back isn't turned to the main population of students.
- Discuss student use of cell phones with your Site Leader.
- Discourage students from bringing toys or items of value to the program.

Play Structure Expectations

To ensure the safety and enjoyment of all students during outdoor play, afterschool staff are required to adhere to the following guidelines when supervising the play structure:

1. **Active Supervision:** Staff must actively supervise children at all times. This includes circulating around the play structure, maintaining visibility, and being within close proximity to respond quickly if needed. Do not group together and engage in conversations that distract from supervising.
2. **Safety First:** Regularly scan for unsafe behavior (e.g., pushing, jumping from high platforms, improper use of equipment), immediately address and redirect unsafe play, ensure children should use the play structure as intended (e.g., feet first on slides, no climbing roofs or outside railings) and report any damaged or hazardous equipment to the site lead or school administration.
3. **Boundaries & Transitions:** Clearly communicate boundaries & rules of the play area before free play begins. Give advance warnings (5-minute, 2-minute calls) before transitioning off the structure to reduce resistance and ensure a smoother shift.

4. **Inclusion and Positive Play:** Encourage cooperative and inclusive play among children. Be proactive in preventing exclusion, bullying, or monopolizing (not sharing) of equipment.

By following these expectations, students can enjoy the play structure as intended. Staff should develop a rotation schedule for play structure used to ensure equitable access for all students and grade levels, while preventing overcrowding. Each group will be assigned a designated day of the week for their turn. **Remember:** Your presence, attention and proactive engagement are key to maintaining a safe and fun play environment.

Orientation

New staff members will attend an initial two day orientation with the HR Operations Supervisor to review personnel policies, procedures, and general information about the YEP program. All new staff members will review the Staff Handbook and must complete the Staff Acknowledgement Form linked at the bottom of the handbook or as posted on the YEP website under staff resources. Staff will also receive follow up surveys to evaluate their current work experience and identify any additional training or support needs.

Staff Development

After hiring, it is extremely important for all staff members to have a thorough knowledge of their jobs. Staff will have opportunities to receive continual feedback and professional development. The process begins with orientation and site support, which includes a mandatory professional development day, completion of feedback surveys, and a self-reflection on job responsibilities. All staff members are expected to take advantage of Professional Development opportunities offered by the department in order to obtain the knowledge and skills needed to fulfill the essential job duties assigned.

Probationary Employees

As a new employee, you are assigned from an eligibility list to a regular position. You will then be known as a "*probationary*" employee, and you will continue in that status until after you have served satisfactorily on the job for 130 days or 6 months (whichever is longer) in paid status. Management and Supervisory employees are subject to a 1 year probationary period.

During the probationary period, the use of sick leave shall result in an extension of the probationary period at the rate of one day's extension for each day of sick leave used. Probationary Unit Members may earn sick leave at the rate of one (1) day per calendar month for the duration of the probationary period. Such sick leave may be used, as accumulated, for the reasons defined under section A of this article. (SEIU, CBA Article 13. C)

The probationary period is considered as a part of the examination process. Probationary employees may be released from service at any time during the probationary period. There shall be no appeal from such termination.

Upon successful completion of the probationary period, you will become a "*permanent employee*" and you will receive an adjustment to the second step of your salary range at that point.

Change of Personal Information

Employees are required to complete this form with the HUSD Human Resources Department to update any changes to their phone number(s), address, or the name/phone number of emergency contacts.

In addition, YEP staff must complete the electronic SPSP Employee Emergency Information Form and update it as needed.

Employee Use of Technology

Board Policy 4040

All technology provided to HUSD employees is to be used for business purposes only. All technology is used for these purposes:

- Business communication between staff, parents, and stakeholders.
- Instructional-related research
- Instructional tool for supporting students

Employees cannot bring or use personal technology during work hours. HUSD and YEP are not responsible for any personal devices that are lost, damaged, broken, or stolen.

Leaving off-site

All employees are required to notify and obtain authorization by their direct supervisor when needing to leave their site during work hours for personal or business-related reasons.

Staff Schedules

Staff will have the opportunity to review and sign their assigned work schedules, which will be developed to meet program needs. Staff schedules may change throughout the school year to accommodate program changes and needs.

Staff assigned to our before-school programs will work a **split schedule,** from Monday through Friday between 6:30 AM to 8:30 AM and return between 12:00 PM to 6:15 PM.

Staff assigned only to our after-school programs will work from Monday through Friday, between 12:00 PM to 6:15 PM.

All Program Leaders are expected to be available in the afternoons from Monday to Friday, between 12:00 PM to 6:15 PM, to accommodate minimum day schedules and meet program needs.

Breaks

YEP staff should consume food or beverages **ONLY** during their 15-minute duty-free break or their 30-minute duty-free lunch break. When working directly with students and the community, we ask that you drink only water if possible.

All full-time employees shall be provided a fifteen (15) minute duty-free break close to mid-morning and mid-afternoon, which shall be considered a part of regular hours worked. In addition to a thirty (30) minute non-paid, duty-free lunch break of thirty (30) minutes, which shall not be a part of the regular hours assigned.

An employee working **more than** six (6) hours per day shall be provided one fifteen (15) minute duty-free break. In addition, a non-paid, duty-free lunch break of thirty (30) minutes, which shall not be a part of the regular hours assigned.

An employee working four hours per day shall be provided a fifteen (15) minute duty-free break.

The Site Leader will create and post a staff break schedule.

Staff Attendance/Tardiness

Consistent attendance and punctuality are essential for the program's smooth operation and are mandatory for all staff members. Employees must be at their designated work location, ready to begin at the assigned times, and maintain regular attendance. If a staff member anticipates being late for their scheduled shift, they must inform their Site Leader as soon as possible. Any tardiness or leaving early should be reflected on their timecard. Frequent absences or tardiness may lead to disciplinary action, up to and including termination.

Frontline Education (formally known as AESOP) - Sickness/Absences

In case of illness or other circumstances where staff must be absent from the site, staff **are required to** enter that absence in the Frontline Education system in addition to contacting their Site Leader/direct supervisor. Communication of absences should occur **at least four (4) hours before the scheduled shift**, in accordance with departmental standards. While the overall district policy allows for 60 minutes' notice for SEIU PARA/YEP employees (CBA Article 12.F), our program requires earlier notification to ensure adequate coverage and support. Program Leaders are not permitted to leave their site during program hours unless there is an emergency. In such cases, the Site Leader and YEP Manager must be notified prior to the staff member's departure. For all staff and those who hold multiple positions, when you enter an absence in Frontline, it is important to select the correct position (YEP), not another district role. Also, include relevant notes to inform the YEP Administration about the reason for the absence.

Absence Reporting & Leaves of Absences - SEIU (Para/YEP)

Employee collective bargaining agreements (CBA) have specific language on the use of leave and absence reporting that are compliant with labor laws, board policy, and Personnel Commission Rules. The Human Resources Department can assist you with these processes if needed and additional information can be found on the HUSD HR website.

Absence Reporting:

School calendar year employees are entitled to 10 days of leave per year based upon their regularly scheduled daily hours of service (e.g. 6 hours a day x 10 months = 60 total hours for the school year). All employees are to use Frontline Absence Management (formerly AESOP) to report their absences. Absences can be reported for the complete day, or a portion of the day and will be rounded up to the nearest hour when deducted from the leave bank. It is important that you review your Frontline account information to ensure your assignment, location, and work hours are up to date. If you need assistance with your Frontline account, please contact Antoinette Bailey Nesbitt at 510-784-2600 ext 72510 or ab7744@husd.k12.ca.us

Absence Reporting & Leaves of Absences - ACSA

Supervisory team members are entitled to a certain number of days of leave per year based upon full time employment and the number of workdays for the assignment (CBA, Section 4210 and 6020). Per ACSA agreement, section 2220, when absent from work you should inform your immediate supervisor of absences via email or phone, and report the absence to the Frontline management system.

It is important that you review your account information to ensure your assignment, location and work hours are up to date. If you need assistance with your Frontline account, please contact Antoinette Bailey-Nesbitt at 510-784-2600 ext 72510 or ab744@husd.k12.csa.us.

Employer Obligation to Notify Employer of Leave:

Leaves of Absence apply to a time period when an employee is absent from work due to any of the permissible reasons based on California Labor law and the ACSA Agreement. In the event you require a leave of absence in excess of (3) days, employees are to complete an HUSD Leave of Absence form. For additional assistance with AESOP please contact Antoinette Bailey-Nesbitt at 510-784-2600 ext 72510 or ab744@husd.k12.csa.us.

Please Note: SEIU & ACSA, the district's HR department, sends an annual memo with guidance for absence reporting and leave, it is the employees responsibility to review this.

Sick Leave: All Staff

Sick leave is defined as the necessary absence from duty of a Unit Member because of personal illness or injury, exposure to contagious disease; or dental, eye, and other physical or medical examinations or treatment by a licensed practitioner.

Working Days	Sick Days Allotted
180	10-½ days

If a Unit Member leaves the District, accumulated unused sick leave will not be credited to the Unit Member's final payment.

For any illness of five (5) days or more, an acceptable written statement may be required from the Unit Member or from the Unit Member's or from the Unit Member's physician or health advisor. However, if the District has reason to believe that a Unit Member is abusing sick leave or has exhausted sick leave, it may require such a statement at any time. This statement must verify that the Unit Member was unable to work due to illness and must be submitted to the Payroll Department before the Unit Member is credited with pay for the absence. A release from the physician or health advisor shall be required before the Unit Member returns from sick leave involving major surgery or illness.

When the District has reason to believe that a Unit Member is abusing sick leave and that abuse meets the conditions listed below, the District may place the employee on "attendance alert." The District may place the employee on attendance alert if the employee:

1. Has exhausted the employee's Sick leave; or
2. Uses sick leave on more than one Friday or more than one Monday in the same calendar month (Friday and Monday absences may not be combined for this purpose); or
3. More than once during a school year uses sick leave on the day before or day after a pre-scheduled vacation

Unit Members shall be notified in writing that they are on attendance alert and the alert shall describe the suspected pattern of abuse pursuant to the three criteria above. An employee on attendance alert may be required to provide medical verification for any use of sick leave which conforms to the pattern described in the written notification. For the purposes of attendance alert, the year shall run from July 1 to June 30. A release from the physician or health advisor shall be required before the unit member returns from sick leave involving major surgery or illness.

Personal Necessity Leave

1. Per your collective bargaining agreement (CBA), A maximum of ten (10) days of accumulated sick leave may be used in any fiscal year for Personal Necessity Leave.

2. Personal Necessity Leave shall be limited to circumstances that are serious in nature and that the Unit Member cannot reasonably be expected to disregard, and that necessitates immediate attention, and cannot be taken care of after work hours or on weekends
3. To use Personal Necessity Leave, an employee must submit a request to their immediate supervisor at least three (3) working days in advance and obtain approval. This advance notice requirement may be waived if the need for leave arises unexpectedly.
4. A Time Off Request form must be completed and submitted to your direct supervisor in advance for approval. **Once approved**, the employee is responsible for entering the absence into the Frontline Education System.
5. Unit members shall be granted up to five (5) days for which no statement of reason need be given where the purpose of the leave is consistent with those incidented in K.2. Unit Members shall give three (3) days prior notice unless such notice is not possible.

Vacations and Time Off Request

School-year/10-month employees (180 working days) do not accumulate vacation hours to be taken during the school year. Each employee receives an allotment of 10 days of accumulated sick leave each school year, which can be used when the staff member is sick or needs to take a personal day for personal reasons as defined in their CBA (SEIU PARA/YEP - CBA Article 13.K; ACSA - CBA Article 6040.10). Personal necessity is not intended to be considered as vacation and cannot be used to extend your normal vacation.

YEP staff may request up to three (3) consecutive days off in accordance with ***department guidelines***, with prior approval from their immediate supervisor. A Time Off Request form must be completed and submitted at least three (3) working days in advance for approval. **Once approved**, the employee is responsible for entering the absence into the Frontline Education System.

YEP staff are 10-month employees and are expected to plan their vacations during the school holidays/breaks.

Please note: Time off requests are **not guaranteed** and **can be denied**. Please plan accordingly when scheduling time off and making travel plans. Time off may not be granted during the first and last weeks of the school year including the day before or after holidays as well.

Extended Absences (Employee Obligation to Notify Employer of Leave)

A leave of absence is an approved period of time away from work for reasons permitted under California labor laws and the applicable Collective Bargaining Agreement (CBA).

Employees must submit a Leave of Absence request for any known absence of five (5) or more consecutive workdays or for absences that will occur intermittently over a designated period. Employees anticipating an absence of five (5) or more consecutive workdays should notify their immediate supervisor as soon as possible to ensure all required forms and supporting documentation are completed. If an employee exhausts

their available leave balances, they should contact Human Resources to discuss the next steps. Failure to submit the required leave request, supporting documentation, and reasonable notice may result in the employee being placed on unpaid leave for the duration of the approved absence once all available leave balances have been exhausted.

For additional information regarding Leave of Absence policies and procedures, please visit the Human Resources Leave of Absence webpage.

Timecards

Timecards are to be maintained throughout the month and turned in to your Site Leader via Informed K12. Timecards must be accurate and confirmed as complete with a digital signature for processing. Any intentional falsification of hours worked will be considered time-clock fraud and is subject to disciplinary action, up to and including termination. Any alteration of work hours without prior written approval from your direct supervisor will not be permitted. All schedule changes must be approved in advance.

- Staff needs to include the Frontline Education confirmation reference code on the time card in the comment section for the days that they were absent.
- Timecards are due to your immediate supervisor by the assigned deadline set by the department and notes on the informed timecard form. Failure to submit your timecard on time may result in delays in processing and payment.
    - **Please note** that YEP supervisors may ask for timecards to be submitted a couple of days before the due date to ensure it is reviewed with adequate time as it goes through a multi-step approval process.
- For more information, please visit the HUSD Payroll website which includes payroll forms, contact information of your payroll technician and pay dates.

YEP Timecard Informed K12 | YEP Sub Program Leaders/Noon Supervisors | YEP Subs - Paraeducators

Time Accounting

Personnel Activity Reports (PAR) are your time account sheets. As a district, Hayward Unified School District receives millions of dollars from both State and Federal funds for supplemental activities and/or positions. We are obligated to comply with federal, state, and district requirements to certify staff effort on sponsored projects and activities.

The process to complete time accounting is listed below:

An employee paid through one funding source:

- Personnel Activity Report (PAR)
    - Semi-Annual Certification- Single Funded Resource
        - (July-December) – Due in January
        - (January- June) – Due in June

- Will need to sign twice a year, which is submitted after each six-month work period.

An employee paid through multiple funding sources:

- Must complete form on a monthly basis
- PARS must be submitted after the work month before the 15th of the following month and cannot be submitted or signed after the last day of the following month
- Employees should document daily activities, and identify each program for which work was performed, and the daily time dedicated to each program.
- the total documented time for the day should calculated in percentages to equal the actual hours worked

Pay Periods/Pay Process

Pay periods are monthly on the last business day of the month, and pay can be directly deposited into the employee's bank account. Contact your classified payroll technician for details such as setting up direct deposit, finding your paystub, updating your W-4, inquiries regarding checks/payment, and more.

Payroll Department Information:

John Andaya Payroll Tech. (A-Ga) 510-784-2600 x 72821 jandaya@husd.k12.ca.us

Cristy Delena Payroll Tech. (Ge-Oc) 510-784-2600 x 72791 mdelena@husd.k12.ca.us

Claudia Clarin Payroll Tec. (Od-Z) 510-784-2600 x 72723 cc598@husd.k12.ca.us

Program Hours

The days of program operation are Monday through Friday, following the school calendar. For sites that offer a morning program, it will be open 1 ½ hours before school if they are dual-funded. Single-funded sites' morning programs operate an hour before the school day begins.

The after-school program begins immediately following the end of the school day and closes at 6:00 PM. Employees are expected to leave the school premises after completing their workday. This rule is necessary to help ensure the safety of all program staff.

YEP staff are expected to arrive at and depart from their assigned site in alignment with their scheduled work hours. Arriving excessively early, remaining on site beyond the end of a scheduled shift, or being present outside of designated hours is not permitted without prior written approval from a supervisor. This policy supports operational consistency, site safety, and overall program accountability.

Prep Time and Check-in

All staff are provided time to prepare for program activities. Prep time includes tasks such as planning enrichment activities, replenishing supplies and materials, completing records and logs, and fulfilling staff rotational duties. This time is intended solely for program-related planning and preparation.

If a staff member does not receive adequate prep time, they should seek support from their Site Leader. Staff working 30-hour schedules may be asked to assist with prep tasks for those with fewer hours.

All personal activities, including phone calls, must be limited to designated break times. Upon arrival, staff should check in with the Site Leader or review the Look Book for updates and announcements. For those scheduled to receive prep time at the start of their shift, it should begin immediately. Staff assigned prep time later in their shift are expected to begin program duties upon arrival.

Staff Participation in Department and Site Meetings

From time to time, staff may be required to attend meetings, training, and/ or events.

All Staff are expected to attend all monthly meetings and integrate relevant information, such as policies and procedures, into programming. These meetings may be scheduled outside of regular program hours to allow for more effective discussion, planning and participation by staff who are actively involved in the daily operations of YEP.

Site Leaders will facilitate monthly YEP staff meetings which require all site staff in attendance. The agenda, minutes, and sign-in sheets should be uploaded to Google Drive.

Site Leaders are required to attend the monthly school-day staff meetings led by the site Principal to share updates and information specific to their program. In addition, Site Leaders are expected to **hold monthly check-ins** with their site Principals to provide program updates and share other relevant information.

Communications

All staff are expected to check their HUSD email daily as it is the primary method of communication for important updates, expectations, and deadlines. Emails that require a response should be replied to within 24 hours of being sent. If the message is time-sensitive, staff are expected to respond as soon as possible to ensure deadlines are met and program operations are not impacted.

Site Leaders are responsible for maintaining a Communications Book, Look Book, and/or a staff board containing daily updates and relevant program information. All staff are required to review this information each day and must initially confirm they have read it.

Hate Speech and Racial Epithet Ban Policy

The Hayward Unified School District is committed to fostering an inclusive, respectful, and safe learning environment for all students, staff and families. As part of this commitment, all forms of hate speech, including the use of racial epithets such as the N-word, are strictly prohibited in all school settings, including classroom, hallways, extracurricular activities, and district-sponsored events.

Staff Expectations & Responsibilities

1. **Model Inclusive Language & Behavior** - Staff are expected to lead by example by using respectful and inclusive language in all interactions.
2. **Intervention & Address Hate Speech** - Staff must intervene when witnessing hate speech, whether spoken, written, or symbolic, following the Stop, Drop & Restore framework to educate and correct behavior
3. **Report Incidents** - All formal hate speech incidents must be documented using the school's student information system. Repeated or severe violations must be escalated following the district's reporting procedures.
4. **Participate in Professional Learning** - Staff will receive ongoing training to recognize and respond to coded hate speech, emerging slang, and bias in school environments
5. **Create Safe & Inclusive Spaces** - Staff should integrate anti-hate speech education into their curriculum and classroom culture, reinforcing the school's commitment to equity and inclusion.

Accountability & Consequences

Failure to address hate speech incidents or uphold district policies may result in corrective actions, including professional development requirements, performance evaluations, and disciplinary measures per Board Policy 4119.21. Staff are encouraged to seek support from site administrators and district equity teams as needed.

By working together, we can create a school culture where all students and staff feel respected, valued, and empowered to speak up against hate speech.

Personal Cell Phone Usage

Personal cell phone usage (either receiving or sending messages via email or text, social media) during program hours is strictly prohibited. **No exceptions**. All phones should remain on silent/vibrate during program hours. For emergency situations where a phone call must be taken, please request the support of your Site Leader.

Students are not permitted to use their cell phones during the program.

Social Media

YEP staff may **NOT** "friend" any student on their personal social media accounts. Employees may **NOT** share their social handles with students. This includes all social media accounts and online gaming (PSN, Xbox Live, Etc.) It is highly recommended that staff set their social media accounts to "private".

Staff are not to publish, post or release any information as it relates to their position and/or the Hayward Unified School District. Failure to comply with this policy may result in disciplinary action.

Use of Program Equipment and School Property

Employees are expected to use the program or school equipment, supplies, or property, for the purposes of completing their YEP program work. When using a shared school day classroom or space, Program Leaders are not permitted to use classroom equipment and supplies unless given written permission with a signed classroom use Agreement form by the teacher. Personal use of said equipment, supplies, or property is prohibited.

Staff are expected to abide by the Classroom Use Agreement and should report any classroom use concerns brought to their attention (by teachers or other school day staff) to their Site Leader immediately. If staff is concerned about the condition a room is received they should inform their Site Leader immediately prior to using the room.

YEP Site Keys - Issuance and Accountability

YEP-issued keys are district property and may only be used by authorized YEP staff to access designated program areas. Keys must never be duplicated, loaned, transferred to non- YEP staff, or returned to the school office. Site Leaders are responsible for managing daily key distribution and collection using the required electronic key log. All staff must complete the HUSD/YEP Key Issuance Form before receiving or using a key.

Only the Site Leader and designated AM Program Leader may retain keys overnight. Staff checking out a key are responsible for its security and must return it to the Site Leader at the end of the program day. Keys must remain unidentifiable to the school, with only the issued key(s) and brass identification tag attached. At the end of each day, staff are responsible for ensuring all YEP-used rooms, gates, bathrooms, and other program areas are properly secured.

Lost, broken, damaged, or unreturned keys must be reported to the Site Leader immediately. An Incident Report must be submitted within 24 hours, and any damaged keys must be returned to the YEP Office. Unaccounted-for keys will be treated as stolen. Employees leaving the YEP program must return all assigned keys to their direct supervisor no later than their last program day. For additional guidance and information, please review the YEP Site Keys Processes.

Budget

Site Leaders will receive an annual budget allocation for their site and are responsible for managing and maintaining it throughout the school year. If a Site Leader exceeds the allocated budget, they may lose the privilege of overseeing their site's budget in the future, and purchasing decisions may be handled by the YEP administrative team.

Staff are not allowed to use their funds to purchase items for the program and expect reimbursement without prior approval from their supervisor.

Visitor Policy

All visitors to the program must check in with the school office or YEP Site Leader before providing any services to students or visiting a staff member.

Personal visitors including, but not limited to, former employees, parents, family members, community members, or stakeholders are not permitted on-site during program hours unless they are providing a service to students or the program. In such cases, visitors must also have completed the required volunteer clearance process before engaging with students.

Working with Family

Due to liability, employee productivity, and maintaining professional decorum, the Youth Enrichment Program (YEP) policy does not allow staff (including Youth Professionals) to work at the same site where their own child(ren) and/or family members participate in YEP. There may be special circumstances where this may be allowed. However, this would need to be pre-approved by the Coordinator of Before and After School Programs. **Staff are not permitted to bring their children to work with them.**

Volunteers

Any individual or organization wishing to volunteer during the YEP program must have a cleared fingerprint and background check from HUSD Human Resources Department. All volunteers must be approved by the Before and After school Coordinator. All volunteers must wear their HUSD badge when volunteering on a school site or have a visitors pass issued.

Volunteer Policy

All students are to be supervised by YEP/HUSD staff only. All Volunteers must follow HUSD board policies regarding student interactions.

Volunteer Assistance

HUSD Board Policy 1240

The Governing Board recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. The Board encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with students.

YEP Safety Protocols and General School Procedures

Attendance and Record-Keeping Procedure

To ensure the safety of our students, it is imperative to follow the following steps when taking program attendance:

Verifying attendance:

1. Check Infinite Campus and/or obtain a list of student absences from the school office daily **before** school is released to verify school absences;
2. Prior to the start of the program, touch base with your office staff for an update on any students who have left school early;
3. YEP staff are expected to take attendance and report any students who are not present in the program to their Site Leader within 7 minutes or less from the start of the program.
4. If a student is unaccounted for the YEP Site Leader will then follow the steps of the Missing Child Protocol.

YEP Staff/Program Leaders are required to take group attendance at the beginning of the program and take hourly headcounts daily. It is imperative that staff use their roster to ensure accuracy for recording attendance.

The Site Leader is required to input attendance into CitySpan daily and maintains filed copies of rosters and/or Sign-in/Sign-out sheets.

Missing Child Protocol

1. Roll must be completed within the first 5-7 minutes of the start of the program.
2. Call your Direct Supervisor/YEP Manager if there is a student unaccounted for.
   - ➔ **Elementary Field Color. Sally Espinosa-Herrera: (510) 935-1094 or 723-3857 x34194**
   - ➔ **Elementary Field Color. Jason Brown (510) 935-1084 or 723-3857 x34182**
   - ➔ **Elementary Color. Rina Serrano: (510) 935-1091 or 723-3857 x34191**

- ➔ **Secondary Field Coor. Jessica Villa (510) 935-1093**
- ➔ **Secondary Coor. Maya Hernandez: (510) 935-1097 or 723-3857 x34197**

3. If a student is unaccounted for after 7 minutes, request that the school office staff do an "all call". This should be repeated every 5 minutes, at least 2 times.
4. Ask the student's friends if they have seen that student in school or going home.
5. Call all parents and emergency contacts listed. If needed leave messages and or texts requesting an immediate call back for an emergency situation with a child. Check the school office emergency card for different contacts.
6. If a student is not located, call your Direct Supervisor/YEP Manager and the Hayward Police Department (HPD). **HPD: (510) 293-7000**
7. Complete an incident report before the day's end and email Risk Management and the YEP manager.
8. Document all communication including times phone calls were made to the family.

- ★ A Program leader may be requested to assist in managing steps simultaneously.
- ★ Keep your Direct Supervisor/YEP Manager updated with each step.

Before School Program Late Arrival Policy

If students participating in the Before School Youth Enrichment Program need to arrive late, parents need to complete the Late Arrival Form. This form needs to be completed prior to the child arriving late and not given the following day. Only parents/guardians will be allowed to complete a Late Arrival Form. In the event that a child needs to arrive late on all Tuesdays for example, the form may be filled out for specific dates. All students enrolled in the before-school program must attend a minimum of 1 hour per day/five days per week.

Student Late Arrival Policy

To ensure the safety of our students, they must arrive and sign in to YEP within 5 minutes of school dismissal. When YEP is unable to locate a student, the Missing Child Protocol must be initiated.

Student Pick-up Procedures

Families or other caregivers who pick up students are required to sign, PIN, or barcode their student out on the daily sign-out sheet and/or PIN/Barcode system through CitySpan. It is imperative for YEP staff to know who is authorized to pick students up and to ensure that students leave only with adults the parent/guardian has authorized on their registration/emergency card.

If a staff member is unsure if the person claiming to be authorized is, it is the staff member's responsibility to check the formal documentation submitted by the parent/guardian and ask the person for identification. The staff member needs to inform the Site Leader in such a circumstance where the party is unknown.

Students may only be released to individuals **who are 18 years of age or older** and listed as authorized contacts on the student's Emergency Information Card. High school students, siblings, or any other individuals under the age of 18 are **NOT** authorized to pick up students under any circumstances. Staff must verify the identity of the individual and confirm they are an authorized contact before releasing a student. Failure to follow this procedure may compromise student safety and may result in program and district liability.

Sign-out Procedures

1. **Person in charge of sign-out** – One person needs to be responsible for the sign-out area. This designated person should be the only one calling for students to go home and should receive verification from the program leader that the student is on their way. Students should be escorted to leave by two students. The person in charge of the sign-out should also see the student/students physically leave with the appropriate adult. Remember to greet families and share program updates.
2. **Line of sight procedure** – When a student is called to go home, the Program Leader or Site Leader is required to step to their door and visually confirm the student made it to the designated sign-out area safely. If visibility is not possible, send the student home with two other students and then the two students can return back to class.
3. **Parent sign-out procedure** – Parents are to remain in the YEP room or other designated pick up room while they wait for their student to arrive. Parents should not pick up students from classrooms or other areas on-site at any time.
4. Walkie-Talkie **procedures** – When a student is called to go home, staff are expected to respond on the walkie-talkie immediately and confirm the student is on route. When the student reaches the sign-out area, the staff in charge of the sign-out verifies that the student was received and with the proper adult via walkie-talkie. Walkie talkie communication should be clear, brief and minimal.

Student Walk-Home Policy

All Youth Enrichment Program (YEP) students who walk home must have a walk-home form on file. It is the parent/guardian's responsibility to complete the Walk-Home Form before their child can be released to walk home. No student will be released to walk home without the completed form. This policy has precise guidelines which must be followed if this option is taken.

For the safety of our students, only students ages 10 and over are allowed to walk home with parent/guardian permission. A walk-home form needs to be completed by the parent/guardian for each participating YEP

student prior to the student leaving the YEP program. Students under the age of 10 must be picked up by a person(s) 18 or older and who is listed on their emergency card. Any person(s) picking up a student must be listed on the emergency card. When in doubt, YEP Program Staff must request a current and valid picture I.D. for anyone picking up a student.

Students walking home must adhere to the following guidelines:

- Sign themselves out of the program (this is to be done daily).
- Leave at the assigned dismissal time listed on the walk-home form.
- Immediately leave campus to walk home (students cannot remain on campus after signing out).

Each and every student, including siblings, must be signed and/or pinned out. The Site Leader is responsible for maintaining the sign and/or pinned-out sheet at all times and must verify that all students have been signed out at the end of the day. All missing signatures and/or pins must be completed by an authorized adult on the following day.

Coverage after 6:00 PM

The Youth Enrichment Program operates Monday through Friday, beginning at the end of regular school until 6:00 PM. In accordance with our two-deep rule, there must always be two adults at your site at all times. To ensure the safety of our staff and students, parents must promptly pick up their students when the program ends. The YEP late pick-up policy states that if students are not picked up when the program ends, there is a late fee of $1.00 per minute, per student. After a parent has received two late warnings, on the third late pick-up, the student(s) will be dropped from the program. For safety reasons, when a student is not picked up within thirty minutes of the program ending and emergency contacts cannot be reached, the YEP staff will notify the Hayward Police Department.

Ratios

YEP has a student/staff (adult on campus) ratio of an average of 20:1, on school campuses (Tk/K the ratio is 10:1). A Program Leader must be present with their students at all times while s/he is on duty. Frequent absences affect ratios and are an imposition on other staff and on students.

If staff have concerns with student/staff ratios, it should be brought to the attention of his or her direct supervisor.

Student Dinner

A program-sponsored dinner will be provided to every YEP student, every day. Program Leaders are expected to ensure that every student receives dinner. All refused dinner must be thrown away and tables are wiped clean at the end of dinner time. Dinner is to be given and eaten only by the YEP students.

YEP staff may not consume any food items distributed by the HUSD Food Services Department per the United States Department of Agriculture guidelines.

The Site Leader is responsible for ordering dinners by **10:00 AM** daily based on their program's average daily attendance.

Student Wellness

HUSD Board Policy 5030

Per Board Policy - staff is encouraged to avoid the use of non-nutritious foods as a reward for a student's academic performance, accomplishments, or classroom behavior.

Staff shall encourage parents/guardians to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional celebrations.

Program Maintenance and Supplies

Each YEP staff member is expected to make sure program spaces are kept, clean, orderly, and sanitary, at all times. Staff is required to leave school spaces in a neat and orderly condition at the end of every program day. All program materials, equipment, and technology used by staff must be returned to their original locations, so there is no disruption to school activities the following day. Staff is expected to inspect all equipment and supplies used during the program on a daily basis to ensure that they are in safe working order. Any broken items that pose a danger to students or staff should be removed promptly. Additionally, damages to any school property, materials, or equipment should be reported to the Site Leader or YEP Manager immediately. Any technology missing or damaged, should be reported within 24 - 48 hours to your direct supervisor and an incident report must be completed.

Field Trips

All field trips must be planned according to District policy. Requests must be submitted on the request for a study trip form online at least four weeks before the trip. In addition, all field trips must:

- Be academically aligned;
- Have sufficient chaperones - please see updated Study Trip Guidelines
- Have all permission forms, and logistics completed two weeks prior to the field trip date.

Student Behavior Expectations

Students are expected to follow the rules and routines established in the Youth Enrichment Program. Parents/Guardians are required to review and sign the annual YEP Student & Parent Program Agreement to acknowledge their understanding of program expectations and policies. Expectations of student behavior include:

- Be a friend. Respect the opinions, learning abilities, and culture of others.
- Keep hands, feet, and body to yourself.
- Listen to the staff and adults working in the program and follow their directions.
- Respect the rights of others. (No bullying, hitting, fighting, spitting, biting, throwing things, harassment, or abusive language).
- Students must participate in activities and work cooperatively in groups.
- Students must check into and be checked out of the program; students must remain in areas supervised by staff.
- Treat all materials with care. Clean up before leaving the activity area. Return all materials to its rightful owners and locations.
- Fighting within the program is automatic grounds for termination of services.

YEP Site Leads and Program Leaders must review the program guidelines and rules with their students and utilize these expectations to inform incentive systems and positive reinforcement strategies. Students may be dismissed from the program if they are unable to comply with program guidelines and/or parents/guardians do not support staff efforts to teach positive discipline. Grounds for dismissal include but are not limited to the following:

1. Students exhibit continued inappropriate behavior, aggression towards others, or inability to follow program rules.
2. Student exhibits continued unsafe behavior.
3. Continued use of disrespectful or inappropriate language or gestures. The inability of the student to adjust to the structure of the program.

If a student participant of YEP violates any of the rules or regulations, they will be subject to:

1st Violation = Verbal Warning unless the offense requires immediate suspension

2nd Violation = Suspension, Parent Conference with Site Leader and/or YEP Manager, and Student Behavior Contract

3rd Violation = Withdrawal from the program

Warnings, suspensions, or program dismissal may be modified as necessary for students with disabilities using the process outlined in the Students with Disabilities section of the YEP Parent Manual.

If a student will be disciplined for violating the behavior expectations, parents/guardians will be contacted and expected to pick up their student within **90 minutes**. If a student is not picked up within **90 minutes**, the child may be removed from the program.

Behavior Management

YEP is committed to the principle of guiding and redirecting our students in a respectful way. Adults are expected to interact with students in a way that supports self-discipline and in a manner that seeks to assure their compliance and cooperation with necessary procedures and proper behavior. Positive redirection means providing examples, offering clear directions, reasoning, presenting distractions, using reflective language, and questioning.

The intentional infliction of physical pain, or threat of such pain, by any YEP staff member on a student, such as pulling hair, grabbing, pulling, hitting, spanking, slapping, pinching, etc., is strictly prohibited and will not be tolerated. Any such conduct on the part of any staff member would constitute grounds for the recommendation for immediate dismissal. Such actions are viewed as child abuse, and we will report such actions to the appropriate government agencies.

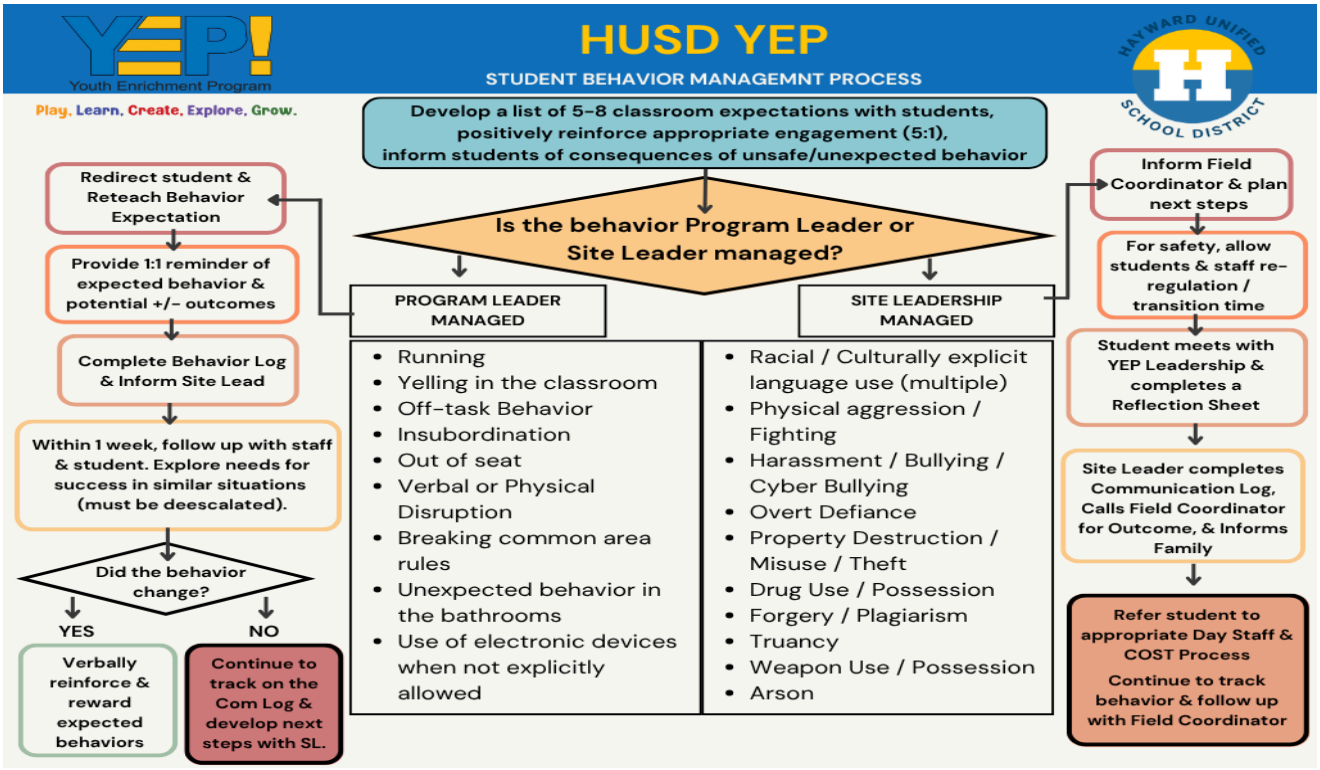
Punishment such as running laps, housekeeping, writing lines, and additional physical exercise (pushups, etc.) is not permitted as a form of discipline.

All behavior concerns and incidents should be reported to your Site Leader immediately. Staff is expected to keep behavior logs for their students. Parents/guardians should be made aware of their child's behavior as well.

Staff members should discuss continued behavior concerns with their Site Leader.

Student Behavior Management Process

Below is a Student Behavior Management Process graphic designed to guide Program Leaders and Site Leaders in effectively implementing YEP and HUSD protocols for supporting and redirecting student behavior:



Students with Disabilities

The purpose of this section is to guide Hayward Unified School District (HUSD) families and staff to ensure that qualified students with disabilities have an equal opportunity to participate in the Youth Enrichment Program - Before and After School Programs (BASP). No portion of this document is intended to expand or diminish any right or obligation imposed by law.

Statement of Before and After School Policy

Pursuant to Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, the Before and After School Program (BASP) is committed to helping qualified students with disabilities meet their social, emotional and academic potential. Upon request and documentation, the BASP provides to HUSD students reasonable accommodations to ensure they have an equal opportunity to participate in the BASP. HUSD will balance on a case-by-case basis the specific needs of our students with the programmatic integrity, district resources and financial limitations of HUSD. HUSD does not discriminate on the basis of disability in its before and after-school programs.

Examples of Disabilities

Applicable law protects many, but not all impairments that may be regarded as disabling. Disabilities protected by law include certain physical, psychological, mental, neurological, and learning disabilities.

Examples of Accommodations

Reasonable accommodations will be made on a case-by-case basis and implemented to meet the specific needs of each student and each program or activity. Such accommodations may include, but are not limited to, enlarging and photocopying reading materials; allowing for extra time during homework assignments; providing alternative seating arrangements in a classroom; one-to-one aides provided to the student; and other accommodations deemed reasonable after an interactive process between the student's parent/guardian and HUSD.

Procedure for Requesting, Reviewing & Implementing Accommodations

The before and after school program employs a multi-step process for assessing requests for and provision of reasonable accommodations. The before and after school program administers that process as follows:

Step One: Notice, Meeting, and Documentation

HUSD will not deny any student with a disability access to its before or after-school programs before it undertakes an interactive process with the student's parent/guardian to determine if the student can participate in the program with the assistance of reasonable accommodations. When a student with a disability enrolls in a before and after school program, or as soon as the parent/guardian of a student already enrolled in a before and after school program becomes aware of the student's disability, the parent/guardian will disclose this information to the Program Coordinator and/or designee. The parents/guardian, Program Coordinator, and/or designee will work together to decide upon and implement reasonable accommodations for the student to be able to participate in the program. HUSD is committed to ensuring that students with disabilities are not excluded from before and after school programs, however, it is not required to provide accommodations that would fundamentally alter the nature of the program or that would create an undue financial burden on the District as a whole. While a parent/guardian is free to disclose their child's condition and request to before and after school program staff, and while the staff is encouraged to refer such disclosures to the Site Leader, a parent/guardian must not rely on disclosures to persons other than the program Coordinator and/or designee. The program Coordinator and/or designee will work in a timely manner to resolve the issue once he/she is made aware of the student's needs.

The parent/guardian may make an appointment to meet with the Before and After School Program Coordinator and/or designee, by calling the YEP office at 510-723-3857 ext. 34186.

At the initial consultation, the student's parent/guardian should provide current and valid documentation of the disability. This documentation must specify the nature of the disability and how the disability affects the student. Examples of current and valid documentation include, but are not limited to:

- Written assessment completed by a licensed or certified professional qualified to evaluate the disability; or
- Individualized Education Program Plan (IEP) or Section 504 Plans.

- A prospective or current student who believes that she/he may have a disability that is currently undiagnosed, undocumented, or insufficiently documented should meet with the district special education department for referral assistance.

Step Two: BASP Review of the Request

The Program Coordinator or designee and parent/guardian will review the disability documentation, the student's prior disability-related services, and other pertinent information. The Program Coordinator and/or designee may also consult confidentially with the HUSD special education department person(s) assessing the student's disability and those HUSD officials whom the Program Coordinator and/or designee deems necessary to make the appropriate decision.

Approval of the Parent/Guardian's Request

If the student is found to be a qualified student with a disability, the Program Coordinator and/or designee will discuss with the parent/guardian the accommodations appropriate and reasonable under the circumstances. After agreeing on the accommodations necessary, the Program Coordinator and/or designee will memorialize that agreement in a draft confidential Parent Memorandum ("Memo") to the parent/guardian. The parent/guardian will then approve, revise or reject the Parent Memo and return it to the district Coordinator and/or designee. If the parent/guardian wishes to revise or reject the Parent Memo, the parent/guardian will make an appointment and meet with the Coordinator and/or designee.

Upon final agreement to the terms of the Parent Memo, the parent/guardian must sign the release on the Parent Memo allowing the Program Coordinator and/or designee to share confidentially with necessary BASP personnel information regarding the student's needs. The program coordinator and/or designee will also meet with YEP staff to coordinate the implementation of the recommended accommodations. If necessary, the parent/guardian will arrange to renew or update the terms of the Parent Memo at the beginning of each school year and as necessary throughout the school year and/or intersessions.

Disapproval of the Parent/Guardian's Request

If a requested accommodation is denied by the Program Coordinator and/or designee, the Program Coordinator and/or designee will notify the parent/guardian in writing. The parent/guardian may then grieve the Program Coordinator and/or designee's decision pursuant to the Grievance Procedure.

Health and Safety

Drill procedures

All YEP Site Leads must conduct their scheduled monthly emergency drills.

Earthquake – Duck and cover for 60 seconds. Everyone then evacuates to a designated area with emergency supplies. Account for all students and identify all clear with red/green paper per group.

Fire – Evacuate buildings and meet in the designated area with emergency supplies. Account for all students and identify all clear with red/green paper per group.

Lockdown – Lock the classroom door, and close windows, and blinds. If a group is outside, they must go into the MPR or nearest YEP classroom and lock the classroom door, and close windows, and blinds. Students and staff should not be near windows or doors. All students need to be accounted for and that information should be reported to the Site Leader via walkie-talkie or cell phone.

Reporting Accidents and/or Injuries:

In the event of an accident or injury that should occur within the program or at any program-sponsored event a written incident report must be completed. Injuries or accidents may include but are not limited to a bump, bruise, or other visible marks. For more serious wounds on a student, such as a cut, possible sprain or fracture, a bump on the head, a blow to the stomach, or loosening of teeth, etc. In addition to completing an incident report, a head injury report needs to be completed for any head injuries.

Staff is to immediately inform the Site Leader who will notify the YEP Manager.

Incident Report | Head Injury Form | Head Injury Form Spanish

The student's parent/guardian must be notified. You should calmly tell them what has occurred and ask them to come and pick up their student, if necessary.

A student should never ever go home with an injury known to staff without the parent/guardian being notified. Notifications of injuries should be immediate and occur on the same day of the incident.

All incident reports and/or head injury forms must be completed for all incidents. Incident reports are legal documents sites are to keep a hard copy of the reports on site for 2 years. **Incident reports are confidential and not provided to the public.*

Families need to feel assured that staff are attentive to their students and feel calmed by matter-of-fact reporting of minor everyday occurrences. After all details on the incident report are recorded. The form should be sent to risk management and the YEP Manager within 24 hours of the incident. Families do not receive a copy of the incident report.

Staff Injuries

Staff injuries must be reported to your direct supervisor. Any staff member injured during working hours must contact the Schools Insurance Intake Nurse at 1-877-742-3467.

An incident report needs to be submitted to risk management and your direct supervisor within 24 hours of the injury.

If an employee goes to the doctor and has work restrictions, they cannot return to work without meeting with the Workplace Health and Wellness Manager (for non-work related doctor notes) or the Coordinator of Benefits & Risk Management for work-related injuries.

For additional information in regards to personal property loss, automobile accidents, and more, please go to the HUSD Website - Risk Management subpage.

Administering First Aid to Students

For minor scrapes/bruises, wearing protective gloves, you should wash the area and apply a Band-Aid and/or give an icepack.

Potty Training Expectations

Our program is designed to support school-aged children who are independently potty trained. Please note that assisting students with toileting is outside the scope of responsibilities for our staff. The following is information shared with the parents and/or guardian and staff should have knowledge.

To ensure a safe and sanitary environment for all participants, we ask parents to review the following expectations:

- **Provide a Change of Clothes:** It is highly recommended that all TK and Kindergarten participants have an extra set of clothes stored in their backpack or with program staff in case of accidents.
- **Bathroom Independence:** Children should be able to recognize when they need to use the bathroom and take appropriate action without assistance. Staff will remind and encourage regular bathroom breaks but cannot assist in the restroom.
- **Parent Notification:** In the event of an accident where a child is unable to clean themselves, parents may be contacted and asked to come to the site to assist their child.
- **Ongoing Incidents:** If a child continues to experience toileting issues, their participation in the program may be temporarily paused until they are able to consistently manage their bathroom needs independently.

By working together to uphold these expectations, we ensure a safe, respectful, and supportive environment where both students and staff can thrive.

Serious Injury Procedures

In the event of a very serious injury, such as a potential broken bone, you should contact your direct supervisor, parent/guardian, and call 911.

Parents/guardians can opt to pick up the student and not call 911. If a student needs to go to the hospital, a representative from YEP should accompany the family and student, if possible. Any program representative

who accompanies a student to the hospital should bring the student's most recent emergency card. Students should not be transported in emergency service vehicles without adult supervision.

Sick Students

Students are not allowed to attend the YEP program if they have a serious illness or contagious illness, including, but not limited to significant fever, persistent diarrhea, lice, vomiting, or an undiagnosed rash. If a student gets sick during the program, Program Leaders should first inform the Site Leader who will then contact the student's parent/guardian to come to pick up their student. Students who are sick or injured should rest in an isolated area.

The Site Leader should remind the family that if it is discovered that the student has a contagious illness, the parent/guardian must inform the school of the illness within 24 hours of the diagnosis so that the school can HUSD protocols.

Medication

HUSD Board Policy 5141.21

For student safety, medication should be administered at home whenever possible. YEP staff are **not authorized to administer medication**. During the regular school day, medication may only be administered through the school office with the required physician authorization and in the original prescription container. Families should notify the YEP Site Leader of any medical needs in advance to ensure appropriate coordination with the school.

Universal Precautions

HUSD Board Policy 4119.43

The intent of Universal Precautions is to limit the spread of all illnesses by treating everyone as a potentially infected person. Universal Precautions are guidelines to follow whenever you come in contact with blood or other body fluids that carry germs and bacteria. By the time a student or caregiver has the signs or symptoms of illness, the germs have been spreading for days or weeks. Illnesses like colds, diarrhea, and skin and eye infections are often contagious 3-10 days before anyone might notice symptoms. Hepatitis and HIV/AIDS are contagious for months before symptoms are evident.

To prevent the spread of illness and communicable diseases, the same infection control procedures should be practiced at all times with every student:

Practice good hand washing techniques; staff should wash their own hands and assist students in washing their hands properly using the following technique:

- Use soap and warm running water.

- Rub your hands vigorously for 10 seconds.
- Wash all surfaces, including backs of hands, wrists, between the fingers and under the fingernails.
- Rinse well.
- Dry hands with a clean, unused paper towel or individual cloth towel that is laundered daily.
- Turn off the water using a paper towel, not your clean hands.
- Staff and students must wash their hands whenever hands are contaminated with body waste or fluids, before and after meals, after toileting and when hands are visibly dirty.
- Use gloves for extra protection whenever coming into contact with blood and other body fluid. A student who is bleeding should never be denied care if disposable gloves are not immediately available; use a cloth, towel, or article of clothing as a temporary barrier in an emergency.
- Clean surfaces that have come into contact with blood or body fluids, then spray or wipe the surfaces with a germicidal solution and allow them to air dry; an effective and inexpensive germicidal solution is 1 cup liquid bleach with 1-gallon water.
- Place contaminated clothing into securely tied plastic bags that are given to families at the end of the day; this clothing must not be laundered or rinsed before being placed in the bag.

Proper Gloving Techniques

Using gloves at the proper times requires being prepared in advance. Gloves should be available on the playground, in the first aid kit, on field trips, and with the cleaning materials.

- Put on a clean, unused pair of gloves.
- Provide the appropriate care not to damage gloves.
- Remove each glove carefully; grab the first glove at the palm and strip the glove off; touching dirty surfaces only to dirty surfaces.
- Ball up the dirty glove in the palm of the other gloved hand.
- With the clean hand, strip the glove off from underneath the wrist, turning the glove inside out; touching the clean surface to clean surfaces.
- Discard the dirty gloves immediately into a step trash can; failure to discard gloves promptly allows the spread of infection.
- Staff must wash their hands after removing and disposing of gloves; wearing gloves does not eliminate the need for handwashing; wash your hands using proper handwashing techniques.

Separation from Employment

Resignation

Employees who voluntarily resign are expected to give a minimum of (2) weeks' advance notice in writing and complete the Classified Separation Form.

Employees should meet with the YEP Supervisor/Manager for an informal exit interview to discuss working at YEP and HUSD and provide any suggestions.

In the event of employee separation, the staff is expected to return all YEP/HUSD property, including keys and badges, and provide passwords to equipment and programs on his/her last day.

Appendix

HUSD Social-Emotional Supports

HIPAA vs FERPA

This document defines key aspects of the Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule related to the use and disclosure of information.

FERPA

Family Educational Rights and Privacy Act (FERPA) protects the privacy of students'

personal information held by "educational agencies or institutions" that receive federal funds under programs administered by the U.S. Secretary of Education.

"Educational agencies or institutions" are defined as institutions that provide direct instruction to students, such as schools; as well as educational agencies that direct or control schools, including school districts and state education departments. Organizations and individuals that contract with or consult for an educational agency also may be subject to FERPA if certain conditions are met. These conditions are discussed in greater detail below. Almost all public schools and public school districts receive some form of federal education funding and must comply with FERPA.

HIPAA

Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy

Rule protects the privacy of patient health information.

HIPAA applies to health care providers who transmit health information in electronic

form, health plans and health care clearinghouses. The definition of "health care providers" covered by HIPAA is quite broad, and includes both individual providers such as physicians, clinical social workers,and other medical and mental health practitioners, as well as hospitals, clinics and other organizations that provide, bill for, or are paid for health care. Individual providers are not subject to HIPAA unless they "transmit health information in electronic form." (See inset). However, the fact that school-based health service providers themselves do not use electronic records onsite does not automatically mean they are exempt from HIPAA. Providers may be transmitting electronic health information in another way, for example, by using a billing service that does. In such cases, they are still subject to HIPAA.

Roles and Regulations

FERPA

- District Nurse, School Psychologist
- Teachers
- School/District Administrators
- COST Lead
- School Counselors
- Support Staff (e.g. custodians, office, attendance clerks, Campus Safety Officers)
- Afterschool staff (e.g. YEP)
- CWA Counselors

HIPAA

- School Based Behavioral Health Clinicians (e.g. Fred Finch, EBAC)
- Alameda County Health Care Services Agency staff and contractors (e.g. CHSC School Based Clinical Consultants, HPD YFSB clinicians)

Guidelines For Schools

Personally Identifiable Information (PII)=

any data that could potentially identify a specific individual

- Full name (if not common)
- Date of birth/birthplace
- Telephone number(s)
- Home address
- Email address
- Genetic information
- Face, fingerprints or handwriting
- Driver's license number
- National identification number/Passport no.
- IP address (when linked, but not PII by itself in the US)
- Digital identity: login name, screen name, nickname or handle
- Credit card numbers

YEP documentation is NOT considered a pupil record (except under subpoena)

- Email – use minimally and only with the most basic information
- Set privacy protections (LIMITED ACCESS)
- Should be no reference to CPS reports in any documentation
- Whenever possible get Parent/Caregiver "Release of Information" (ROI) signed so that you can share across disciplines (especially healthcare providers at sites)
- Verbal communication should be in protected/public spaces and "legitimate educational interest"
- When in doubt, ask your supervisor!

Additional resources:

"Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) And the Health Insurance Portability and Accountability Act of 1996 (HIPAA) To Student Health Records" https://www2.ed.gov/policy/gen/guid/fpco/doc/ferpa-hipaa-guidance.pdf

"HIPAA or FERPA? A Primer on School Health Information Sharing in California – CA School Based Health Alliance"
http://www.achealthyschools.org/schoolhealthworks/assets/148_hipaa-or-ferpa-a-primer-on-school-health-information-sharing-in-california.pdf

Employee Acknowledgment Form

2026-2027 YEP Staff Handbook

- I hereby acknowledge and confirm that I have received and read the 2026-2027 Staff Handbook for the Hayward Unified School District, Youth Enrichment Program.
- I understand and agree to comply with the policies and procedures stated in the staff handbook.
- I understand and agree to report all non-compliance with YEP policies and procedures to the YEP Administration as soon as I become aware of the information.
- I understand that if I have any questions about any program policy or procedure, I should immediately contact my direct supervisor, as any violation of the policies or procedures in the Youth Enrichment Program Staff Handbook may result in disciplinary action, up to and including termination.

Click HERE to electronically sign the Employee Acknowledgement Form.