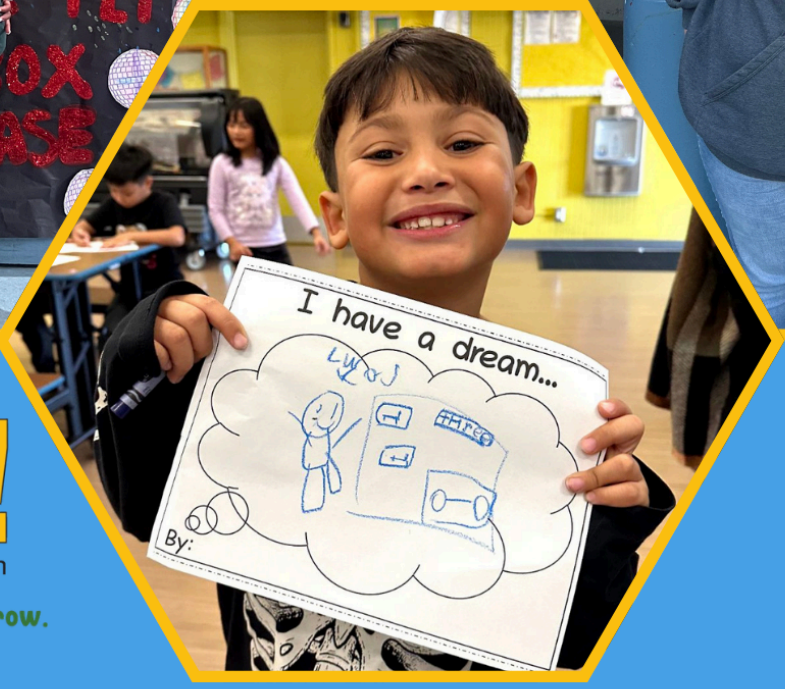
2026-2027
Parent Manual







YEP!
Youth Enrichment Program
Play, Learn, Create, Explore, Grow.

HAYWARD UNIFIED SCHOOL DISTRICT

husd.us/yep
yep@husd.k12.ca.us
(510) 723-3857 x 34186 x34188

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Welcome!

Welcome to the Hayward Unified School District's Youth Enrichment Program (YEP!). YEP provides extended learning opportunities for students before and after school, during summer, and Fall recess for the year-round elementary schools. We serve students in grades TK-12 across 28 District schools. Our programs include educational, enrichment, and recreational activities suited for each grade level. The YEP offers students opportunities for homework help and academic support, as well as fun activities that expand their learning. Students foster a sense of community and belonging, build confidence and resilience, and enjoy themselves in a safe and supportive environment. We are delighted to have your child participate in our program this school year. We hope YEP will be a positive and enjoyable experience for both you and your child.

The Youth Enrichment Program is financed through various grants, including the After School Education and Safety Program (ASES), the 21st Century Community Learning Centers (CCLC), the 21st Century High School After School Safety and Enrichment for Teens Programs (ASSETs), and the Expanded Learning Opportunities Program (ELO-P), as well as through parent fees at the elementary level.

This handbook is designed to provide you with essential information about our program. Please read the entire handbook and refer to it throughout the year as needed.

Student and Parent Support Program Vision, Mission & Values Statement

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 continually create equitable, holistic programs through family and community engagement, health and wellness, and expanded learning opportunities.

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 a commitment to 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.

School Sites

ELEMENTARY SCHOOLS

Burbank Elementary School
222 Burbank Street
Hayward, CA 94541-6307
Tel. (510) 723-3805
Mobile (510) 935-1065

Cherryland Elementary School
456 Laurel Avenue
Hayward, CA 94541
Tel. (510) 723-3810
Mobile (510) 935-1066

East Avenue Elementary School
2424 East Avenue
Hayward, CA 94541-5634
Tel. (510) 723-3815
Mobile (510) 935-1067

Eden Gardens Elementary
2184 Thayer Avenue
Hayward, CA 94545-2925
Tel. (510) 723-3820
Mobile (510) 935-1068

Eldridge Elementary School
26825 Eldridge Avenue
Hayward, CA 94544-3729
Tel. (510) 723-3825
Mobile (510) 935-1070

Fairview Elementary School
23515 Maud Avenue
Hayward, CA 94541-4519
Tel. (510) 723-8571
Mobile (510) 935-1072

Longwood Elementary School
850 Longwood Avenue
Hayward, CA 94541-7151
Tel. (510) 723-3850
Mobile (510) 935-1076

Glassbrook Elementary School
975 Schafer Road
Hayward, CA 94544-3614
Tel. (510) 723-3855
Mobile (510) 935-1074

Harder Elementary School
495 Wyeth Road
Hayward, CA 94544-2951
Tel. (510) 723-3840
Mobile (510) 935-1075

Park Elementary School
411 Larchmont Street
Hayward, CA 94544
Tel. (510) 723-3865
Mobile (510) 935-1079

Lorin Eden Elementary School
27790 Portsmouth Avenue
Hayward, CA 94545-4013
Tel. (510) 723-3855
Mobile (510) 935-1077

Palma Ceia Elementary School
27679 Melbourne Avenue
Hayward, CA 94545-4723
Tel. (510) 723-3870
Mobile (510) 935-1078

Southgate Elementary School
26601 Calaroga Avenue
Hayward, CA 94545-3121
Tel. (510) 723-3905
Mobile (510) 935-1087

Ruus Elementary School
28027 Dickens Avenue
Hayward, CA 94544-5639
Tel. (510) 723-3885
Mobile (510) 935-108

Schafer Park Elementary
26268 Flamingo Avenue
Hayward, CA 94544-3159
Tel. (510) 723-3895
Mobile (510) 935-1086

Tyrrell Elementary School
27000 Tyrrell Avenue
Hayward, CA 94544-3826
Tel. (510) 723-3935
Mobile (510) 935-1101

Stonebrae Elementary School
28761 Hayward Boulevard
Hayward, CA 94542-2213
Tel. (510) 723-3910
Mobile (510) 935-1088

Treeview Elementary School
175 Fairway Street
Hayward, CA 94544-7355
Tel. (510) 723-3925
Mobile (510) 935-1100

MIDDLE SCHOOLS

Anthony W. Ochoa Middle School
2121 Depot Road
Hayward, CA 94545-2428
Tel. (510) 723-3130
Mobile (510) 935-1102

Bret Harte Middle School
1047 E Street
Hayward, CA 94541-5210
Tel. (510) 723-3100
Mobile (510) 935-1099

La Vista Middle School
27845 Whitman Street
Hayward, CA 94544-4752
Tel. (510) 723-3110
Mobile (510) 935-1104

Martin Luther King Middle School
26890 Holly Hill Avenue
Hayward, CA 94545-3535
Tel. (510) 723-3120
Mobile (510) 935-1105

Winton Middle School
119 Winton Avenue
Hayward, CA 94544-1413
Tel. (510) 723-3140
Mobile (510) 935-1106

HIGH SCHOOLS

Hayward High School
1633 East Avenue
Hayward, CA 94541-5399
Tel. (510) 723-3170
Mobile (510) 935-1107

Mt. Eden High School
2300 Panama Street
Hayward, CA 94545-4689
Tel. (510) 723-3180
Mobile (510) 935-1108

Tennyson High School
27035 Whitman Street
Hayward, CA 94544-4099
Tel. (510) 723-3190
Mobile (510) 935-1109

Brenkwitz Alternative High School
22100 A Princeton
Hayward, CA 94541
Tel. (510) 723-3160
Mobile (510) 406-5402

HUSD Calendars

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 Watts

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)

Ki Watts

School Year Program Schedule

The YEP morning program operates Monday through Friday for one and a half hours **before** the regular school day bell rings.

The YEP after-school program operates Monday through Friday and begins immediately upon the conclusion of the regular school day, continuing until 6:00 PM.

The YEP program adheres to the HUSD school year calendar and is traditionally closed on school holidays as well as staff development days. Please review the school calendars on pages 4 and 5.

INTERSESSIONS:

YEP offers a program during breaks for elementary and middle school students at an identified school site(s) during the:

- Year-round fall break
- Year-round/traditional summer breaks for all Hayward Unified School District (HUSD) elementary and middle school students.

YEP may offer additional programming during other scheduled breaks from school. These programs are available to elementary, middle, and high school students, and enrollment is based on the program requirements of our funding sources. District-wide communication will be made when these programs become available, with information regarding location, dates, and times offered.

During the breaks, YEP program hours vary. Please review the communication for specific dates, times, and locations. The YEP break schedule is subject to change.

Please check the YEP website or the YEP office for any updates.

Enrollment

YEP established a priority enrollment process beginning with the 2024–25 school year. YEP uses blended funding, including support from the Expanded Learning Opportunities Program (ELO-P), to provide before- and after-school programs. Enrollment is prioritized for unduplicated pupils, including students eligible for Free or Reduced-Price Lunch, Foster Youth, and English Learners, followed by all other students.

All students must re-enroll each school year starting on the designated school-site enrollment date.

To better serve Hayward families during the YEP enrollment period, parents/guardians may create only one family account using one email address and one password.

Emergency / Contact Information

Anyone picking up your child must be listed on the student's emergency contact card and be at least 18 years of age. Under no circumstances may a sibling or any other individual under the age of 18 be authorized to pick up a student. This includes, but is not limited to, a high school student picking up a middle school student or a middle school student picking up an elementary school student.

Your online profile should include emergency contact information for your student. Make sure all required details are accurate and fully completed online. Program staff need current, valid phone numbers for all parents/guardians and at least 3 emergency contacts.

Emergency contacts need to be able to pick up your child within 60 minutes when necessary.

Child Custody Orders: If there are custodial issues or court orders regarding your child that could impact their participation in the program, please inform your YEP Site Leader and update your online profile accordingly. Parents/guardians with court-ordered custody or visitation arrangements must provide YEP with current legal documentation, as well as a written custody and visitation schedule, to ensure staff can comply with all court orders and approved pick-up arrangements.

Allergies: You must list any allergies (e.g., food, bee stings) and/or other special needs (e.g., ADHD, medical conditions) to help staff meet your student's particular needs. If it is not listed, we will not be aware of your child's needs. This information is critical for our staff to support student safety.

Updates: It is solely the Parent/Guardian's responsibility to update student emergency cards with up-to-date information as needed throughout the year. Please visit https://husdyep.asapconnected.com/Login to review and update your child's emergency card information. Your student will not be allowed to participate in any YEP programs unless adequate contact information is provided to reach an adult in case of an emergency at any time during program hours. Additionally, please inform your Site Leader of any changes made to your online profile.

YEP AM Program

AM SIGN-IN / SIGN-OUT & STUDENT DROP-OFF FORM:

YEP uses a barcode sign-in attendance system. This feature enables students to use a single unique PIN or barcode for contactless sign-in to the program. Every student must be **signed in to** the program daily. YEP staff will escort students to breakfast. After breakfast, students should report to their prospective class after AM YEP is over.

AM DROP-OFF POLICY:

For a student to be dropped off for the morning program and sign themselves in, the following guidelines must be followed:

- The student must be 10 years or older, and
- The parent/guardian must submit a Student Drop-off Form to the Site Leader before dropping off the student.

AM PROGRAM LATE ARRIVAL POLICY

Per our grant funding, YEP students are required to attend the program five days a week for a minimum of one hour per day. Our funding is based on daily attendance. It is our policy that absences and late arrivals need to be kept to a minimum. After five unauthorized absences and/or late arrivals, your child may be dropped from the program.

If students participating in the YEP Before School Program need to arrive late, their parents or guardians must complete the Late Arrival Form. This form must be submitted before the day the child arrives late to the program. Only parents or guardians are allowed to fill out the form. If a child needs to arrive late on all Tuesdays, for example, the form can be filled out for those specific dates and times. Late arrival requests will be approved on a case-by-case basis.

The late arrival policy is subject to change by the YEP administration based on program needs. The form is located HERE.

YEP PM Program

SIGN-IN / SIGN-OUT

YEP uses a barcode sign-in/out attendance system. This feature allows students/authorized adults to use a unique PIN or barcode for contactless sign-in and sign-out of the program daily.

Each student must be checked in and out of the program by an adult over the age of 18 listed on the student's emergency card. YEP Staff reserves the right to request a valid picture ID for anyone picking up a student. **Students may not be released if the adult listed on the emergency card does not have valid identification.**

Students with a signed walk-home form will have their barcode scanned, allowing them to sign themselves out of the YEP program for the day.

Students	Who may Sign In / Out	Permission to walk home?
Elementary School	Parent / Guardian, or authorized adult, daily	See Walk Home Policy
Middle School	Parent / Guardian, Students, or authorized adult daily	See Walk Home Policy
High School	Parent / Guardian, Students, or authorized adult daily	See Walk Home Policy

Once students have been signed out of the program, they must leave the school campus and not return.

STUDENT LATE ARRIVAL POLICY

To ensure the safety of our students, the Youth Enrichment Program has a policy regarding late student arrivals. Students must arrive at YEP and sign in within **5 minutes** of school dismissal. When YEP is unable to locate a student, we will follow the **YEP Missing Child Protocol** described below:

- YEP Staff will complete a school all-call while checking all school resources.
- YEP Staff will contact parents/guardians and all emergency contacts (as needed).
- If the student is not located, the YEP staff will notify the Hayward Police Department of a "missing child".

Upon the first "Missing Child" incident, the student will be suspended from the program and may return after a meeting with the Site Leader and the parent/guardian. However, depending on the severity of the situation, your student may **be removed** from the program after the first incident. Upon the second incident, the student **will be removed** from the program.

Please discuss with your student the importance of reporting to YEP immediately after school.

YEP staff must be notified if your student(s) is/are not attending YEP for that day.

NOTIFICATION OF ABSENCE POLICY

It is the responsibility of parents/guardians to notify the Site Leader when your student will not be attending YEP. Parents/guardians must call your YEP Site Leader before noon if your student(s) will be absent from YEP.

Suppose your student does not attend YEP and their parents/guardians do not notify us. In that case, staff may assume the child is missing from the program and initiate the YEP Missing Child Protocol, as previously described. YEP services will be suspended for up to a week. If this happens a second time, YEP services may be terminated.

STUDENT SCHOOL DAY ATTENDANCE

If a student is absent from school, they will **NOT** be able to participate in the Youth Enrichment Program (YEP) that day.

If a student is sent home during the school day for any reason, they will **NOT** be able to participate in the Youth Enrichment Program (YEP) for the duration of their absence.

Students who are signed out of the regular school day before dismissal for any reason and are not returned to school prior to the end of the school day are not eligible to attend the Youth Enrichment Program (YEP) that day. Unless attending a field trip or other special cases.

If a student is suspended from the regular school day, they will **NOT** be able to participate in the Youth Enrichment Program (YEP) for the duration of their suspension.

STUDENT PICK-UP POLICY

YEP funding is based on daily attendance. Therefore**, it is our policy that unauthorized absences and early releases need to be kept to a minimum.**

Elementary Students: Our grant funding requires that all elementary students attend YEP five days a week for the full length of the program. YEP funding is directly impacted if participating students do not meet this requirement. We ask that you consider this as you plan your week and pick up your student(s) from the program.

Middle School Students: Our grant funding requires that all middle school students attend YEP at least 3 days per week for the full length of the program. YEP funding is directly impacted if participating students do not meet this requirement.

The Student Pick-up Policy may be modified as necessary for students with disabilities using the process outlined in the Students with Disabilities section.

The YEP Student Pick-up Policy is subject to change by the administration based on program needs.

EARLY RELEASE POLICY

Per our grant funding, YEP students at the elementary level are required to attend the program five days a week for the full length of the program. Our funding is accumulated through daily attendance; it is our policy that absences and early releases should be kept to a minimum. After five unauthorized absences and/or early pick-ups, your child may be dropped from the program.

If a student needs to leave early, parents/guardians must complete an Early Release Form. Only parents/guardians may submit an Early Release Form. For example, if a child needs to leave early on all Tuesdays, the form must reflect the specific Tuesday dates and times the student will need to leave the program. Parents/guardians must provide proof/copy of the schedule, registration form, etc., of an ongoing early release. Early release requests will be approved on a case-by-case basis.

An Early Release Form is required for students who will be leaving the program early consistently or for an extended period.

For incoming kindergarten students, parents/guardians may pick up their students at 4:30 pm. with an early release form on file.

The Student Pick-up/Early Release Policy may be modified as necessary for students with disabilities, in accordance with the process outlined in the Students with Disabilities section.

The Student pick-up and the early release policy are subject to change by the administration based on program needs. The form is located HERE.

Outside Program Activities

Families must communicate with YEP staff regarding outside program activities and commitments and complete necessary paperwork for program operations. Our priority is for students to attend the program in its entirety; however, we do allow students to leave early for the activities listed in the Early Release policy above. We ask that parents/guardians complete and submit a form before the student is released early.

YOUTH ENRICHMENT PROGRAM WALK-HOME POLICY

For the safety of our students, only students aged 10 and over who have obtained written permission from a parent/guardian will be allowed to sign out of YEP without an authorized adult present. A walk-home form needs to be completed by the parent/guardian for each participating YEP student before the student leaves the YEP program. Students **under the age of 10** must be picked up by adults **18 or older who are listed on their emergency card.** YEP Staff reserves the right to request a valid picture ID for anyone picking up a student.

All YEP students who walk home must have a Walk Home form on file. It is the parents' or guardians' 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 that must be followed if this option is taken.

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).

The walk-home form is located HERE.

LATE PICK-UP POLICY

The Youth Enrichment Program operates Monday through Friday, beginning at the end of the regular school day until 6:00 PM. To ensure the safety of our staff and students, you must promptly pick up your student at the end of the program. The YEP late pick-up policy states that if students are not picked up by the program's end, a late fee of $1.00 per minute per student will be assessed. 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, if your student has not been picked up within thirty minutes of the program ending and emergency contacts cannot be reached, the YEP staff will notify the Hayward Police Department.

All charges for late pick-up must be paid to the YEP office. Acceptable forms of payment include checks, money orders, debit cards, and credit cards. Checks should be made payable to Youth Enrichment Program (HUSD- YEP).

YEP MEALS

HUSD will provide breakfast for the sites with an AM Program and dinner during the after-school program. All meals meet the U.S. Department of Agriculture (USDA) nutritional guidelines.

Please inform the YEP Site Leader if your student has any food allergies. Parents/Guardians will need to note all food allergies on the online application. Students are allowed to bring an alternative meal from home.

FOOD DONATIONS (SNACKS)

The Youth Enrichment Program (YEP) encourages parents/guardians to support the district's nutrition education program by considering nutritional quality when selecting snacks to donate.

Due to allergy concerns, please refrain from sending your child with foods containing peanuts and tree nuts.

ILLNESS / SICK CHILDREN

Students are very susceptible to illness. If your student shows signs of infection, illness, or appears contagious, do not send them to the program. Students who frequently experience cold symptoms due to allergies should have this noted on their emergency/identification form. If a student has a fever, they must be kept at home until the temperature has been normal for 24 hours. Suppose a child develops a contagious illness or is exposed to one. In that case, the parent/guardian should notify the Site Leader immediately so that other families can be notified of possible exposure to the infection or disease.

If your student arrives at the site not feeling well, the Site Leader may call you to pick up your student. You are expected to make arrangements to have your student picked up within **60 minutes** of being contacted. If your student is not picked up within 60 minutes, your child will be removed from the program. If they have a fever, diarrhea, or vomiting, they will be sent home.

Students who are absent from the core school day are not eligible to attend YEP on that day.

MEDICATION

For the safety of all students, medication should be administered at home whenever possible. YEP Program staff cannot administer medication. If your child requires medication during the regular school day, it can only be dispensed through the school office during business hours with written authorization from a doctor, and it must be provided in the original prescription container. There may be forms that need to be completed. Please speak with your YEP Site Leader in advance regarding any medical needs to ensure proper coordination with the regular school day.

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 our staff's responsibilities. 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 they cannot assist with restroom use.
- **Parent Notifications:** 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 can consistently manage their bathroom needs independently.

BULLYING BOARD POLICY, BP 5131.2

Bullying is aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying behavior, harassment, or intimidation based on any actual or perceived characteristics is strictly prohibited. The YEP provides age-appropriate information to students about District and school rules related to bullying, the consequences for engaging in bullying, and how to report incidents or threats. Students are expected to report all incidents of bullying. Please encourage students to notify school staff when they are being bullied or when they suspect that another student is being bullied. Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to any available school employee.

Complaints of bullying shall be investigated and resolved within 10 days. If the student who was bullied believes that the situation has not been remedied, they may file a complaint in accordance with the district's Uniform Complaint Procedures.

BEHAVIOR ON CAMPUS

It is HUSD/YEP's policy that anyone who enters a school campus maintains a respectful presence and approach with students, staff, and others. This includes any form of intentional harassment, threats, or intimidation towards our staff or students. Any behavior that disrupts our campus and creates disorder or invades the rights of others, thereby creating a hostile educational environment, will not be tolerated. We are committed to providing a safe and respectful learning environment for all members of our school community.

Individuals who demonstrate such behavior(s) may be prohibited from picking up a child/children from the YEP program, or the student may be removed from the program to offer a safe environment for all.

INCLUSION

Inclusive education means that all students in a school, regardless of their strengths or weaknesses in any area, are fully integrated into the school community. They are included in the feeling of belonging among other students, teachers, and support staff.

The YEP program strives to create an inclusive after-school community for all students. If your student has special needs, please contact the YEP Coordinator of Before and After School Programs.

"Children, who learn together, learn to live together."

Family Racial Epithet Ban + Resources

HUSD & YEP are committed to creating a school environment where all students feel safe, valued, and respected. This Family Racial Epithet Ban Resource Guide is designed to support families in understanding and discussing the district's N-word+ ban, the history and impact of racial epithets, and ways to foster inclusive conversations at home.

Family-Friendly Slide Decks about our Racial Epithet Ban/New Policy
• Introducing the policy - family-friendly Slide Deck version • The N-word+ ban policy translated into Spanish for easy access and understanding • A document outlining the history and harm of the n-word, also translated into Spanish, to help families discuss the significance of the policy at home • A resource guide on how families can support at home (Spanish here and English here) with practical tips on fostering conversations about respect, inclusivity, and the importance of eliminating hate speech. • Slide decks from the DELAC presentation: English presenter and Spanish presenter • Spanish Words That Are Anti-Black & Anti-Indigenous Video (thanks, Susan Horcajo!) • District AASAI Presentation and Materials • MLK Jr. Site AASAI Presentation • District APICI Presentation • Families United Conference Presentation • Sample Classroom Lessons that Introduce the policy to students

Family-Friendly Restorative Ideas
• Introduction to Restorative Justice / School Talk DC (8 min video) • What are Restorative Practices in schools? 5-minute description / Laura Mooiman (5 min video) • The neuroscience of restorative justice | Dan Reisel (14 min TED Talk) • Good Hair: Perceptions of Racism (short film) / The Open University (22 min video) • Child-friendly restorative tools / Arti Mohan (article) • Race and Ethnicity Hub / The Open University (free courses, articles, interactives, and audio/visual materials) • 5 Myths About Restorative Justice in Schools / Education Elements (9-minute video) • Restorative Chat Visual, Pinterest (handout)

SPECIAL EVENTS / BIRTHDAYS

Throughout the school year, each site may plan special events, such as holiday gatherings, talent shows, water play, and other gatherings. For these events and others, we appreciate your assistance by providing a snack, helping with decorations, serving as a chaperone, or taking on other tasks. Anyone volunteering in our programs must register as a volunteer. Please read the Volunteer Policy below and see the Site Leader for details.

Each site recognizes students' birthdays differently. Check with the student's Site Leader to determine if it is acceptable to celebrate the student's birthday during the program. Any plan must include all students participating in a group that day.

INFORMATION SYSTEMS

During the school year, the staff will provide a variety of information to parents. Please check frequently for announcements regarding special events, news, program changes, or materials needed.

YEP Website: For YEP program updates and information.

YEP School Website: For school-specific essential program updates and information, including newsletters and calendars of special events.

Parent Bulletin Board Posting – Including calendars and newsletter information will be near the YEP activity area or entrance.

Peachjar - A school district platform that keeps parents informed of various events, programs, and activities by sending electronic flyers/information.

VOLUNTEER POLICY

Board Policy Community Relations BP 1240 VOLUNTEER ASSISTANCE

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

The Superintendent or designee shall develop and implement a plan for recruiting, screening, and placing volunteers, including strategies for reaching underrepresented groups of parents/guardians and community members. He/she may also recruit community members to serve as mentors to students and/or make appropriate referrals to community organizations.

The Board prohibits harassment of any volunteer based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status.

As appropriate, the Superintendent or their designee shall provide volunteers with information about school goals, programs, and practices, as well as an orientation or other training related to their specific responsibilities. Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that utilize their skills and expertise, thereby maximizing their contributions to the educational program. Volunteer work shall be limited to those projects that do not replace the regular duties of classified staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school, and comply with employee-negotiated agreements.

The Superintendent or designee shall establish procedures for determining the qualifications, if any, required by law and administrative regulations for the types of duties to be performed.

Volunteers shall act in accordance with district policies, regulations, and school rules. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.

The Board encourages principals to develop a means for recognizing the contributions of each school's

volunteers. The Superintendent or designee shall periodically report to the Board regarding the district's volunteer assistance program.

Qualifications

The Superintendent or designee shall establish procedures for determining whether volunteers possess the qualifications, if any, required by law and administrative regulation for the types of duties they will perform.
Before assuming a volunteer position working with students in a district-sponsored student activity program, a volunteer must obtain both a Department of Justice and a Federal Bureau of Investigation criminal background check through the district, as well as a clear tuberculosis test. A volunteer who possesses a current Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing, issued before July 9, 2010, shall have satisfied district requirements for the criminal background check.

Administrative Regulation Community Relations AR 1240 VOLUNTEER ASSISTANCE

Definitions

Volunteers may supervise students during lunch, breakfast, or other nutritional periods or may serve as non-teaching aides under the immediate supervision and direction of certificated personnel to perform non-instructional work which assists certificated personnel in the performance of teaching and administrative responsibilities. (Education Code 35021, 44814, 44815)
Volunteers may work on short-term facilities projects pursuant to Board policy and the section below entitled "Volunteer Facilities Projects."
In no case is a lone volunteer allowed to work one-on-one with a single student without an employee present. Volunteers are also encouraged not to bring non-students to the site during volunteer hours.
Facilities project volunteers may work on short-term facilities projects in accordance with Governing Board policy and this regulation.

Qualification of Volunteers

Tuberculosis Testing

All volunteers, except full-time enrolled K-12 students of HUSD, shall submit evidence, at least once every four years, that they are free from active tuberculosis, pursuant to Education Code 49406. (Education Code 45106, 45347, 45349, 49406)
All volunteers, including those working in child care and development programs, shall be tested for tuberculosis within 60 days before or within seven days after the volunteer service begins. Staff shall also maintain annual follow-up reports indicating that the volunteer is free from tuberculosis. (5 CCR 18168)
Volunteers providing supervision or instruction of students pursuant to Education Code 45349 shall give evidence of basic skills proficiency. (Education Code 45344.5, 45349)

Fingerprinting

All volunteers who supervise, direct, or coach "student activity programs" must obtain an Activity Supervisor Clearance Certificate (ASCC) from the Commission on Teacher Credentialing (CTC). Candidates for the certificate must complete the fingerprint process and meet the character and professional fitness requirements of the CTC

by submitting to state and federal criminal record checks (AB1025). In lieu of the ASCC, volunteers must have a clear background check from the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) (AB 346).

Volunteer supervisors for breakfast, lunch, or other nutritional periods pursuant to Education Code (EC) §§44814 and 44815 and non-teaching volunteer assistants under the immediate supervision and direction of certificated personnel of the district pursuant to EC §35021 are exempt from the ASCC requirement but are still subject to district fingerprint requirements as stipulated below.

"Student activity programs" include, but are not limited to, scholastic programs, interscholastic programs, and extracurricular activities sponsored by the district or a school booster club, such as cheer teams, drill teams, dance teams, and marching bands. This requirement shall also apply to volunteer supervisors for breakfast, lunch, or other nutritional periods, and to volunteer non-teaching aides under the immediate supervision and direction of certificated personnel, pursuant to Education Code 35021. This includes parents/guardians volunteering in a classroom or on a field trip, as well as community members providing non-instructional services. (Education Code 49024).

The Superintendent or designee will require all volunteers to disclose their status as a registered sex offender and/or to provide the district with sufficient information to verify this status on the Department of Justice's Megan's Law website. Before authorizing any person to serve as a volunteer, the Human Resources Department will conduct a fingerprint background check with the DOJ/FBI. All volunteers in child care and development programs must undergo fingerprinting for criminal record clearance. (Health and Safety Code 1596.871).

Volunteers accompanying students on field trips or overnight excursions must undergo fingerprinting. Under no circumstances shall any non-fingerprinted volunteer have unsupervised access to students.

Volunteer Application Procedure

A. The school will provide each prospective volunteer with a volunteer application packet to be completed by the volunteer and submitted to the principal or their designee at the school site where the person requests to volunteer.
B. The application packets will consist of an application form, a supplemental questionnaire, and a volunteer commitment/ policies form.
C. Tuberculosis test results shall be provided to the school by the prospective volunteer.
D. The principal or their designee will review completed applications. If the volunteer meets the applicable requirements for volunteer service in the District, the principal or their designee will provide the prospective volunteer with an authorization form and ask them to contact the Human Resources Department for fingerprinting.
E. The Department of Justice will forward fingerprint results to the District's Human Resources Department. Tuberculosis test results should be provided to the Human Resources Department by the prospective volunteer. The Human Resources Department shall notify the principal or their designee whether the prospective volunteer meets all the requirements for volunteer service in the District.
F. The principal or designee will notify the prospective volunteer when they are approved to volunteer. No person shall be permitted to serve as a volunteer in the District until they are authorized to provide volunteer service.
G. All volunteers, including parents, are required to sign in and out in the visitor/volunteer book located in

the main office at each school site. Teachers and staff shall refer any person who did not sign in the visitor/volunteer book back to the office.

H. The Principal shall review the District's volunteer policy at the first staff meeting of the new school year.

I. Community volunteers shall provide a completed application and tuberculosis results to the Office of the Superintendent. Once approved, the prospective volunteer will be referred to Human Resources for fingerprinting.

Volunteers shall act in accordance with district policies, regulations, and school rules. The District is under no obligation to accept, place, or continue the services of any volunteer. Site Administration may ask any volunteer who violates school rules, Board Policies, or Administrative regulations to leave the campus. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers. The site administration will inform parents of their rights to appeal the decision using the Uniform Complaint process. (revised: October 9, 2013

BEHAVIOR MANAGEMENT

Students are expected to follow the rules and routines established in the Youth Enrichment Program. Expectations of student behavior include:

- ❏ Follow all HUSD & YEP policies & procedures
- ❏ Be a friend. Respect the opinions, learning abilities, and culture of others.
- ❏ Keep your 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 in and be checked out of the program; they must also remain in areas supervised by staff.
- ❏ Treat all materials with care. Clean up before leaving the activity area. Return all materials to their rightful owners and locations.
- ❏ Fighting within the program is automatic grounds for termination of services.

Please review the program guidelines and rules with your student and return the signed agreement, which includes both your and your student's signatures. To maintain a safe and positive environment, program staff rely on parents and guardians to support positive behavior management. Progressive discipline is used to provide students with positive alternatives to negative behavior and to inform parents/guardians of problems, thereby enlisting their support. Students may be dismissed from the program if they are unable to comply with program guidelines and/or if 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 an inability to follow program rules.
2. The student exhibits continued unsafe behavior.
3. Continued use of disrespectful or inappropriate language or gestures.
4. The student's inability to adjust to the program's structure.

If a participant of this program violates any of the rules or regulations, he/she will be subject to

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

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

3rd Violation = Withdrawal from the program

***This warning, suspension, and withdrawal process may be modified as necessary for students with disabilities using the process outlined in the Students with Disabilities section of the YEP Parent Manual**

Parents/guardians are expected to make arrangements to have their student picked up within **60 minutes** of being contacted. If your student is not picked up within **60 minutes**, your child may be removed from the program. If your student is suspended from YEP, you will be required to meet with the Site Leader and/or a YEP Field Coordinator to create a behavior contract for your student to return to the program.

Throughout the year, circumstances in your student's life may affect your student's behavior in YEP. Please inform the Site Leader of any incidents that you feel are relevant. Any information will be kept in confidence, but sharing it with staff provides them with a better understanding of the student's needs and enables them to support their students more effectively.

YEP reserves the right to recommend that the student leave the program if it is determined that the Youth Enrichment Program (YEP) cannot meet the needs of the student.

The guidelines, rules, and procedures outlined in this section may be modified as necessary for students with disabilities, using the process outlined in the "Students with Disabilities" section.

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 with proper documentation, the BASP provides HUSD students with 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 against individuals with disabilities 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 specific 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 extra time for homework assignments, providing alternative seating arrangements in the classroom, and other accommodations deemed reasonable after an interactive process between the student's parent/guardian and HUSD.

PROCEDURE FOR REQUESTING, REVIEWING & IMPLEMENTING ACCOMMODATIONS

The BASP employs a multi-step process for assessing requests for and providing reasonable accommodations. The BASP administers that process as follows:

Step One: Notice, Meeting, and Documentation

HUSD will not deny any student with a disability access to its BASP 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 BASP, or as soon as the parent/guardian of a student already enrolled in a BASP becomes aware of the student's disability, the parent/guardian will disclose this information to the Program Coordinator and/or designee. The parents/guardians, Program Coordinator, and/or their designee will work together to decide upon and implement reasonable accommodations for the student to participate in the program. HUSD is committed to ensuring that students with disabilities are not excluded from BASP; 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 BASP 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 their designee will work in a timely manner to resolve the issue once they are made aware of the student's needs.

The parent/guardian may make an appointment to meet with the Program Coordinator and/or designee by calling the YEP office at 510.723.3857 ext. 34186 to discuss the student's disability and possible accommodations:

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 describe how it 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 their teacher(s) and the School Administrator for 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

The Program Coordinator or designee will speak with the parent or guardian to discuss appropriate and reasonable program accommodations for the student. Once the necessary accommodations are agreed upon, the Program Coordinator or designee will prepare a confidential Parent Memorandum ("Memo") for the parent or guardian. The parent or guardian will then approve, modify, or reject the Parent Memo and return it to the district Coordinator or designee. If the parent or guardian wishes to make revisions or reject the Parent Memo, they will schedule a meeting with the Coordinator or designee.

Once the parent or guardian approves the terms of the Parent Memo, they must sign the release on the Parent Memo, authorizing the Program Coordinator and/or designee to confidentially share information about the student's needs with necessary BASP personnel. The program coordinator and/or designee will also meet with BASP staff to coordinate the implementation of the recommended accommodations. If needed, the parent or guardian should renew or update the terms of the Parent Memo at the start of each school year and as necessary during the school year and/or summer session.

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.

GRIEVANCE PROCEDURE

The following grievance procedure should be used by a parent or guardian for complaints related to disability

claims and accommodation requests.

Contents of the Grievance

The grievance must be in writing and include the following information: the name of the student, the parent or guardian's name, address, telephone number, location of the incident, date, and description of the alleged discrimination. Alternative means of filing, such as a personal interview or tape recording, are available upon request if required by the HUSD-Department of Disability.

Filing the Grievance

The student or a designee must submit the grievance to the 504 Administrator as soon as possible, but no later than 14 days after discovering the alleged violation. The current Officer may be contacted at 24411 Amador St, Student Services Office, (510) 784-2600, TDD.

Officer's Decision

Within 14 days of receiving the grievance, the 504 Administrator will meet with the parent/guardian to discuss the complaint. Within 30 days after the meeting, the 504 Administrator will respond, in writing, to the parent/guardian with the results of the investigation and the Administrator's decision.

Student Appeal to 504 Coordinator

Within fifteen calendar days after receiving the Administrator's decision, the parent/guardian may appeal to the Superintendent or designee.

Decision of the Superintendent

Within 30 days after receiving the appeal, the Superintendent or designee will issue a final decision regarding the grievance.

ROLE OF BASP STAFF

YEP Staff play an essential role in this process. They are encouraged to refer parents or guardians who disclose a student's condition that may be disabling or require accommodations to the Program Coordinator or designee. These individuals may be asked to help identify and assess possible accommodations. They shall keep all information about the student confidential and implement the accommodations that the Program Coordinator or designee determines are reasonable. Staff with concerns or questions about a disability or its accommodations should promptly bring these to the attention of the Program Coordinator or designee, if possible.

RECORD RETENTION

The BASP Office will retain all grievances, appeals, and responses in accordance with the above Procedure for a minimum of three (3) years.

PERSONAL BELONGINGS

Please label all of your students' belongings, including coats, backpacks, and personal items. It is the responsibility of your student to store belongings in designated locations. YEP and school staff are not responsible for lost/or broken personal items. YEP does not allow students to bring toys or any items of value

to the program.

Please refrain from using cell phones during the program. Our program implements the same rules as the school day. If you need to contact your student, please contact the Site Leader directly.

LEAVING THE PROGRAM

If you plan to remove your student from the YEP program, **please notify the Site Leader in writing as soon as possible**.

THANK YOU

Thank you for participating in YEP. If you have any questions, comments, or concerns that have not been addressed, please feel free to talk to your Site Leader. Your cooperation and support throughout this school year are important to us and help us provide quality before- and after-school programs for your students.

Please complete the program agreements below by clicking below.

YOUTH ENRICHMENT PROGRAM AGREEMENTS