



HUSD Board of Education and City of Hayward Special Joint Meeting

09/14/2021 06:30 PM

Join Zoom Meeting 92016337903

Spanish Line: (727) 731-1872

Special Session Only - No Closed Session, No Regular Business



AGENDA



Scan the above QR code with your phone to view this meeting agenda on your phone.

Our Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

Our Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

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HUSD Board of Education and City of Hayward Special Joint Meeting

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Assistance will be provided to those requiring accommodations for disabilities in compliance with the Americans with Disabilities Act of 1990. Interested persons must request accommodations at least 48 hours in advance of the meeting by contacting the Superintendent's Office at (510) 784-2640.



A. EXECUTIVE ORDER N-08-21 [Section 42] - Waiver of the Bagley-Keene Act or The Brown Act 

Supporting Documents

 SPECIAL Joint Agencies Agenda 09.14.21

Information

Executive Order N-08-21 (<https://simbli.eboardsolutions.com/SU/Xk3zISbp7sFpUgFDsqX3pQ==>)

The Board of Education Meeting will be conducted in accordance with Executive Order N-08-21 that includes an allowance for the continuation of an online trustee attendance through September 30, 2021.

Watch on City of Hayward Government Channel 15 OR - Watch Live Stream on Youtube: <https://www.youtube.com/user/HaywardUnified>
(<https://simbli.eboardsolutions.com/SU/slshK9IYcQ9h1Dws9NEbvvMaQ==>)



**SPECIAL JOINT WORK SESSION OF THE CITY OF HAYWARD
AND THE HAYWARD UNIFIED SCHOOL DISTRICT**

Tuesday, September 14, 2021

6:30 p.m. to 9:30 p.m.

For Public Attendee Access/Location

<https://husd-us.zoom.us/j/92016337903>

Or Telephone: (408) 638-0968 or (669) 900-6833

Main Webinar ID: 920 1633 7903

Para escuchar en español:(727) 731-1872



AGENDA

A. EXECUTIVE ORDER N-08-21 [Section 42] - Waiver of the Bagley-Keene Act or The Brown Act

B. CALL TO ORDER 6:30pm

Announcement of Interpretation Services

If you have downloaded and are using the Zoom application, translators are hosting a Spanish translation of this meeting on a dedicated audio channel.

If you are not using the Zoom application, you'll need to call the phone numbers listed in order to hear the Spanish translation.

For the Spanish speaking community, you will be allocated the full two minutes speaking time. Afterward, the translator will address the board and council on your behalf. Please note, this may not be a word-for-word translation but a summary in some instances.

Please expect minor delays during public speaking periods in order to provide this translation service.

Joint Agencies Roll Call

Hayward Unified School District Board Members

Dr. April Oquenda (she/her), President
Mr. Ken Rawdon, Vice-President
Mr. Peter Bufete (he/him), Clerk
Mrs. Sara Prada, Trustee
Mr. Gabriel Chaparro (he/him/èl), Trustee

HUSD Administration

Dr. Matt Wayne (he/him), Superintendent
& Board Secretary

City of Hayward Council Members

Barbara Halliday, Mayor
Francisco Zermeño, Council Member
Aisha Wahab, Council Member
Mark Salinas, Council Member
Elisa Márquez, Council Member
Sara Lamnin, Council Member
Angela Andrews, Council Member

COH Administration

Kelly McAdoo, City Manager

Land Acknowledgement

Introductory comments from the Mayor and Board President

Public Comments Announcement

This is a special meeting. The Public Comment sections provide an opportunity to address the joint agencies on items listed on the agenda only for this meeting. The Joint Agencies welcome your comments and requests that speakers present their remarks in a respectful manner, within established time limits of two minutes per speaker, and focus on issues, which directly affect the Agencies or are within the jurisdiction of the Agencies. As the Joint Agencies are prohibited by State law from discussing items not listed on the agenda, your item will be taken under consideration and may be referred to Staff.

RULES FOR ALL SPEAKERS

- Complete your request pursuant to the meeting and notice and at least before the period of public speaking ends using the telephone or online functions.
- Please wait for the Chair to ask for speakers. When it is time, use the "raise your hand" Zoom application function online to request to speak.
- If you're attending by Zoom telephone, please press *9 to let Ms. Rodrigues know you wish to speak. Your area code and last two digits of your phone number will be called when it is time for you to speak.
- If you're calling into the Spanish translation line, please let the interpreter know you wish to speak and she will raise her virtual hand on your behalf.
- Please begin by stating your name.
- Speakers will be called in the order in which the Speaker's Requests were received.
- If the allotted time for public comment expires before your placement in the order of speakers, you may be denied the right to speak.
- Your placement on the speaker's list does not carry over to the next meeting.
- Individual speakers shall be allowed one single appearance for no more than two minutes to address the joint agencies on each agenda item.
- The Chair may reduce speaking time to one minute to facilitate more public speakers.

It is your obligation to understand all limitations on your rights as a speaker imposed by law and Joint Agency Bylaws. HUSD District staff, before the meeting, can help you understand your rights and limitations. Due to time limitations and the press of business, questions regarding your rights and limitations cannot however be addressed during the meeting.

C. Public Comments 7:30pm

D. Break Out Sessions (Occurs simultaneously) 8:00pm

Technology Notice for this Meeting

There will be three meeting links for this meeting:

- Main Link includes session **B.1**: Equity and Anti-racism
- Session **B.2**: Social-Emotional Learning and Mental Health
- Session **B.3**: Literacy and Academic Support

Attendees who wish to attend sessions B or C will need to exit this main meeting, and use the appropriate link to join the session they're choosing. Once that session ends, attendees will need to use the main meeting link to come back into the main meeting.

Please note: After the meeting adjourns, the IT teams will work to stitch the recordings of the three sessions and post one full video for this meeting.

- **A. Equity and Anti-racism** (no new link, stay here)

- **B. Social-Emotional Learning and Mental Health**

Separate Access Link/ Enlace Separado:

<https://hayward.zoom.us/j/84367751297>

Or English Telephone: (669) 900-6833 or (346) 248-7799

Webinar ID: 843 6775 1297

Para escuchar en español:(605) 472-5610 Código de acceso: 8829401

- **C. Literacy and Academic Support**

Separate Access Link/ Enlace Separado:

<https://husd-us.zoom.us/j/95026130525>

Or English Telephone: (408) 638-0968 or (669) 900-6833 Webinar ID: 950 2613 0525

Para escuchar en español:(605) 468-8792 Código de acceso: 2346512

E. Return to Main Open Session and Report Out 8:30pm

<https://husd-us.zoom.us/j/92016337903>

Or Telephone: (408) 638-0968 or (669) 900-6833

Main Webinar ID: 920 1633 7903

Para escuchar en español:(727) 731-1872

F. Return to Public Comments 9:00pm

G. Adjournment 9:30pm



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B. CALL TO ORDER



B. 1. Announcement of Interpretation Services

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B. 2. Agencies' Roll Call

Details

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Mark Salinas, Council Member

Elisa Márquez, Council Member

Sara Lamnin, Council Member

Angela Andrews, Council Member

COH Administration

Kelly McAdoo, City Manager



B. 3. Land Acknowledgement

Quick Summary / Abstract

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



C. PUBLIC COMMENTS



C. 1. Special Notice Regarding Public Speaking

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D. SPECIAL JOINT WORKSHOP SESSION

History/Background

Throughout the year the City of Hayward's and the Hayward Unified School District's staff work collaboratively to support the shared community they serve. The City of Hayward's Mayor and City Council and the Hayward Unified School District's Board of Education convened a joint meeting on August 4, 2020 in a shared interest to collaborate and align the agencies's efforts to serve the local community. The meeting of September 14, 2021 is to continue the shared vision of equity and education. Three topics will be shared out with the community for this meeting's focus: Equity and Anti-racism, Social-Emotional Learning and Mental Health, and Literacy and Academic Support.

Supporting Documents



Joint City of Hayward City Council and HUSD Board of Trustees Meeting 9-14-21

Information

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Joint Workshop Session
of the
City of Hayward
and the
Hayward Unified
School District

September 14, 2021



Workshop Overview

Focus Areas

- Equity and Anti-racism
- Social-Emotional Learning and Mental Health
- Literacy

Agenda

- Staff presentations with no more than five minutes of clarifying questions after each presentation
- Public comments
- Small group discussion on each focus area
- Whole group share out
- City Council and Board comments

Workshop Agreements

As this is a new format for engaging with City Council and Board colleagues, we are offering the following agreements:

- Step up, step back (“What do you think, _____?”)
- Have grace with each other (“Thank you for your hard work on ... ”)
- Take an inquiry stance, ask questions (“I am curious about ...”)
- Honor multiple perspectives (“I appreciate _____’s view that ... I want to add that...”)
- Respect time allocation



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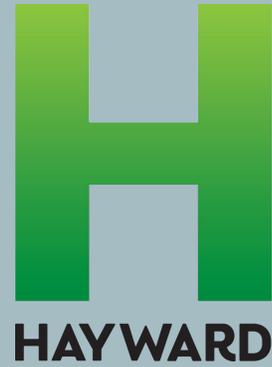


Equity and Anti-racism in the City of Hayward and the Hayward Unified School District

Dr. Candace Cofield, HUSD
Administrator Equity and Antiracism

Laurel James, COH Management
Analyst

Shane Safir, Safir and Associates





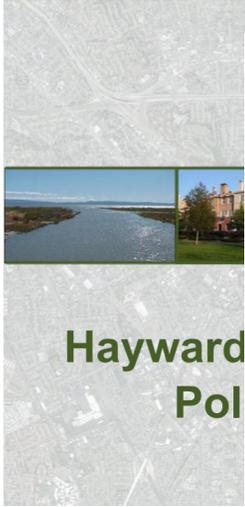
Diversity, Equity, and Inclusion Work in the City of Hayward



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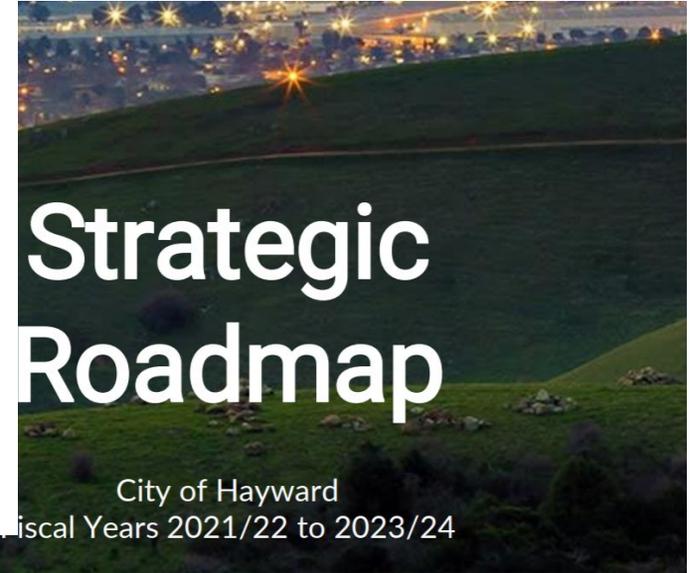
Hayward's Evolving Commitment to Diversity



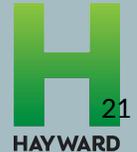
The Commitment (CIECC)

Attachment III

**Commitment for an
Inclusive, Equitable, and
Compassionate Community**



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Government Alliance on Race and Equity

- National network of governments and employees working to achieve racial equity and advance opportunities for all
- City of Hayward joined in 2019
- 30 staff participated in two year-long learning cohort trainings to:
 - Understand government's role in creating, maintaining, and dismantling racial inequities
 - Learn how to use and apply racial equity tools to government projects, programs, and policies



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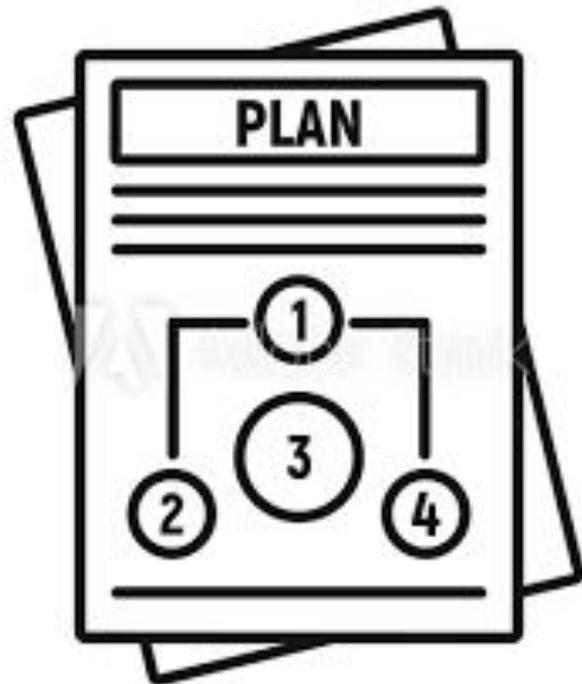
The Racial Equity Action Plan

Guiding Vision:

"All people in Hayward are happy, healthy, and safe. Race is not a factor in determining the course of one's life."

Three Main Components:

- Organizational Change;
- Hiring, Retention, and Promotion;
- Service Provision



Select Recent Accomplishments

- Job Description Amendments
- Social Services Funding Process
- Navigation Center Referral Policy
- Let's House Hayward! Strategic Plan
- Pandemic Response
- Community Conversations on Public Safety and Public Safety Policy Innovation Workshop
- Racial equity training for Boards & Commissions (ongoing)
- Expanded language access (ongoing)



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Select Ongoing Work

- Equity in Budgeting, Capital Improvements, & Resource Allocation
- Parks & Recreation Equity
- Microenterprise Grant Program
- Housing Element Update
- Bookmobile Deployment
- Digital Divide (deepening partnership with HUSD)
- Boards & Commissions Recruitment
- Work with Safir & Associates to support RE/DEI work



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Next Steps

- Expand staff racial equity and implicit bias training
- Incorporate racial equity into annual Boards & Commissions training requirements
- Learning sessions for City Council
- Continued implementation of Public Safety and Strategic Roadmap projects
- Continue to build capacity among personnel and systems (data, policies, etc.) to support racial equity work
- Expand partnerships with community & other local agencies

Equity and Anti-Bias/Anti-Racism (AB/AR) Policies Implementation in HUSD





Strategic Plan 2019-2022

Our Vision

Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

Core Values

- H** Equity
- H** Well-Supported Staff
- H** Integrated Partnerships
- H** Collaborative Leadership
- H** Data-Informed Decisions

Our Mission

We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.



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HUSD Commitment to Equity and Anti-racism



Anti-Racism Policy

Hayward Unified School district is committed to establishing and sustaining a community that shares a collective responsibility to recognize, interrupt, dismantle, and eliminate actions, decisions, and outcomes that result from and perpetuate racism. The district rejects all forms of racism as destructive to the district's mission of educational equity.



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Starting with Staff

Professional Development (PD)

- Ongoing districtwide PD on Anti-bias/Anti-racism (AB/AR) AB/AR (10-12 hours completed)
- *A Made in Hayward* approach led by district staff
- Created safe and brave spaces for reflection to support courageous conversations



Focusing on Students

Student Voice and Leadership

Students have access to AB/AR leadership programs through which they add student voice to policy implementation via the SLAM or Student Leadership Anti-racism Movement Program

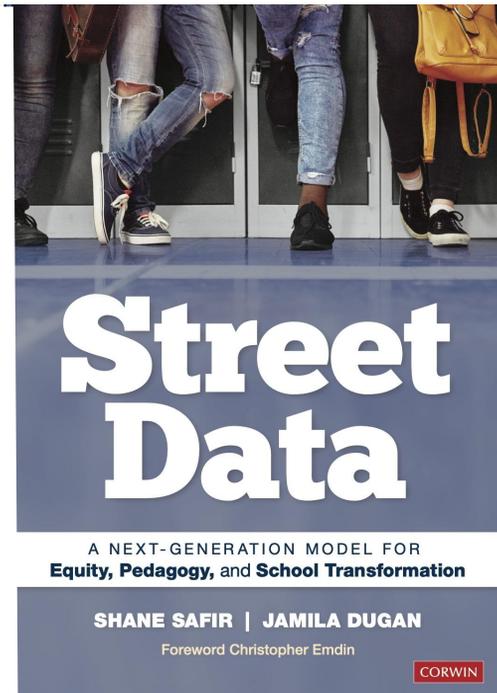
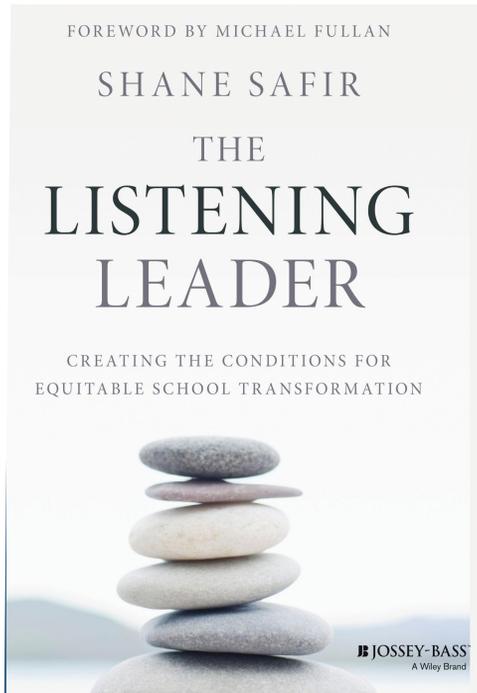
As one student put it simply, *"I feel more comfortable now talking about racism or bias."*



Focusing on Families

- Family, Student, and Staff surveys
- End-of-Year Community Input Equity Surveys
- Coordination of Services Team (COST) Specialists at each site support collaboration with local agencies and community groups to provide services





Targeting the Classroom

Equity Pilot Schools

(Shane Safir and Associates with Dr. Jamila Dugan)

- Four schools develop innovative approaches to make progress on common outcomes across the schools in service of shared learning.
- The school staff shares their learning, including impact and outcomes, in a public forum once or twice across the year.

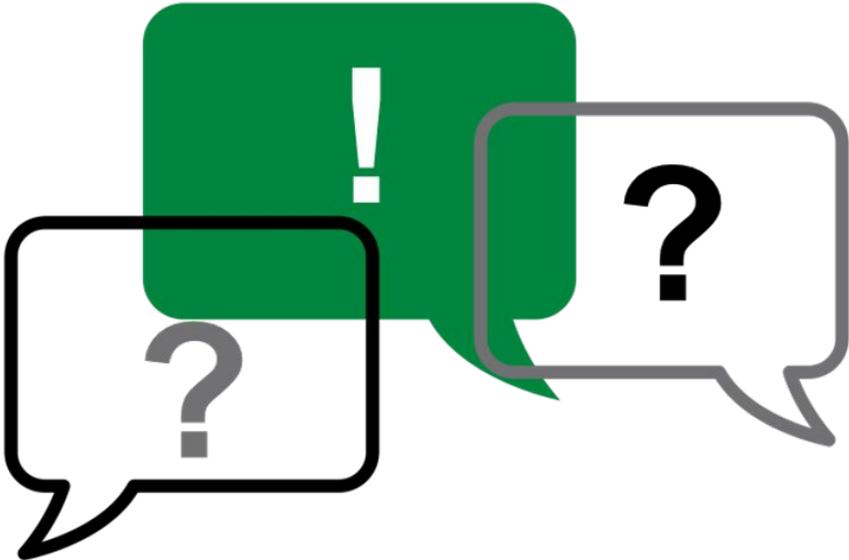


Areas of Intersection

1. Community Engagement
2. Leadership Capacity-Building
3. Culturally Inclusive Literacy
4. Street Data Orientation



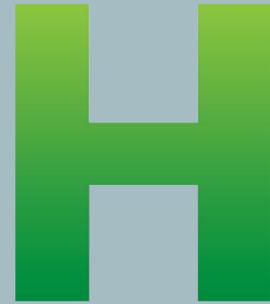
Questions



Working Together to Promote Social Emotional Learning and Mental Health

Chien Wu-Fernandez, Associate
Superintendent, Student and Family
Services

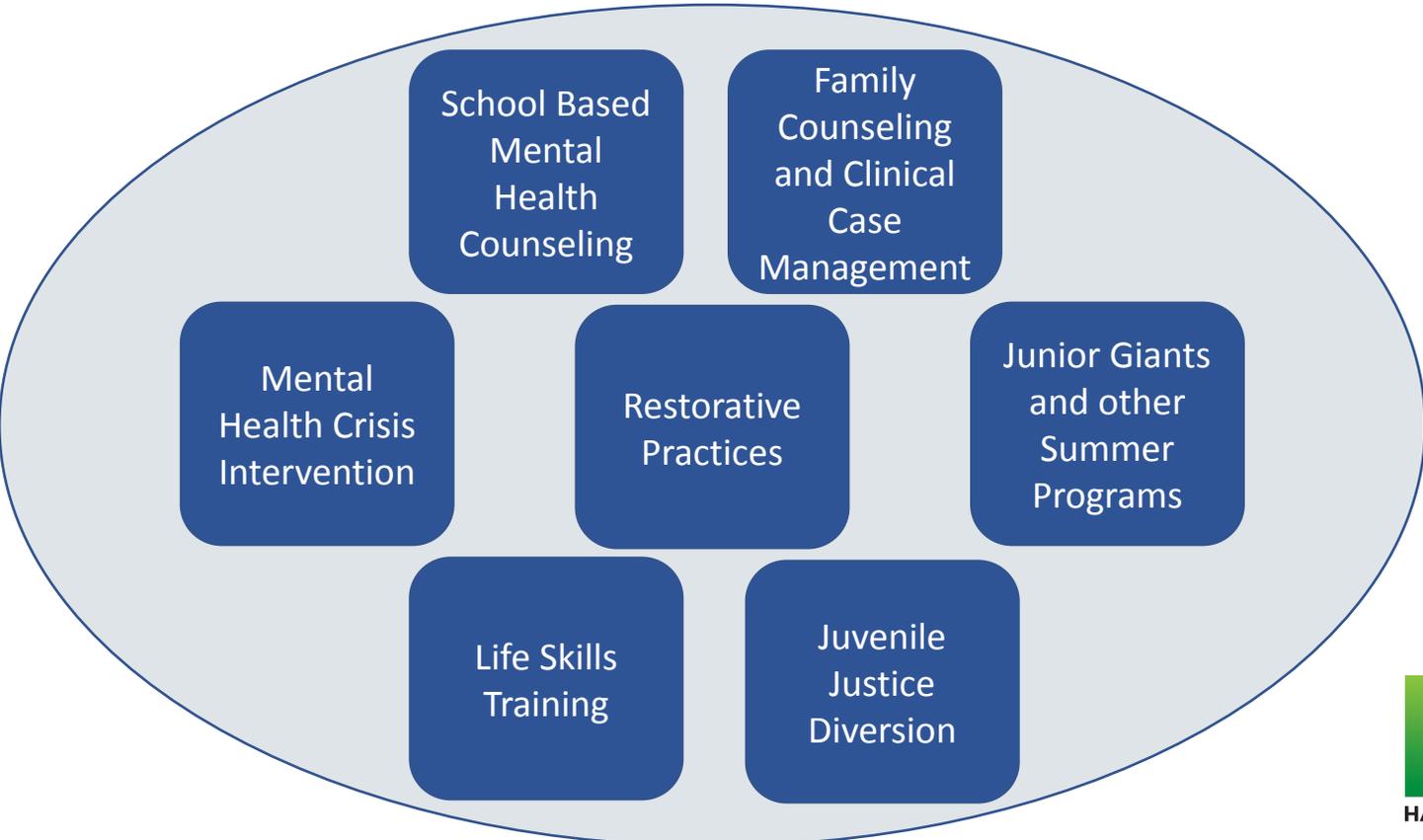
Emily Young, Psy.D., Administrator,
Youth and Family Services Bureau



HAYWARD



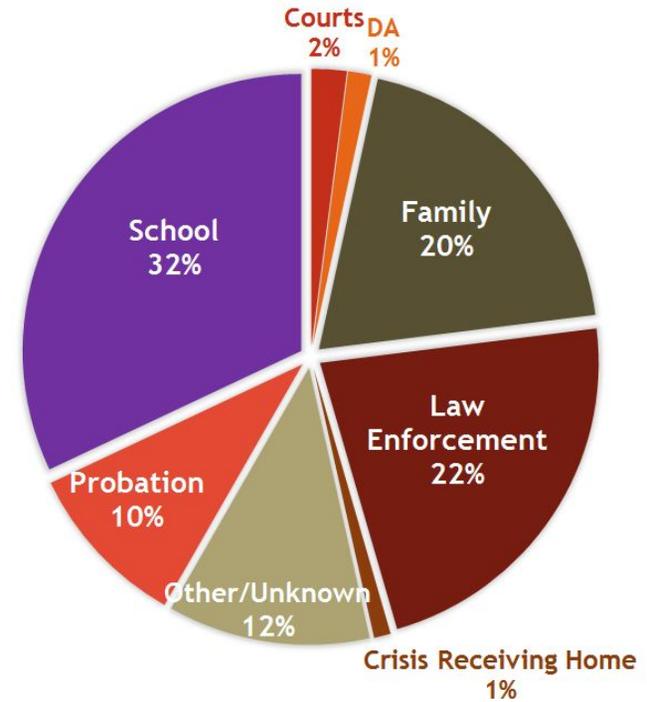
YFSB Integrated Prevention Programs and Mental Health Services



YFSB Services Available to All

Services available to all Hayward youth and their families at no cost, regardless of insurance or immigration status

No wrong door – referrals come from many places



FY18-21 Referral Sources

Relationship Centered Schools

Increase student access to social-emotional supports with a focus on equity



HAYWARD UNIFIED SCHOOL DISTRICT Strategic Plan 2019-2022

HUSD's strategic plan is driven by community input, developed by community leaders, and focused on the following priorities and actionable goals.

Deeper Learning
Increase opportunities for students, particularly underserved students, to think critically and master academic content by engaging them in ways that are culturally and linguistically responsive

- Train for culturally responsive teaching
- Pilot two deeper learning experiences in the class per year
- Develop a site-based continuous improvement process
- Develop systematic early intervention in math and literacy
- Increase access to deeper learning opportunities for African-American students
- Attract and retain highly qualified staff to implement deeper learning experiences

Relationship-Centered Schools
Increase student access to social-emotional supports with a focus on equity

- Equitably distribute student support services
- Train for equity, implicit bias, and positive relationship-building
- Develop non-traditional parent engagement opportunities
- Convene advisory team that includes multiple stakeholders
- Expand parent education and engagement

Service Excellence
Provide positive experiences at our sites for our diverse community

- Recruit and retain staff who reflect our students' ethnic and linguistic diversity
- Create a welcoming environment at our schools and the district
- Train staff to provide quality service to all
- Establish and communicate customer-focused timeline for major services

Operational Sustainability
Implement facilities, safety, and technology plans that are equitable and sustainable

- Conduct facilities analysis to maximize resources that better serve the community
- Create a need-based, equitable facilities plan
- Create a need-based, equitable technology improvement plan
- Develop and implement training for safety and emergency operations plan

Our Vision
Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

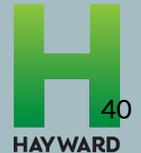
Our Mission
We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

Core Values

- Equity
- Well-Supported Staff
- Integrated Partnerships
- Collaborative Leadership
- Data-Informed Decisions



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Focus on Social and Emotional Learning

Social and emotional learning, (SEL), is an integrated approach allowing adults and students to develop fundamental skills and competencies needed to thrive in school and in life.

Including:

- Managing emotions
- Making responsible and caring decisions
- Creating trusting learning environments and collaborative relationships
- Establishing and maintaining supportive school-family-community partnerships

that ultimately improve academic and life outcomes.

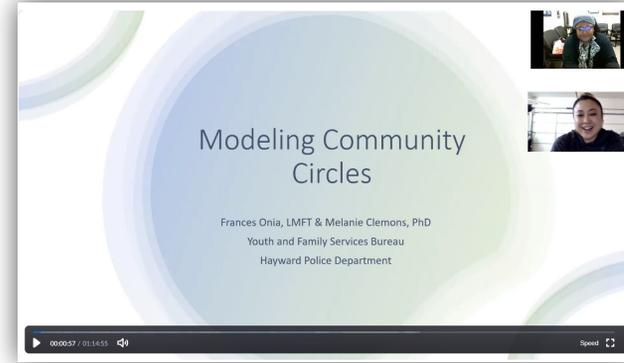


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District Wide City and School District Collaboration

- Social Emotional Wellness Leadership Team
- Alignment and Coordination of SEL and Mental Health Resources to create Relationship Centered Schools
- Crisis Response Subcommittee



- Meeting the Challenges of 2020
- ★ Creating Community using Restorative Practices
 - ★ Supporting Staff Wellness and Self Care
 - ★ Connecting Students, Families and Staff to Mental Health Services

Coordination of Services Team - COST

(COST) is a system for managing and integrating various learning supports and resources for students

COST teams are at all sites to identify and address student needs holistically and ensure that the overall system of supports works together effectively to support the student

Possible Participants of a COST:

- COST Specialists
- Afterschool Providers
- School Counselors
- Principal and/or Assistant Principal
- Family Engagement Specialist
- School Nurses
- Special Education staff
- Teachers and other school staff
- Mental Health Providers
- School Health Center staff



Partners that Currently Support HUSD Students in a Variety of Ways

- Hayward Promise Neighborhoods
- Alameda County Health Care Services Agency
- Community Child Care Council of Alameda County
- City of Hayward Youth and Family Services Bureau
- Eden Area Regional Occupational Program
- Chabot College
- California State University East Bay
- Project Eden
- La Familia
- Tiburcio Vasquez Health Center
- Eden Youth and Family Center
- East Bay Agency for Children
- STARS Behavioral Health Group
- Fred Finch Youth Center
- Seneca Center
- Alameda County Crisis Support Services



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Site Based Mental/Behavioral Health Support in HUSD

- **21** HUSD Intervention and Prevention Counselors
- **5** Behavior Specialists
- **26** Mental Health Clinicians Medi-Cal funded (for students with Medi-Cal only- partnership with Alameda County Behavioral Health Care Services Agency)
- **7** Counselors funded by Alameda County Health Care Services Agency (includes 3 FTE Hayward YFSB Clinicians)
- **1** FTE Hayward YFSB Clinician funded by HUSD
- Counseling **Interns** from multiple universities



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YFSB Partnership on School Sites

- YFSB School Based Clinical Consultants provide direct service at **10 sites**
- **COST** participation at all middle and high schools
- Focus on **school climate** and the social emotional learning needs of all students
- **Flexible funding** to provide what's needed – not limited by Medi-Cal
- Coordinated **crisis response** in the aftermath of tragedy



YFSB School Based Services By the Numbers

- **4.0** FTE Mental Health Clinicians
- **3874** unique individuals served (Students, Family, Teachers, School Administrators, Other Providers)

Funding Source	Amount
HUSD	\$120,000
Alameda County CHSC	\$220,000
Medi-Cal Administrative Activities	\$150,000
City General Fund	\$110,000

Type of Service	Number Served AY20-21
Individual Clients	127 students
Group Clients	291 students
Student and Family Case Management	73 individuals
Classroom Support	35 hours
Consultation to Staff and Admin	363 hours
Community Partner Collaboration	32 hours
District Wide Professional Development	419 staff



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New Ways of Working Together in 2021

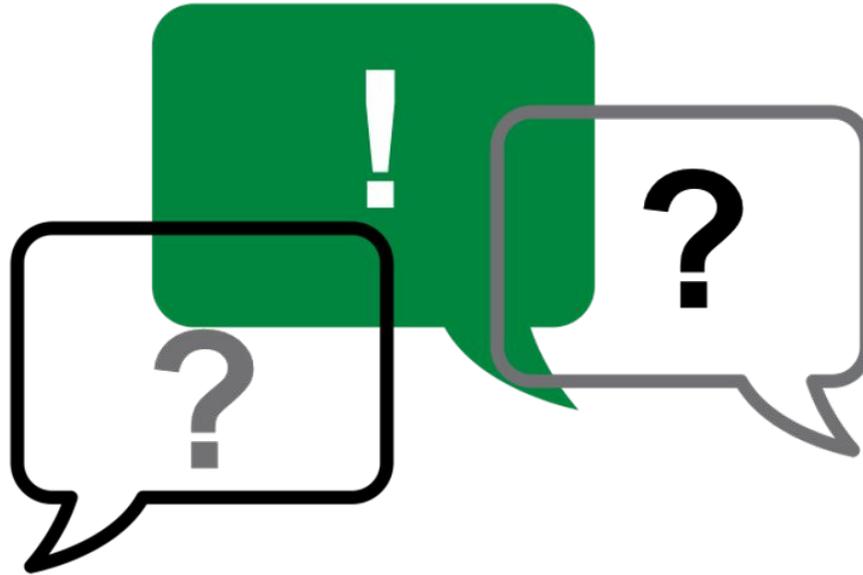
YFSB services will be offered at the HUB starting in September 2021

Adding YFSB interns to provide services at some sites

Updates to crisis response protocol



Questions

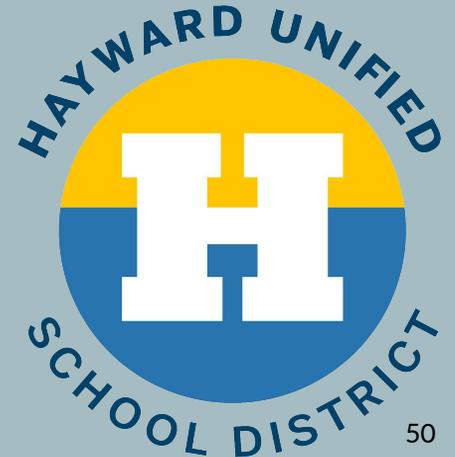


Literacy and Academic Support

Dr. Lisa Davies, Assistant Superintendent
Educational Services

Hector Garcia, Director Curriculum,
Instruction, and Assessment

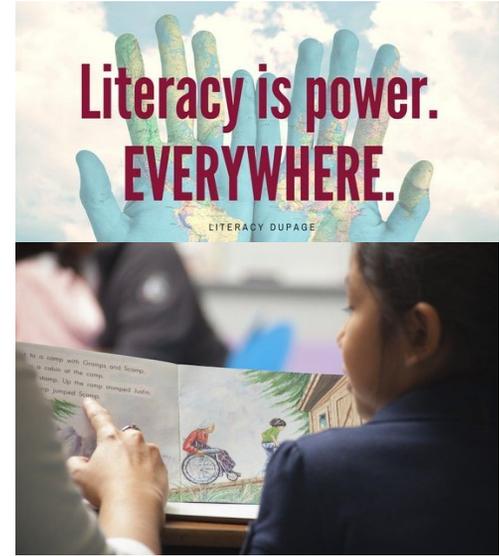
Lindsey Vien, City of Hayward
Educational Services Division Manager



Current Literacy Trends

Adult Illiteracy Rates in the US mirrors Hayward trends

- 43 million adults in the United States cannot read, write, or do basic math above a third-grade level
- Less than 10% of adults in need are receiving services
- Children from immigrant families now account for 1 in every 4 young children in the United States
 - 1-in-5 among immigrants, only half (53%) are proficient English speakers
- 60% of Hayward residents speak another language other than English at home



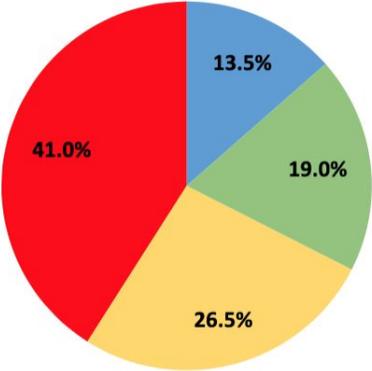
The Cycle of Family Literacy

When programs are known to provide appropriate language support and resources, parents in the community are eager to enroll in order to access not only high-quality, relevant care for their children, but also parent- focused opportunities

Continued Need for Literacy Support

HUSD ELA Performance by Grade (CAASPP 2017-19 Average)

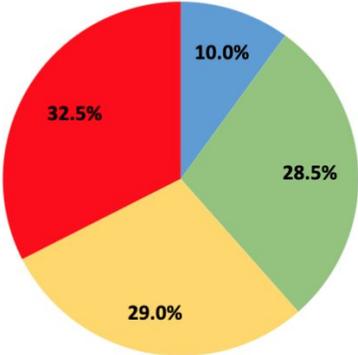
3rd Grade



32.5%

Met or Exceeded Standards

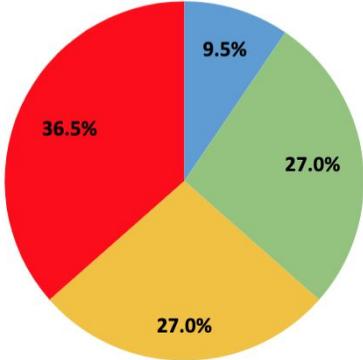
6th Grade



38.5%

Met or Exceeded Standards

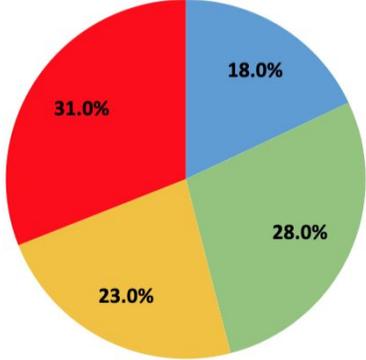
8th Grade



36.5%

Met or Exceeded Standards

11th Grade



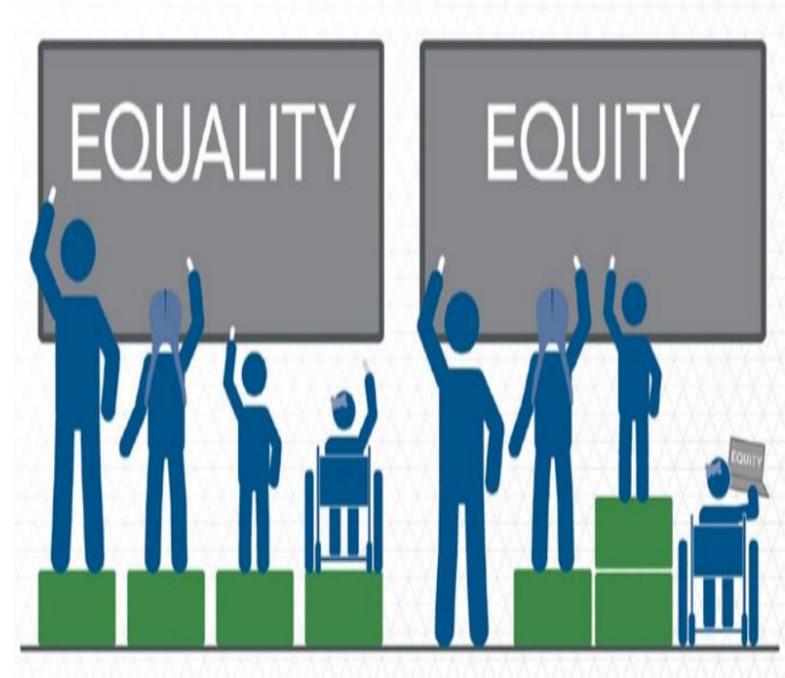
46%

Met or Exceeded Standards



Literacy & Equity

- Proficiency in literacy is a leading indicator of:
 - Academic success
 - Informed decision-making
 - Improved self-esteem
 - Personal empowerment
 - Greater economic opportunities
 - Active participation in local and global social communities
- Literacy is the gateway to lifelong learning--without equity in literacy education, achievement gaps will persist.



Teaching Literacy = Equity in Action



Collective Impact & High Alignment of Services

To improve family literacy skills, HUSD establishes innovative and strategic partnerships with community stakeholders to provide additional support services to HUSD students/families

- Benefits of Collaboration:

- Increases the level of supplemental support services offered to students/families
- Expands breadth of additional partnering agency support
- Increases access to federal, state, and local funds
- High alignment of services, where students receive intentional support
- Smaller group interaction/intervention
- Collaborative networks to move conversations deeper into the community



Made in Hayward



Strategic Partnership

Hayward Public Library

- Eliminated fines for all overdue/late charges
- HUSD students have access to HPL's e-books via SORA app with school I.D. card
- Library Card Drive District wide
- Bookmobile to visit hard-to reach neighborhoods
- Age appropriate book giveaways to build in-home libraries
- Backpack and school supply giveaways
- Tech Lending Library



FREE Family Education Program Services

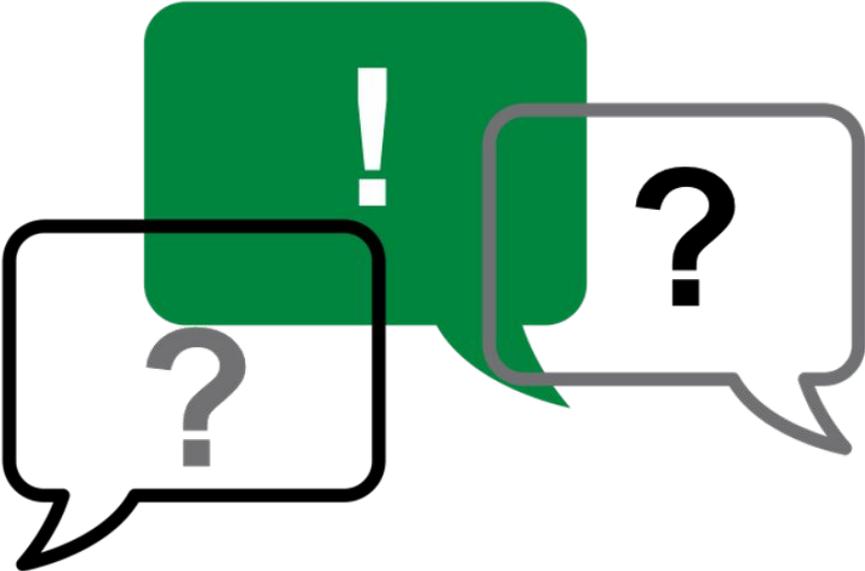
- After-School Homework Support
- Virtual Reading Circles & Storytimes
- Virtual Math Review Circles
- Adult English Conversation Circles
- Adult 1:1 Literacy Tutoring
- Career Online High School
- Access to robust e-resource collections



Made in Hayward



Questions



Workshop Sessions

City Council and HUSD Board Trustees will attend the following sessions:

B.1: Equity and Anti-racism (in this main Zoom meeting)

- Angela Andrews, Gabriel Chaparro, Dr. April Oquenda, Francisco Zermeño

B.2: Social-Emotional Learning and Mental Health (in a separate Zoom meeting)

- Sara Lamnin, Elisa Márquez, Sara Prada, Ken Rawdon

B.3: Literacy and Academic Support (in a separate Zoom meeting)

- Peter Bufete, Barbara Halliday, Mark Salinas, Aisha Wahab

Note: Attendees who wish to attend sessions B or C will need to exit this main meeting, and use the appropriate link to join the session they're choosing. Once that session ends, attendees will need to use the main meeting link to come back into the main meeting.



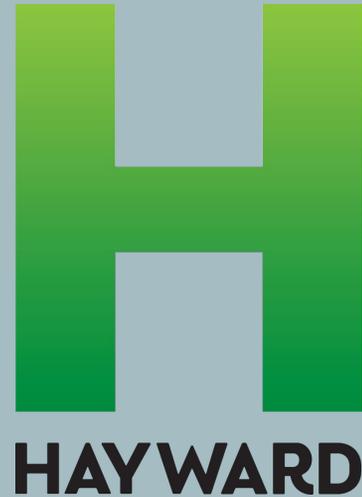
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THANK YOU



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D. 1. Equity and Anti-racism (No New Link - Stay in This Meeting)



D. 2. Social-Emotional Learning and Mental Health (See Contents for Access)

Information

Separate Access Link/Enlace Separado:

<https://hayward.zoom.us/j/84367751297>

(<https://simbli.eboardsolutions.com/SU/lZGJGjMyVqvPsd5YRo8ZmQ==>)

Or English Telephone: (669) 900-6833 or (346) 248-7799

Webinar ID: 843 6775 1297

Para escuchar en español:(605) 472-5610 Código de acceso: 8829401



D. 3. Literacy and Academic Support (See Contents for Access)

Information

Separate Access Link/Enlace Separado: <https://husd-us.zoom.us/j/95026130525>
(<https://simbli.eboardsolutions.com/SU/5bo3zU4e8RZ0DgJgKsQpluspQ==>)

Or English Telephone: (408) 638-0968 or (669) 900-6833 Webinar ID: 950 2613 0525

Para escuchar en español:(605) 468-8792 Código de acceso: 2346512



E. RETURN TO MAIN MEETING AND REPORT OUT

Information

<https://husd-us.zoom.us/j/92016337903>

(<https://simbli.eboardsolutions.com/SU/4cbYH4lpqLVslshjBWol0ZcRQ==>)

Or Telephone: (408) 638-0968 or (669) 900-6833

Main Webinar ID: 920 1633 7903

Para escuchar en español:(727) 731-1872



F. PUBLIC COMMENTS



F. 1. Special Notice Regarding Public Speaking

Information

This is a special meeting. The Public Comment sections provide an opportunity to address the joint agencies on items listed on the agenda only for this meeting. The Joint Agencies welcome your comments and requests that speakers present their remarks in a respectful manner, within established time limits of two minutes per speaker, and focus on issues, which directly affect the Agencies or are within the jurisdiction of the Agencies. As the Joint Agencies are prohibited by State law from discussing items not listed on the agenda, your item will be taken under consideration and may be referred to Staff.

RULES FOR ALL SPEAKERS

- Complete your request pursuant to the meeting and notice and at least before the period of public speaking ends using the telephone or online functions.
- Please wait for the Chair to ask for speakers. When it is time, use the "raise your hand" Zoom application function online to request to speak.
- If you're attending by Zoom telephone, please press *9 to let Ms. Rodrigues know you wish to speak. Your area code and last two digits of your phone number will be called when it is time for you to speak.
- If you're calling into the Spanish translation line, please let the interpreter know you wish to speak and she will raise her virtual hand on your behalf.
- Please begin by stating your name.
- Speakers will be called in the order in which the Speaker's Requests were received.
- If the allotted time for public comment expires before your placement in the order of speakers, you may be denied the right to speak.
- Your placement on the speaker's list does not carry over to the next meeting.
- Individual speakers shall be allowed one single appearance for no more than two minutes to address the joint agencies on each agenda item.
- The Chair may reduce speaking time to one minute to facilitate more public speakers.

It is your obligation to understand all limitations on your rights as a speaker imposed by law and Joint Agency Bylaws. HUSD District staff, before the meeting, can help you understand your rights and limitations. Due to time limitations and the press of business, questions regarding your rights and limitations cannot however be addressed during the meeting.

Please wait for the meeting chair to ask for speakers at each item. When it is time, use the "raise your hand" Zoom application function online to request to speak. If you're attending by Zoom telephone,



HUSD Board of Education and City of Hayward Special Joint Meeting

09/14/2021 - 06:30 PM

Printed: 09/10/2021 03:46 PM

please press *9 to let Ms. Rodrigues know you wish to speak. Your area code and last two digits of your phone number will be called when it is time for you to speak. Please begin by stating your name.



G. ADJOURNMENT
