MILLBRAE ELEMENTARY SCHOOL DISTRICT

PARENT - STUDENT HANDBOOK**

2026-2027

**Please note that articles in this handbook are subject to change.

Millbrae Elementary School District Administration
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MILLBRAE ELEMENTARY SCHOOL DISTRICT
BOARD OF EDUCATION



Ms. Karen Chin, Board President



Mr. Frank Barbaro, Vice President



Ms.Claire Beltrami, Clerk



Ms. Lynne Ferrario, Trustee



Ms. Maggie Musa, Trustee

Millbrae Elementary School District Mission

Inspire our community with opportunities to learn and thrive
Commit to a shared purpose that guarantees each student a strong academic foundation
Ensure equity through access and opportunity for all

Millbrae Elementary School District Vision

Nurture Emotional Intelligence
Promote a Passion for Learning
Foster an Innovative Learning Environment

MILLBRAE ELEMENTARY SCHOOL DISTRICT DIRECTORY

Green Hills Elementary School
401 Ludeman Lane
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Kathi Woodall, School Administrative Assistant

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Tamara Aqleh, School Administrative Assistant

Meadows Elementary School
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Fax: 650-697-2931
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Magda Lampros, School Administrative Assistant

Taylor Middle School
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Millbrae, CA 94030
650-697-4096
Fax: 650-697-8435
Erin Zlatunich, Principal
Bill Romer, Assistant Principal
Christopher Nichols, Assistant Principal
Dianna Thomas, Office Manager
Tatiana Dela Cruz, Attendance Clerk

Acceptable Use of Technology - EC 48980

One of the adopted goals of the Millbrae Elementary School District is to assist in advancing the use of technology to enhance student learning. Access to Millbrae Elementary School District technology is a privilege, not a right, and students enrolled in District programs or activities must follow District guidelines and procedures regarding acceptable use of technology. All Millbrae Elementary School District students and their parents/guardians shall sign the Acceptable Use of Technology Agreement prior to using District technological resources. (Acknowledgement of the Parent/Student Handbook meets this requirement). The Millbrae Elementary School District shall make a diligent effort to filter the inappropriate or harmful matter accessible through the Internet, and students shall also take responsibility not to initiate access to inappropriate or harmful matter while using District technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.

Acceptable Use Agreement
+
Chromebook and Google Apps for Education Account

Internet Safety
The Millbrae Elementary School District prides itself on providing a safe learning environment for its students. An emerging national concern is the inappropriate use of the Internet by students. This problem has the potential to be harmful, and we ask your support in assisting us with this challenge.

Across the nation, schools have seen an increase in negative student behavior as a result of messages written using electronic technology, posted to popular social networking websites. Many sites contain instant messaging components that allow students to chat with other students and to post statements that ordinarily would not be said in a face-to-face conversation. The popularity of these websites is growing.

Unfortunately, some students use the sites to participate in online bullying or to threaten harm to other students. The “cyber bullies” use the anonymity of the Web to hurt others without witnessing the consequences. Students who are bullied online sometimes do not report these occurrences for fear that they will be barred from using the Internet.

Outside of schools, there have been instances of adults, who are child predators and con artists, posing as youths and gaining access to student chat rooms. In some cases, these contacts have led to tragedy. Some unsuspecting students post enough personal information that predators are able to locate students’ home or school addresses, thereby becoming easy targets for predators.

The Millbrae Elementary School District has blocked the use of these social networking Web sites from our school computers. The District shall ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. To reinforce these measures, rules and procedures are designed to restrict students’ access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities.

Parents should be aware of what their children are writing on the Internet and what others are posting in reply. These Websites are public domain, and anything posted there can be seen by anyone who has Internet access. Although most of what is written is not immoral, offensive, or illegal, some of it is. If you choose to do so, you may investigate this site by personally logging on to the site. The services are free, and users may register using an e-mail address. Once you have registered, you can search by name and email address to see if your child is registered. You can narrow the search results by entering the name of your city. You will be able to view the kinds of personal information, messages, diaries, and photographs that students post on the site.

Parents should be aware that most social media platforms are required to disclose all cyberbullying reporting procedures in the social media platform’s terms of service. They must also have a mechanism within its internet-based service to allow an individual, whether or not that individual has a profile on the internet-based service, to report cyberbullying or any content that violates the existing terms of service.

Helpful Tips and Resources

We encourage you to talk with your students about the potential danger of the Internet. Ask if they have an account with Facebook, Instagram, Snapchat, TikTok, or similar websites. If your child is using such a site with your permission, you may want to review their profile to ensure that no personal and identifiable information has been posted. We also encourage you to establish rules and guidelines to ensure the safety of your child while on the Internet. The Millbrae Elementary School District will continue to provide Internet security within our schools. It is important that parents also monitor Internet use at home.Thank you for your support and cooperation in keeping our students safe.

For additional Internet safety tips and advice, visit any of the following websites:

- Common Sense Media – https://www.commonsensemedia.org
- Connect Safely – https://www.connectsafely.org/
- National Center for Missing & Exploited Children – https://www.netsmartz.org/
- Net Cetera – https://www.consumer.ftc.gov/features/feature-0002-parents
- Web Wise Kids – http://www.webwisekids.org

Asbestos Management Plan
The Millbrae Elementary School District maintains and annually updates its management plan for asbestos-containing material in school buildings. The plan is available upon request to all parents, teachers and employee organizations. For a copy of the asbestos management plan, please contact the Business Office at 697-5693 ext. 012.

Before and After School Programs
The After School Education and Safety Program (ASES) serves pupils in Grades TK through 5th grade at Lomita Park Elementary School. Programs that charge family fees shall not charge for a child who is experiencing homelessness or placed in foster care. These students are also moved to the top of the waiting list. To request priority enrollment, please contact Strata Learning (formally Happy Hall) at https://stratalc.com/millbrae or call (650) 609-1116.

At Green Hills, Meadows, Spring Valley, and Taylor Middle School, Strata Learning (formally Happy Hall) runs an Extended Learning Opportunities Program (ELOP) for supervision and enrichment outside of school hours. Certain students may be eligible for fee waivers if they qualify based on socio-economic status. In addition, there are fee paying options for other students to attend. Please email: afterschool@stratalearning.com for more information.

Civility on School Grounds - EC 32210
Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars ($500). It is unlawful for any person, except a parent/guardian acting toward their minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

Custody Issues
Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to their child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

Directory Information – EC 49073
Directory information means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes the student's name, address, telephone number, email address, date and place of birth, major field of study, participation record in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, grade level, degrees and awards received, and most recent previous school attended. Directory information may include a student identification number, user identification, or other personal identifier used by the student for purposes of accessing or communicating in electronic systems as long as the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user.

Directory information does not include a student's social security number. Directory information also does not include the student's citizenship status, immigration status, place of birth, or any other information indicating national origin. The District will not release such information without parental consent or a court order.

The primary purpose of directory information is to allow the school and the District to include this type of information from the student's education records in certain school and/or District publications (e.g., a playbill showing the student's role in a drama production, honor roll or other recognition lists, annual yearbook, promotion/graduation programs, sports activity sheets showing weight and height of team members). Additionally, the District has determined that the following individuals, officials, or organizations may receive directory information District Office, School PTA/PTO, Millbrae Education Foundation (MEF) and local law enforcement agencies upon request.

No information may be released to a private profit-making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. No directory information of a student identified as a homeless child or youth will be released unless the parent has provided written consent that directory information may be released. For all other students, directory information will not be released if their parent notifies the school principal in writing that such information not be disclosed without their prior consent. **Parents must complete the Annual Student Data Update in order to opt out, or in the case of a homeless child or youth, opt in, of the release of directory information by the third Friday in September.**

Additionally, the District will not include the directory information or the personal information of a student or the parent of a student in the minutes of a meeting of the Governing Board, except as required by judicial order or federal law, if the parent has provided a written request to the secretary or clerk of the Board to exclude their personal information or the name of their minor child from the minutes of a Board meeting.

"Directory Information" includes one or more of the following items: student's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the student. The District has determined that the following individuals, officials, or organizations may receive directory information: District Office, School PTA/PTO, Millbrae Education Foundation (MEF) and local law enforcement agencies upon request.

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that the Millbrae Elementary School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless you have advised the district to include this type of information from your child's education records in certain school and/or district publications. Examples include:

a) A playbill, showing your child's role in a drama production
b) The annual yearbook
c) Honor roll or other recognition lists
d) Promotion ceremony programs

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent.

If you do not want the district to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by the third Friday in September of each school year.

Disaster Preparedness Education Materials - EC 32282.5
Natural and human-caused disasters affect everyone which is why it is important to be prepared at home, at school, at work, and in the community. Parents and guardians are encouraged to review the safety educational materials provided on the California Department of Education Web page at:https://www.cde.ca.gov/ls/ss/cp/crisisresp.asp. The materials are available in multiple languages and can be used to help families prepare for different types of emergencies and crisis.

Electronic Listening or Recording Device – EC 51512
The use by any person, including a pupil, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action. This provision applies to SMART devices such as I-Watches, Android Wear, and/or cell phones.

Electronic Nicotine Delivery Systems (e-cigarettes) – PC 308
The Millbrae Elementary School District prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all district property and in district vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin.

Section 119405 of the Health and Safety Code prohibits the sales of e-cigarettes to minors which means that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code. Section 308 of the Penal Code also states that every person under 18 years of age who purchases, receives, or possesses any tobacco, cigarette, or cigarette papers, or any other preparation of tobacco, or any other instrument or paraphernalia that is designed for the smoking of tobacco, tobacco products, or any controlled substance shall, upon conviction, be punished by a fine of seventy-five dollars ($75) or 30 hours of community service work.

Electronic Signaling Devices (i.e. cell phones)
The use by any person, including a pupil, of any electronic signaling device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. The only allowable use would be acceptable if it is determined by a licensed physician that the pupil must use for the health and safety of a pupil. Any pupil in violation shall be subject to appropriate disciplinary action.

Smartphone use may be prohibited by districts, charter schools, and county schools while a student is at a school site and under supervision and control of staff. There are health and special education limits or usage that may differ from the general student population, but must be in writing and kept on file in student records for confidential record keeping and reasons.

The use of these devices during instructional time without the permission of the teacher, or in a disruptive manner in the school setting is not allowed. Cell Phones and Mobile Communication Devices that ring, vibrate excessively, are used as a listening device, or in any other way disrupt the educational process of a class, are grounds for confiscation of the device by school staff or personnel and will only be returned to the parent at the end of the school day. Repeated violations of the district policy may result in disciplinary action.

Students are permitted to have cell phones and mobile communication devices, including SMART Watches, while on school grounds but they should be turned off once the student comes on to the campus. Use of a cell phone or other communication device, such as texting and video chatting, while walking through hallways and around campus poses a safety concern and is not allowed. Use of such devices in classrooms, without the permission of the teacher, will be restricted and violations will result in confiscation of the device. Texting while walking through hallways is a safety concern and therefore not allowed. No student shall use a cell phone or mobile communication device to violate any Student Code of Conduct, including Computer Usage Agreements, and/or Bullying Policies. Examples of unacceptable usage can include but are not limited to: in restrooms or hallways during instructional time, bypassing the nurse or attendance to leave school, cheating, cyber bullying, sexting, taking pictures or videos, etc. Each teacher has the right to permit the use of cell phones and mobile communication devices for instructional purposes. Contents of cell phones may be reviewed and searched if there exists a reasonable suspicion that it may have been used in an activity prohibited by the Code of Conduct. **The student assumes all risks in bringing such devices onto school property or to school related functions. The school or district is not responsible for lost or stolen electronic items.**

No student will be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician to be essential for the health of the student and the use of which is limited to the student's health.

Emergency Procedures
The Millbrae Elementary School District follows the guidance of San Mateo County's Big 5 protocols.

School Safety for Families

SAFETY OF SCHOOL BUILDINGS/MONTHLY DRILLS
Students are housed in buildings that meet Field Act specifications. They are built to be earthquake resistant and are among the safest buildings in the community. Our District and each school follow the San Mateo County Big Five School Emergency Guidelines Immediate Action Response and Hazard protocols with monthly drills for "shelter in place", "drop, cover and hold on", "secure campus", "lockdown/barricade", and "evacuation". Each school is also equipped with emergency supplies and equipment.

DURING AN EARTHQUAKE
Teachers will instruct students to "duck, cover and hold." Students and school personnel will remain under desks, or in other appropriate locations, until after the shaking ceases. When safe, teachers will lead their classes to pre-designated areas outside the buildings. They will remain outside until buildings are judged safe by qualified inspectors.

TELEPHONES/COMMUNICATIONS
If telephones are operational following a serious earthquake, their use will be restricted to reporting medical, fire, or other emergencies. Please do not call or come to the school. Information for parents will be released via the District's parent notification system (Parent Square, phone call and email). Please ensure that any changes to your contact information are reported to your school office as needed. Parents will be advised regarding school conditions, dismissal times, and procedures.

DISMISSAL
In the event of a major earthquake, STUDENTS WILL REMAIN UNDER SUPERVISION OF SCHOOL AUTHORITIES UNTIL PROPER LOCAL AUTHORITIES PROVIDE DIRECTION FOR DISMISSAL.

PICKING UP YOUR STUDENT
Students will be released to:

1. All individuals listed on the child's emergency form
2. A person with parent/guardian written permission to release the student

Signature, identification, destination, phone number, and address of any person signing a child out will be required before the child is released.

If any of the above are judged to be in doubt, the student will remain in the care of the school.

Please minimize the possibility of a traffic jam and facilitate the smooth release of students by walking to school when possible.

Important Note:

SMC Alert (San Mateo County's Alert System) is a software application used to send emergency alerts, notifications and updates to your cell phone, mobile device, home phone, work and/or email account. In the event of an emergency, public safety agencies such as police and fire will be able to provide emergency information directly to you. SMC Alert is free (your carrier may charge you a fee to receive alerts on your wireless device) and is available in all cities and towns in San Mateo County. SMC Alert is managed by the San Mateo County Sheriff's Office of Emergency Services.

To create a free account, please visit:
https://www.smcgov.org/dem/smc-alert
Questions can be directed to smcalert@smcgov.org

Harm or Destruction of Animals
Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform their teacher of the objection. Objections must be substantiated by a note from the pupil's parent or guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

Health Care Coverage – EC 49452.9
Your child and family may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance, contact 1-800-300-1506 or go to www.CoveredCA.com. Additionally, California law allows all low-income children under 19 years old, regardless of immigration status, to enroll in Medi-Cal at any time in the year. Families can apply in person at their local county human services office, over the phone, online, with a mail-in application, or at a local health center. For more information about Medi-Cal enrollment, visit www.health4allkids.org.

Authorization for Emergency Medical Treatment/Emergency Release Information
As legal custodian of student(s) for which you are acknowledging receipt of this handbook, you hereby authorize Millbrae Elementary School District officials and or designees, into whose care the minor pupil has been entrusted to consent to an X-ray, examination, anesthetic, medical or surgical diagnosis, treatment, and/or hospital care to be rendered to said minor that are considered necessary in the best judgment of the attending physician, surgeon or dentist and performed by or under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services. I understand that this authorization is given in advance of any required diagnosis, treatment, or hospital care and provides authority and power to the aforementioned officials or designees to give specific consent to any and all such diagnosis, treatment, or hospital care which a licensed physician or dentist may deem necessary. This authorization shall remain effective for the full school year unless revoked in writing and delivered to said officials and/or designees. I understand that the Millbrae Elementary School District, its employees, and its Board assume no liability of any nature in relation to the transportation or treatment of the said minor. I further understand that all costs of paramedic transportation, hospitalization, and any examination, X-ray, or treatment provided in relation to this authorization shall be my responsibility. I understand that the Millbrae Elementary School District does not provide accident medical insurance for students for school related injuries but does offer student accident insurance for voluntary purchase.

The Millbrae Elementary School District does not provide medical, accident or dental insurance for pupils injured on school premises or through school activities. In accordance with Education Code Section 49472, the District is making available a low cost medical/dental accident insurance program through Pacific Educators.

Integrated Pest Management Plan

CONTACT

District IPM Coordinator
Mary Pollett, CBO
(650) 697-5693 ext. 012
mpollett@millbraesd.org

IPM STATEMENT

It is the goal of the Millbrae Elementary School District to implement IPM by focusing on long-term prevention or suppression of pests through accurate pest identification, by frequent monitoring for pest presence, by applying appropriate action levels, and by making the habitat less conducive to pests using sanitation and mechanical and physical controls. Pesticides that are effective will be used in a manner that minimizes risks to people, property and the environment, and only after other options have been shown ineffective.

Our pest management objectives are to:

- Focus on long-term pest prevention through approved Integrated Pest Management best practices
- Reduce the amount of pesticides used on school campuses

IPM TEAM

In addition to the IPM Coordinator, other individuals who are involved in purchasing, making IPM decisions, applying pesticides, and complying with the Healthy Schools Act requirements include:

Name and/or Title	Role in IPM Program
Director of Facilities	District IPM Coordinator/Purchasing/IPM Decisions/Application
Chief Business Official	Purchasing/IPM Decisions
Maintenance III	Purchasing/Application

PEST MANAGEMENT CONTRACTING

- Pest management services are contracted to a licensed pest control business.
    - Pest Control business name(s): Clark Pest Control (650) 204-5000
- Prior to entering into a contract, the school district has confirmed that the pest control business understands the training requirements and other requirements of the Health Schools Act.

PEST IDENTIFICATION, MONITORING AND INSPECTION

Pest Identification is done by: Director of Facilities

Monitoring and inspection for pests and conditions that lead to pest problems are done regularly by the IPM Coordinator. Specific information about monitoring and inspecting for pests, such as locations, times or techniques include:

- Visual inspection for pests in common locations
- Communication with school site staff about recent activity
- Set monitoring stations and inspect weekly
- Quarterly school site inspections for pest prevention

PESTS AND NON-CHEMICAL MANAGEMENT PRACTICES

Pest	Remove Food	Fix Leaks	Seal Cracks	Install Barriers	Physical Removal	Traps	Manage Irrigation	Other
rats/mice/rodents	X	X	X	X	X	X		
ants/insects	X	X	X			X	X	
roaches	X	X	X	X		X	X	
yellow jackets/wasps	X		X	X	X	X		
honey bees					X			relocate nest or bees
termites	X	X	X		X			application of orange oil
weeds		X	X		X		X	

CHEMICAL PEST MANAGEMENT PRACTICES

If non-chemical methods are ineffective, the school district will consider pesticides only after careful monitoring indicates that they are needed according to pre-established action levels and will use pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property and the environment.

The Millbrae Elementary School District expects the following pesticides (pesticide products and active ingredients) to be applied during the year. This includes pesticides that will be applied by school district staff or licensed pest control business. See below:

PESTICIDE	ACTIVE INGREDIENT
Ortho Home Defense	Bifenthrin and Zeta-Cypermethrin
Calyptus (Vinegar)	Acetic Acid

HEALTHY SCHOOLS ACT

- The Millbrae Elementary School District complies with the notification, posting, recordkeeping and all other requirements of the Healthy Schools Act. (Education Code Sections 17608-17613, 48980.3; Food and Agricultural Code Sections 13180-13188)

TRAINING

Every year, school districts employees who make pesticide applications receive the following training prior to pesticide use:

- Pesticide specific safety training (Title3, California Code of Regulations 6724)
- School IPM training course approved by the Department of Pesticide Regulation (Education Code Section 16714; Food and Agricultural Code Section 13186.5).

SUBMITTAL OF PESTICIDE USE REPORTS

Reports of all pesticides applied by the school district staff during the calendar year, except pesticides exempt from HAS record-keeping, are submitted to the Department of Pesticide Regulation at least annually, by January 30 of the following year, using the form provided at www.cdpr.ca.gov/schoolipm. (Education Code Section 16711)

NOTIFICATION

The Millbrae Elementary School District has made this IPM plan publicly available by the following methods (check at least one):

☐ Online at the following web address:
☑ A notification is sent out to all parents, guardians and staff annually.

REVIEW

This IPM plan will be reviewed (and revised, if needed) at least annually to ensure that the information provided is still true and correct.

Date of next review: July 1, 2027

I acknowledge that I have reviewed the Millbrae Elementary School District's IPM plan and it is true and correct.

Mary Pollett
Chief Business Official
mpollett@millbraesd.org
July 1, 2026

Medical or Hospital Service – EC 49472
The Millbrae Elementary School District does not provide medical, accident or dental insurance for pupils injured on school premises or through school activities. In accordance with Education Code Section 49472, the District is making available a low-cost medical/dental accident insurance program.

Accident Only Plans
The purpose of these plans is to provide assistance at a minimum cost to meet some of the expenses for accidental injury. The plans pay the first $500.00 in benefits in addition to other insurance, which can help you meet your primary insurance deductibles and/or co-payments.

Please visit your Childs' School Office to obtain a detailed brochure/application, or you may obtain one and sign up online at www.peinsurance.com (click on Products, then Student Insurance). Please read the Student Benefits Plan Brochure to select the plan that best meets your needs.

Health Insurance Plans

Pacific Educators can now assist people in applying for health insurance plans that meet the guidelines of the Affordable Care Act and help you avoid potential tax penalties. These penalties will be increasing each year from 2014-on. Some may qualify for tax savings and government assistance. Please call the number below or visit our website at www.peinsurance.com click 'products' and then 'health insurance'.

Since the district does not provide medical/dental accident insurance, we urge that consideration be given to these programs. If you have further questions, please contact Pacific Educators directly at (800) 722-3365 or (714) 639-0962.

Megan's Law – PC 290

Information about registered sex offenders in California can be found on the California Department of Justice's website, http://meganslaw.ca.gov/. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

Minimum and Pupil-free Staff Development Days - EC 48980(c)

The school calendar is included with this annual notification. If minimum or pupil-free staff development days are scheduled after the start of the school year, the school will notify parents and guardians of affected pupils as early as possible, with at least one-month advance notice.

2026-2027 School Calendar

Annual Pesticide Notification

The Healthy Schools Act of 2000 requires all California school districts to notify employees, parents and guardians of pesticides they expect to apply during the year. We intend to use the following pesticides in your school this year:

Name of Pesticide (Common Name)	Active Ingredients
Ortho Home Defense Insect Killer for Indoor & Perimeter	Bifenthrin - .05%, Zeta-Cypermethrin - .0125%
Calyptus (75% Vinegar for weed control)	Acetic Acid - 75%

You can find more information regarding these pesticides and pesticide use reduction at the Department of Pesticide Regulation's Web site at http://www.cdpr.ca.gov. Parents or guardians may request prior notification of individual pesticide applications at their school site. If you would like to be notified at least 72 hours before a scheduled pesticide application at your school site, please contact the Business Office at (650) 697-5693 ext. 012 to request a Pesticide Application Notification Form. If you have any questions, please contact Mary Pollett, Chief Business Official (650) 697-5693 ext. 012 or by email at mpollett@millbraesd.org.

Pupil Swimming Safety

Our school is committed to safety for all our students at our planned events, including around swimming pools. There is already a requirement for pool sport coaches to be fully-trained in CPR in case of accidental drowning in the pool. If there is any event on-campus or hosted at a swimming pool facility, at least one adult with a valid certification of CPR training will be present throughout the duration of the event.

Ralph M. Brown Act: Required Notices and Agendas for Open Public Meetings: GC 54954.2, 54956, 54956.5, 54954.2, 54954.5, 54957.1, 54957.7, and 54954.2(b)

REGULAR MEETINGS: Agenda items in 20 words or less, posted within 72 hours of meeting.

SPECIAL MEETINGS: Twenty-four hour notice must be provided to members of legislative body and media outlets including brief general description of matters to be considered or discussed.

EMERGENCY MEETINGS: One hour notice in case of work stoppage or crippling activity, except in the case of a dire emergency.

CLOSED SESSION AGENDAS: All items to be considered in closed session must be described in the notice or agenda for the meeting. The body must orally announce the subject matter of the closed session. If final action is taken in closed session, the body generally must report the action at the conclusion of the closed session.

AGENDA EXCEPTION: Special procedures permit a body to proceed without an agenda in the case of emergency circumstances, or where a need for immediate action came to the attention of the body after posting of the agenda.

Rights of Parents and Guardians to Information - EC 51101

The parents and guardians of pupils enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and to participate in the education of their children, as follows:

1. Within a reasonable period of time after making the request, to observe their child's classroom(s).
2. Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.
3. To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.
4. To be notified on a timely basis if their child is absent from school without permission.
5. To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of their child's school on standardized statewide tests, including the state test for English language proficiency for English learners.
6. To request a particular school for their child, and to receive a response from the school district.
7. To have a school environment for their child that is safe and supportive of learning.
8. To examine the curriculum materials of their child's class(es).
9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
10. To have access to the school records of their child.
11. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
12. To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
14. To participate as a member of a parent advisory committee, school site council, or site-based management leadership team.
15. To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
16. To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

A parent's lack of English fluency does not prevent a parent from exercising such rights. The District will take all reasonable steps to ensure that all parents who speak a language other than English are properly notified in English and in their home language, pursuant to EC 48985, of the rights and opportunities available to them. Please note that the District is not authorized to allow a parent's participation in the education of their child if it conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

School Visiting Procedures – EC 51101(a)(12)

For the safety of our staff and students, visitors to our schools must sign in at the school office upon entering the campus. You will find a sign posted where to sign in at each entrance to our school sites.

Protection of Pupil Rights Amendment EC 51513

The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

-Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;

2. Mental or psychological problems of the student or student's family;

3. Sex behavior or attitudes;

4. Illegal, anti-social, self-incriminating, or demeaning behavior;

5. Critical appraisals of others with whom respondents have close family relationships;

6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;

7. Religious practices, affiliations, or beliefs of the student or student's parent; or

8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

Inspect, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;

2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and

3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt their child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

-Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.

-Administration of any protected information survey not funded in whole or in part by ED.

-Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint by completing the PPRA Complaint Form and then either emailing the completed form to PPRA.Complaints@ed.gov or mailing it to: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.

Tobacco-free Campus - BPC 22950.5

The use of tobacco and nicotine products is prohibited on school or district grounds, buildings, and vehicles, and within 250 feet of a youth sports event. Tobacco products include, but are not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (e.g., electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids.

PARENT ENGAGEMENT

1. **Classroom and School Visitation Procedures**
   Parents/guardians may request to visit their child's school to observe the educational program. To ensure minimal interruption of the regular program, the visit should be arranged with the Principal or designee and the teacher at least 24 hours prior to the intended visitation.

   Parents/guardians may request to visit their child's school to help foster a mutually supportive and respectful partnership with school staff to maximize their child's success. Prior to entering any school site, all visitors, including parents/guardians are required to sign-in, with a photo I.D., at the school's office. All visitors must have a visible means of identification when on the school's premises, such as a visitor's badge or name tag issued by the school office. If you wish to meet with your child's teacher, a conference must be scheduled in advance. Conferences can be scheduled through the teacher. However, you may observe your child's class by providing a minimum of 24 hours advance notice to the principal and your child's teacher. Classroom observations are a maximum of 20 minutes unless prior arrangements have been made with the teacher and principal. (EC §51101 (a), P.C. 627.6)

   Any parent/guardian or other person whose conduct in a place, where a school employee is required to be in the course of their duties, materially disrupts class work or extracurricular activities or involves substantial disorder is guilty of a misdemeanor and may be barred from the campus or school-related activities for a specified period of time at the request of the Principal. If you do not register in the office, you may be considered trespassing on school grounds which could result in police contact.

2. **Gun Safety**
   This is a reminder that any firearms in the home must be securely stored to prevent access by children and teens. The accidental shooting of children and youth is the third leading cause of death following accidents and suicide. California public schools are mandated to remind families to keep their home safe from such potential dangers. If there is a threat or perceived threat, then the public schools will cooperate with local law enforcement to conduct an immediate threat assessment.

   Assembly Bill 452 - Pupil Safety: Parental Notification, Firearm Safety Laws
   Section 48986 has been added to the California Education Code and requires that beginning on July 1, 2023, all kindergarten through grade twelve school districts, county offices of education, and charter schools shall annually inform parents and guardians of California's child access prevention laws and laws relating to the safe storage of firearms at the beginning of the first semester or quarter of the regular school term. You will find Assembly Bill 452 on the California Legislative Information web page at https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB452.

   To: Parents and Guardians of Students in the Millbrae Elementary School District
   From: Lisa Hickey, Superintendent
   Subject: California Law Regarding Safe Storage of Firearms

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   The purpose of this memorandum is to inform and to remind parents and legal guardians of all students in the Millbrae Elementary School District of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from their home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

   To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

   - With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.[1]

- Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- Parents are responsible for keeping firearms out of the hands of children and should review this notice and evaluate their own personal practices to assure that every member in the family is in compliance with California law.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.[2]
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.[3]
- A parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.[4]

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.
Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Sincerely,
Lisa Hickey
Date published:July 1, 2026
California Department of Education

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[1] See California Penal Code sections 25100 through 25125 and 25200 through 25220.
[2] See California Penal Code section 25100(c).
[3] See California Civil Code Section 29805.
[4] See California Civil Code Section 1714.3.

Senate Bill 906 - School Safety: Homicide Threats
Sections 49390 through 49395 are added to the Education Code. This bill seeks to address homicidal threats in middle and high schools and applies only to **local educational agencies that serve pupils in any grades from 6-12 as part of a middle school or high school**. LEAs serving these pupils must include information about child access prevention laws and laws relating to the safe storage of firearms in the annual notifications to parents/guardians at the beginning of the first semester or quarter of the regular school term. The law states that school officials are required to report homicidal threats or perceived threats, as defined, to law enforcement who must conduct an immediate investigation and threat assessment, as defined. You can find SB 906 on the California Legislative Information web page at https://legnfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220SB906.

3. **Emergency Information**
Parent(s)/guardian(s) shall furnish the school with the current information specified below: 1) Home address and telephone number; 2) Parent/guardian's business address and telephone number; 3) Name, address and telephone number of at least 2 additional local contacts who are authorized by the parent/guardian to care for the student in cases of emergency when the parent/guardian cannot be reached; and 4) Local physician to call in case of emergency. Updating this essential information is an annual parent requirement by logging into the ParentVue account online.

Under Education Code §49407, no school district shall be held liable for the reasonable treatment of a student without the consent of the parent/guardian when the student requires medical treatment and the parent/guardian cannot be reached, unless a written objection to medical treatment has been filed with the school district.

4. **Open Meetings: Public Comments: Translation – GC 54954.3**
As a parent, you have a right to participate in open meetings with the school district or charter school. If you require a translator, one will be provided to you with the time allotment doubled to allow for both English and primary language translation.

5. **Parent Engagement - School Accountability – EC 11500, 11501, 11502, 11503**
   To participate in the district offerings of parent education and to provide parental input to the local training programs for parents, please contact Catherine Waslif, Assistant Superintendent of Educational Services at cwaslif@millbraesd.org for more information on how you may contribute.

6. **Parent Guardian Actions on School Grounds**
   It is unlawful for any person, except the parent/guardian acting toward their minor child, to intentionally or to attempt to injure, intimidate, interfere by force, physical obstruction, or nonviolent obstruction with any person attempting to enter or exit any school grounds. If a parent/guardian has a concern with a parent or student, that concern shall be reported to the school principal for the principal to address. If the concern remains, please contact the Assistant Superintendent of Educational Services, Catherine Waslif cwaslif@millbraesd.org, for further assistance. Any person who willfully disturbs any public school or public school meeting is guilty of a misdemeanor. If an incident of this nature occurs, the district may request a police response.

7. **Parent Participation in School Meetings and Conferences - LC 230.8**
   If the parent's employer has 25 or more employees, the parent must be allowed to attend school meetings and events for your children, up to a maximum of 40 hours each year without discrimination or fear of job loss. Purposes to attend child-related activities include: enrollment in grades 1-12, to address child care or school emergencies, behavior or discipline concern that require immediate parent attention, sudden school closure, or natural disaster. ("Parent" means a parent, guardian, stepparent, foster parent, or grandparent of, or a person who stands in.) If an employer discharges, threatens to discharge, demotes, suspends or otherwise discriminates against the parent, the employee may be entitled to reinstatement and reimbursement for lost income or benefits. See Labor Code 230.8 for more details.

8. **Requirement of Parent/Guardian School Attendance**
   Teachers may require the parent or guardian of a student who has been suspended by a teacher to attend a portion of that school day in their student's classroom. The attendance of the parent or guardian will be limited to the class from which the student was suspended. A written notice will be sent to the parent or guardian regarding implementation of this requirement. Employers are not allowed to apply sanctions against the parent or guardian for this requirement if the parent or guardian has given reasonable notice to their employer. (E.C. §48900.1)

9. **Title I, Part A Funds**
   The Millbrae Elementary School District offers Title I services to all eligible students attending designated Title I schools. Title I refers to federally funded resources used to support students with their academic needs especially in the areas of English/Language Arts, Math, and English Language Development. The goal of Title I at the Millbrae Elementary School District is to ensure that our students have a fair, equal and significant opportunity for a high quality education.

   Parent involvement is vital in the implementation of the Title I program. According to the Elementary and Secondary Education Act (ESEA) 1118 - parent involvement is defined as the "participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities". The Millbrae Elementary School District Board Policy 6020 stipulates that the Superintendent shall ensure that the parents/guardians of Title I schools will be consulted and participate in the planning, design, implementation and evaluation of the parent involvement program. Parents will have a voice in the development of their schools' parent involvement policy, participate in signing a school compact and determine how the district's Title I funds will be allocated to support parent involvement activities.

   In carrying out the Title I parental involvement policy, the District will provide full opportunities for the participation of parents with limited English proficiency, parents with students of disabilities, and parents of foster and homeless youth; including ensuring that all communications are in an understandable and uniform format in a language parents understand. Parents of students served in Title I, Part A schools will be involved in decisions about how the Title I, Part A funds reserved for parental involvement will be allotted, and will ensure that the schools are appropriately funded.

10. **Title I, School/Parent Compact**
    Each school receiving funding under Title I, Part A of the ESEA must develop a written school/parent compact jointly with parents for all students participating in Title I, Part A activities, services and programs. The compact must outline how parents, school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

ATTENDANCE

There is a direct correlation between good attendance and student achievement. Students must participate in school in order to take advantage of the educational program, keep up with their lessons and maintain good grades. Each day's lessons build on those from the previous day's; missing one day makes it more difficult for children to catch up with their studies. We are required to monitor and enforce attendance rules to ensure that students are receiving the highest quality instruction and when they are struggling; interventions are provided. **We encourage your continued support to promote good school attendance and student achievement.**

STUDENT ATTENDANCE AGREEMENT

The Millbrae Elementary School District urges parents to make sure their children attend school regularly and to schedule medical and other appointments after school or during school holidays. The district also asks that travel or other absences be avoided during the time school is in session. The higher the district's daily attendance rate, the more a student will learn and the greater the amount of funding that the district will receive from the state for classroom instruction and academic programs. The school calendar is designed to minimize problems for families that plan vacations around traditional holiday periods, and thereby minimize student absences. Following an absence, a student is required to bring a written excuse from home when returning to school. Illnesses, and doctor and dental appointments are considered excused absences. Absences without a written excuse are recorded as unexcused.

Tardiness

Children should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time. If a child is late, the child should bring an excuse from home to the school office. A student will be classified as truant if they are tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year.

Truancy Definitions – EC 48260, 48262 and 48263.6

A student is considered truant after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and the district has made a conscientious effort to meet with the family, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC 48205.

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Arrest of Truants/School Attendance Review Boards – EC 48263 and 48264

The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from their home and who is absent from school without valid excuse within the county, city or school district. A student who is a habitual truant may be referred to a School Attendance and Review Board (SARB).

Truant Consequences – EC 48263, 48267, 48268 and 48269

Any student who is identified as "Truant" may be assigned as a ward of the court, if the available community resources do not resolve the students' continued problem of truancy, by a Probation Officer or Deputy District Attorney.

Chronic Absenteeism – EC 60901

A student is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused, unexcused and suspensions – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

Excused Absences EC 46014 and 48205

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction. No pupil shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
(1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
(2) Due to quarantine under the direction of a county or city health officer.
(3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.

(4) For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
(5) For the purpose of jury duty in the manner provided for by law.
(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district. Please note: attendance at religious retreats shall not exceed one school day per semester.
(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
(9) For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position.
Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
(10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
(11) For the purpose of participating in a cultural ceremony or event. Please note: "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.
(12) (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence. Please note: A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
(B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year.
(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
(13) (A) If an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.
(i) To access services from a victim services organization or agency. Please note: "Victim services organization or agency" means an agency or organization that has a documented record of providing services to victims.
(ii) To access grief support services.
(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.
(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.
(14) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
(c) For purposes of this section, attendance at religious retreats shall not exceed one schoolday per semester.
(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
(e) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

Please help by doing the following:

- Bring your child to school if they are not sick.
- Make doctor appointments after school, or as late in the afternoon as possible so that morning attendance is accounted.
- Take family vacations during winter, spring and summer breaks **only**.
- If your family must be gone during the school year, please contact your Principal regarding an Independent Study Contract.
- Bring your child to school on time so that they do not miss the critical beginning of class when directions for the day (or class period) are given.

- Be aware that truancy has serious legal consequences and that we are required to report violations of the compulsory school attendance laws of the State of California.

By making a commitment to all of the above, you will not only ensure that your child will receive the best education possible, but you will be instilling in your child important values that will help them become a successful adult, citizen, parent and employee of the future.

Finally, we ask for your continued support with the many other ways that help a child be successful in school: good nutrition and rest, healthy outdoor exercise, quality family time, limiting television, monitoring homework and encouraging productive activities outside of school. Lastly, always know where your children are, who their friends are, and what they are doing when they are away from you. Thank you for helping us to provide the very best educational experience for your child.

Parent Pledge:
I understand that my support is important in my child's learning and will help him/her to be more successful. I pledge to ensure that my child arrives at school on time every day unless they are ill or a reason of #1-9 as stated above. I understand that my participation and support in my child's learning will help them be a more successful student and I agree to do my personal best in supporting my child's education.

I pledge to:
- Ensure that my child arrives at school on time every day unless they are ill.
- Provide encouragement for my child to do their best work.
- Provide time for homework with periodic checks of their work.
- Communicate and work cooperatively with the school.
- Attend Back to School Night, Parent Conferences, and Open House.

Student Pledge
Learning is important to me. It will help me develop skills and to become a happy and productive person. I know that I am the one most responsible for my own success. I must work hard to be successful. I will show my parents, teachers, and principal that I am doing my personal best.

I pledge to:
- Arrive at school on time every day unless I am ill.
- Follow school and classroom rules.
- Be a cooperative learner.
- Work as hard as I can to do quality class work and homework.
- Complete and turn-in all class work and homework.
- Ask for help when I do not understand something.

School Pledge
Teaching and learning is important to us. We understand the importance of the school experience for every student. We agree to provide an atmosphere that fosters learning, provides opportunities for success and helps to develop responsible, caring and independent students.

We pledge to:
- Provide a safe, positive and healthy learning environment.
- Strive to meet the individual needs of our students.
- Identified students who need additional academic support will be given opportunities through specialized programs.
- Clearly communicate expectations for class work, homework, and student behavior.
- Communicate regularly with parents through progress reports, newsletters, automated calls, and direct parent contacts.
- Celebrate the success and hard work of students.
- Adopt the best teaching practices that challenge students to excel.

1. **Absences**
   The Governing Board believes that regular attendance plays a key role in student achievement. The Board recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged 6 to 18 are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absences or truancy.

2. **Arrest of Truants/School Attendance Review Boards - EC 48263 and 48264**
   The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from their home and who is absent from school without valid excuse within the county, city or school district. A student who is a habitual truant may be referred to a School Attendance and Review Board (SARB).

3. **Attendance Options/Permits - EC 48980(g)**
   Compulsory Education law states that students must enroll in school in the school district in which the residence of either the parent or legal guardian is located. If a parent is seeking a change in a public district outside of the resident district, then an interdistrict permit is required. Exceptions are for charter school, home school or other private school enrollments, and other online charter school options.

   Residency: A pupil may alternatively comply with the residency requirements for school attendance in a school district, if he or she is any of the following: placed in a foster home or licensed children's institution within the boundaries of the school district pursuant to a commitment of placement under the Welfare and Institutions Code; a pupil who is a foster child who remains in their school of origin; an emancipated pupil who resides within the boundaries of the school district; a pupil who lives in the home of a caregiving adult that is located within the boundaries of the school district; a pupil residing in a state hospital located within the boundaries of the school district; or a pupil whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order. Students in military and migrant families may remain in their school of origin and shall have waived residency restrictions due to the frequency of movement of their families. Connect with the Director of Educational and Administrative Services for more information on the protections afforded these students per California laws.

   Interdistrict: An interdistrict agreement is signed by both the releasing and accepting districts. When denied, there are appeal processes according to the local district policies. The education rights holder may appeal to their County Office of Education for an appeal process within 30 days of a final denial from either district.

4. **Compulsory Education, Tardy, Truancy, Chronic Absenteeism and Consequences**

   Each person between the ages of 6 and 18 years is subject to compulsory full-time education. Each person shall attend the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located. A pupil shall not be enrolled for less than the minimum school day established by law. Exceptions are for persons enrolled in charter school, home school or other private school enrollments, and other online charter school options.

   Regular school attendance is essential for student learning, academic success, and social development. Students who attend school consistently are more likely to achieve higher academic outcomes, stay engaged in learning, graduate on time and avoid the need for academic or legal interventions. Parents/guardians are legally responsible for ensuring their child attends school regularly and on time. The school is committed to supporting students and families in improving attendance. When attendance concerns occur, the school may offer attendance conferences, counseling or support services, academic interventions, referrals to school or community resources, and other supports.

5. **Avoiding Absences, Written Excuses**
   The Millbrae Elementary School District urges parents to make sure their children attend school regularly and to schedule medical, dental, counseling and other appointments after school, on the weekend if possible or during school holidays. The district also asks that travel or other absences be avoided during the time that school is in session. The higher the district's daily attendance rate, the more a student will learn and the greater the amount of funding that the district will receive from the state for classroom instruction and academic programs. The school calendar is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize student absences. Following an absence, a parent/guardian is required to provide a written excuse or a phone call within 3 days of the student returning to school. Illnesses, and doctor and dental appointments are considered excused absences. Absences without a written excuse are recorded as unexcused.

Chronic Absenteeism (EC 60901)
A student is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused, unexcused and suspensions – and is an important measure because excessive absences negatively impact academic achievement and student engagement. (EC §60901) AR 5113.1: Chronic Absence & Truancy

The school will make every effort to work with students who are identified as chronic absentees to improve attendance. The Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) and other multidisciplinary teams may be convened to offer assistance, suggestions, and ongoing support for students that have a history of poor or irregular attendance.

6. **Compulsory Education**
Compulsory Education law states that students must enroll in school in the school district in which the residence of either the parent or legal guardian is located. If a parent is seeking a change in a public district outside of the resident district, then an interdistrict permit is required. Exceptions are for charter school, home school or other private school enrollments, and other online charter school options.

7. **Excused Absences - EC 46014 and 48205**
Pupils, with written consent from their parents/guardians, may be excused from school in order to participate in religious exercises or to receive religious instruction at their respective places of worship or other suitable places away from school property designated by the religious group, church or demonization. Absences are at the discretion of the Board of Education, by Board Resolution, as an excused absence after the student has attended school for a minimum day and for no more than four (4) school days per month. Prior notice is required. (EC §46014).

AR 5113: Absences and Excuses

California Education Code §48205 defines excused absences:

Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
(1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
(2) Due to quarantine under the direction of a county or city health officer.
(3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
(4) For the purposes of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, *so long as the absence is not more than five days per incident.*
(5) For the purpose of jury duty in the manner provided for by law.
(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.
(7) For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board. Please note: attendance at religious retreats shall not exceed one school day per semester.
(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
(9) For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
(10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
(11) For the purpose of participating in a cultural ceremony or event. Please note: "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.
(12)(A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence. Please note: A "civic or political event"

includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
(B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year.
(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
(13) (A) If an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.
(i) To access services from a victim services organization or agency. Please note: "Victim services organization or agency" means an agency or organization that has a documented record of providing services to victims.
(ii) To access grief support services.
(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be . Please note: "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
Any absences beyond three days for the reasons described in 13(A) above shall be subject to the discretion of the school administrator, or their designee. Extensions are based on the administrator's assessment of the necessity of the absence.
(14) Due to the pupil's participation in military entrance processing.
(15) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

Note: Ten (10) excused absences is considered to be excessive. A physician's verification is required by School Board AR 5113 (4) (b) after a pattern of absenteeism for illness. A student who has ten (10) or more absences due to illness is subject to the **SARB** process to determine if an alternative education program is appropriate.

8. Grade Reduction; Loss of Academic Credit

No student shall have his/her grade reduced or lose academic credit for any excused absence(s) or absences pursuant to Education Code § 48205; if missed assignments and tests can reasonably be provided and are satisfactorily completed within a reasonable period of time, this includes absences due to suspension. The student shall be given full credit for the assignments that are completed. The teacher of the class from which the student is absent shall determine which assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. (E.C. 48980(j))

9. Home Hospital Instruction

If your child requires Home Hospital, or if your student will be returning to school from home hospital, we require documentation. Please review the following:

a. Provide a Home Hospital Request Form which includes: Diagnosis and anticipated length of confinement (three weeks minimum).
b. A doctor's release (indicating an exact return date) is required before the student may return to school.
    - The release must be taken to the student's school of attendance with a copy sent to the Educational Services department. (The exception is when the exact return date is stated on the original doctor's prescription request for home instruction).

Home hospital is intended for a temporary disability. All requests for home hospital end at the end of the school year. Students must reapply and meet the eligibility criteria each year.

10. **Inactive Procedure for Non-Attendees**
    Students who are removed from school or who fail to attend school without a valid reason are considered truant from school (EC §48260). Students, who are excessively removed from school for vacations, travel, or other reasons not approved by the district, are considered truant. Students in grades Transitional kindergarten through eighth grade who are not in attendance at school for eleven consecutive days without an approved excuse or have not made contact with the school during that time will be considered inactive. The school will notify the parent in writing of the absentee problem and the intent to place the student on the inactive list. After the eleventh day and the mailing of the parent notification, the family will not be guaranteed the same classroom placement, class schedule, or even school site if the school's enrollment is impacted. The student will be allowed to reenter the school without going through the enrollment process unless the student has missed more than 20 consecutive school days. The parent may be required to go to the enrollment process when the site has met its enrollment limit to be placed at an alternate site.

11. **Instruction for Pupils with Temporary Disabilities – EC 48206.3, 48207, and 48208**
    In accordance with Millbrae Elementary School District Administrative Regulation AR 6183, a student with a temporary disability which makes school attendance impossible or inadvisable, shall receive individual instruction in the student's home, in a hospital, or other residential health facility, excluding state hospitals for up to five hours per week. Per Education Code, one hour of instruction is equivalent to one day of in-school attendance. This instruction applies to students incurring a temporary physical, mental or emotional disability after which they can reasonably be expected to return to regular day classes or an alternative education program without special intervention. It does not apply to students identified as individuals with exceptional needs pursuant to Education Code 56026. (Education Code § 48206.3)

    A pupil with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the pupil is enrolled impossible or inadvisable may receive individualized instruction provided in the pupil's home for one hour a day. Please contact Catherine Waslif, Assistant Superintendent of Educational Services at cwaslif@millbraesd.org.

    A pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.

    It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will, within five (5) working days, determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

    A pupil with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program.

12. **Notification of Minimum Days and Student-Free Staff Development Days**
    The school calendar is included with this annual notification. If minimum or pupil-free staff development days are scheduled after the start of the school year, the school will notify parents and guardians of affected pupils as early as possible, with at least one-month advance notice. (E.C.§ 48980(c))

    2026-2027 School Calendar

13. **Tardiness**
    Children should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time A student is considered tardy when they are not present in their assigned classroom or instructional area at the scheduled start time of the school day or class period. If a child is late, the child should bring an excuse from home to the school office.Excessive tardiness disrupts instruction and impacts student learning. (E.C. §48260 (a))

14. **Truancy Definitions - EC 48260, 48262 and 48263.6**
    A student is considered truant after three full-day absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. Examples of truancy include missing an entire school day

without an excuse, leaving school without permission or excessive unexcused tardiness. Repeated unexcused absences may lead to parent notification, attendance conferences, referrals to a School Attendance Review Team (or similar intervention), and additional actions by the district.

After a student has been reported as a truant three or more times in a school year and the district has made a conscientious effort to meet with the family, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC §48205.
For questions regarding attendance policies, please contact Catherine Waslif, Assistant Superintendent of Educational Services at cwaslif@millbraesd.org.

15. Truant Consequences

Any student who is identified as "Truant" may be assigned as a ward of the court, if the available community resources do not resolve the students' continued problem of truancy, by a Probation Officer or Deputy District Attorney. (EC §48263, §48267, §48268, and §48269; WIC 236, 601, 601.3,653.5, 654, and 651.5)

Parents must be notified if their child is identified as a truant. Parents are obligated to compel their child to attend school. District staff will offer to meet with the parents to discuss solutions and offer alternative educational options to help address the truancy. In addition, school personnel are available to meet with the pupil and family to develop strategies to support the pupil's attendance at school and offer available mental health and supportive services. Research shows that missing 10 percent of school for any reason can translate into pupils having difficulty learning to read by third grade, achieving in middle school, and graduating from high school.

16. Unexcused Absence

If your child is absent from school, during the school year, for any of the reasons listed below, the school is not able to excuse the absence. The student will be marked as "Truant" if the student initiates the absence and marked as "Unexcused" if the parent/guardian requires the student to be absent.

REASONS NOT ACCEPTABLE FOR BEING ABSENT FROM SCHOOL

1. Going to work with parent or other family member
2. Going to the beach, lake, river, mountains or desert
3. Going to a concert
4. Getting ready for a date
5. Babysitting, taking care of other family members
6. Under the influence of alcohol or other drugs
7. Joyriding or partying
8. Personal problems
9. Repairing car or household items
10. Waiting for service or repair people to come
11. Shopping
12. Camping
13. Attending a sporting event
14. Other reasons not included in Acceptable Reasons for Excused Student Absences

TRANSFER PROCEDURES

1. Residency Requirements (EC 48200, 48204, and 48204.3)

A minor between the ages of 6 and 18 years is subject to compulsory education and, unless exempted, must enroll in school in the school district in which the residence of either the parent or legal guardian is located. A pupil may alternatively comply with the residency requirements for school attendance in a school district, if he or she is any of the following: placed in a foster home or licensed children's institution within the boundaries of the school district pursuant to a commitment of placement under the Welfare and Institutions Code; a pupil who is a foster child who remains in this school of origin; an emancipated pupil who resides within the boundaries of the school district; a pupil who lives in the home of a caregiving adult that is located within the boundaries of the school district; a pupil residing in a state hospital located within the boundaries of the school district; or a pupil whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order. Students in military and migrant families may remain in their school of origin and shall have waived residency restrictions due to the frequency of movement of their families. For more information on the protections afforded these students per California laws, School of Origin – EC 48204 and 48853.5, et. al., please contact your school site principal.

The school must accept enrollment applications by electronic means, and the parent must provide proof of residence within 10 days after the published arrival date provided on official documentation.

A student may also comply with the residency requirements for school attendance in a school district if he or she is any of the following:

- Placed within the boundaries of the school district in regularly established licensed children's institution or licensed foster home, or a family home following a commitment or placement under the Welfare and Institutions Code.
- A foster child who remains in their school of origin.
- An emancipated youth who resides within the boundaries of the school district.
- Living in the home of a caregiving adult that is located within the boundaries of the school district.
- Residing in a state hospital located within the boundaries of the school district.
- If their parent is transferred or is pending transfer to a military installation within the boundaries of the school district while on active military duty pursuant to an official military order.

2. Inter-District Attendance – EC 46600

Parents/guardians desiring to enroll their student in another district need to be released from the home district by requesting an inter-district transfer permit. A specific criterion for approving inter-district transfers is listed in Millbrae Elementary School District Board Policy. Transfers will be approved based on this policy and MUST be renewed annually by April 30. The agreement must specify the terms and conditions for granting or denying transfers, and may contain standards of reapplication and specify the terms and conditions under which a permit may be revoked. Unless otherwise specified in the agreement, a pupil will have to reapply for an inter-district transfer, and the school board of the district of enrollment must allow the pupil to continue to attend the school in which they are enrolled. It is the parent/guardian's responsibility to monitor the renewal date and to request the district process a renewal. For more information, contact the Assistant Superintendent of Educational and Administrative Services at (650) 697- 5693 ext. 021. (E.C. §48307)

An interdistrict agreement is signed by both the releasing and accepting districts. When denied, there are appeal processes according to the local district policies. The education rights holder may appeal to their County Office of Education for an appeal process within 30 days of a final denial from either district.military.

Both the parent and student must understand that the transfer may be revoked at any time by either school district. For active military families, pending transfer orders, may have ten days to produce documents after the family has relocated. Once orders are in writing, they may be forwarded to the intended resident district or charter to start the enrollment process and avoid delays.

Regardless of whether an agreement exists or a permit is issued, the school district of residence cannot prohibit the transfer of a pupil who is a child of an active military duty parent to a school district of proposed enrollment if that district approves the application for transfer. Nor may a district prohibit an interdistrict permit release when no intradistrict permit options are available to a victim of bullying. A "victim of an act of bullying" means a pupil that has been determined to have been a victim of bullying by an investigation pursuant to the complaint process described in Section 234.1 and the bullying was committed

by any pupil in the school district of residence, and the parent of the pupil has filed a written complaint regarding the bullying with the school, school district personnel, or a local law enforcement agency.

"Bullying" means any severe or pervasive physical or verbal communication made in writing or by means of an electronic act directed toward one or more pupils that results in placing a reasonable person in fear of harm to self or property. It may cause a substantially detrimental effect on physical or mental health, interfere with academic performance or the ability to participate in or benefit from the services, activities, or privileges provided by a school, and may be done in person or online. Bullying may be exhibited in the creation or transmission of bullying online, on or off the school site, by telephone or other device in a message, text, sound, video, or image in a post on a social network internet website or burn page that creates a credible impersonation of another student knowingly and without consent for the purpose of bullying. Sharing or forwarding messages contributes to the act of bullying.

A student who is appealing a decision for an interdistrict permit approval through the County Office of Education may be eligible for provisional admission to the desired district in grades TK through 12, while continuing through the process of appeal, if space is made available by the desired district, not to exceed two months.

A pupil who has been determined by personnel of either the school district of residence or the district of proposed enrollment to have been the victim of an act of bullying, as defined in EC 48900(r), shall, at the request of the parent or legal guardian, be given priority for interdistrict attendance under any existing agreement or, in the absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement.

Interdistrict permits shall not be denied for release from district of residence, but may require the same entrance requirements from desired districts. For active military families, pending transfer orders, may have ten days to produce documents after the family has relocated. Once orders are in writing, they may be forwarded to the intended resident district or charter to start the enrollment process and avoid delays. Coursework and graduation requirements are exempted for children of active military.

Each school district shall post their interdistrict policy agreements and local district caps on their district and/or school websites. Reasons for approval and denial of interdistrict transfer requests must be updated on the district website according to board policies. The County appeals process will be offered with the final denial in writing by the school district. The County appeal process may take up to a maximum of two months. If you have any questions about the interdistrict process, please call the district office at (650) 697-5693 ext. 021 or call the County Office at (650) 802-5354.

3. Inter-District Appeal

Within 30 days of a request for an inter-district permit, the Superintendent or designee shall notify the parent/guardians of a pupil who is denied interdistrict attendance regarding the process for appeal to the County Board of Education. (BP/AR 5117) Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance decisions while expulsion proceedings are pending or during the term that they are expelled.

4. Inter-District Transfer Approval Criteria

When the student has been determined by staff of either the district of residence or district of proposed attendance to be a victim of an act of bullying as defined in Education Code 48900(r), shall, at the request of the parent/legal guardian, be given priority on an inter-district transfer.

- To meet the child care needs of the student. Such a student may be allowed to continue to attend District schools only as long as he/she continues to use a child care provider within District boundaries.
- To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel.
- The student has a sibling attending school in the receiving district.
- To allow the student to complete a school year when their parents/guardians have moved out of the district during that year or to allow the student to remain with a class graduating that year from an elementary, middle, or senior high school.
- When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district.
- When recommended by the school attendance review board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.
- When there is valid interest in a particular educational program not offered in the district of residence.

- To provide a change in the school environment for reasons of personal and social adjustment.

5. Intra-District Attendance Procedures

The Millbrae Elementary School District, pursuant to Board Policies 5116.1 have developed several options that allow parents/guardians to request transfers for their student(s) to a school other than their school of residence within the district.

6. Intra-District Transfer - Victim of a Violent Crime – 20 USC 7912

A pupil who becomes a victim of a violent crime while in or on the school grounds must be offered the opportunity to transfer to a safe public school within the school district, including a public charter school, within ten calendar days. If there is not another school within the area served by the district, the district is encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring school district to accept pupils through an interdistrict transfer. Primary examples of violent criminal offenses in the Penal Code include attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, and hate crimes. For more information, please contact the Superintendent's office.

7. Intra-District Transfer - Victim of Bullying

A student who has been determined to be the victim of bullying shall be allowed an intra-district transfer to another school in the district, if space is available, at the same grade level. If there is no "intra-district" space to attend, the student may seek an "inter-district" permit to another district without any delay in release from the Millbrae Elementary School District. Being released by our district does not guarantee entrance to another district. The process to enter another school district will be according to the desired district's transfer policies.

A "victim of an act of bullying" means a pupil that has been determined to have been a victim of bullying by an investigation pursuant to the complaint process described in Section 234.1 and the bullying was committed by any pupil in the school district of residence, and the parent of the pupil has filed a written complaint regarding the bullying with the school, school district personnel, or a local law enforcement agency. "Bullying" means any severe or pervasive physical or verbal communication made in writing or by means of an electronic act directed toward one or more pupils that results in placing a reasonable person in fear of harm to self or property. It may cause a substantially detrimental effect on physical or mental health, interfere with academic performance or the ability to participate in or benefit from the services, activities, or privileges provided by a school, and may be done in person or online. Bullying may be exhibited in the creation or transmission of bullying online, on or off the school site, by telephone or other device in a message, text, sound, video, or image in a post on a social network internet website or burn page that creates a credible impersonation of another student knowingly and without consent for the purpose of bullying. Sharing or forwarding messages contributes to the act of bullying.

8. Intra-District/Intra-District Revocation Criteria for Approved Transfer

- Student is exhibiting behavior issues at school or school related activities.
- Student is not meeting the 95% attendance requirement (includes absences, tardies and early release days).
- Student's grades are not satisfactory.
- Enrollment becomes impacted at the school site.

9. Involuntary Transfers

A school administrator may recommend an involuntary transfer of a student if convicted of a violent crime, and the victim attends the same school. Parents must be notified in writing and have the right to a meeting with the administration. The school will first attempt to resolve any conflict prior to transferring. Periodic reviews will be considered for returning to the school site if there is no on-going danger to either student or others on campus. The Millbrae Elementary School District Board of Trustees makes the final decision. (E.C. 48980(m), 48929)

10. Notice of Alternative Schools - EC 58501

California state law authorizes all school districts to provide for alternative schools. Education Code §58500 defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

(a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.

(b) Recognize that the best learning takes place when the student learns because of their desire to learn.

(c) Maintain a learning situation maximizing student self-motivation and encouraging the student in their own time to follow their own interests. These interests may be conceived by him/her totally and independently or may result in whole or in part from a presentation by their teachers of choices of learning projects.

(d) Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
(e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including, but not limited to, the community in which the school is located.
In the event any parent, student, or teacher is interested in further information concerning alternative schools, the county superintendent of schools and the administrative office of this District, have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

STATEWIDE TESTING NOTIFICATION

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

The California Assessment of Student Performance and Progress (CAASPP) tests consist of the following:

Smarter Balanced Assessment Consortium Assessment
The Smarter Balanced computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness.

California Science Test (CAST)
The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school.

California Alternate Assessment
Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

Students in grades five and eight and once in high school will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks. Pursuant to California Education Code §60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

English Language Proficiency Assessment for California
California has transitioned the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC). The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of trafficking students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

Physical Fitness Test
Students in grades five and seven take the fitness test. The main goal of the test is to help students in starting lifelong habits of regular physical activity.

ACADEMIC SERVICES

1. **Availability of Prospectus – EC 49063, 49091.14**
   Each school must annually compile a prospectus of the curriculum to include titles, descriptions and instructional goals for every course offered by the school. Please contact the Educational Services department for a copy of the prospectus.

2. **California Healthy Youth Act – EC 51930-51939**
   The California Healthy Youth Act requires school districts to provide pupils with integrated, comprehensive, medically accurate, and unbiased sexual health and human immunodeficiency virus (HIV) prevention education at least once in middle school and once in high school.Course instruction and materials must encourage students to communicate with parents, guardians or other trusted adults about human sexuality. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to:

   a. protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors.
   b. develop healthy attitudes concerning adolescent growth and development, menstrual health, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family;
   c. promote understanding of sexuality as a normal part of human development;
   d. ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance;
   e. provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

Parents or legal guardians have the right to:

a. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
b. Request in writing that their child not receive comprehensive sexual health or HIV prevention education or participate in research on student health behaviors and risks. When a parent does not permit their child to receive such education, the child may not be subject to disciplinary action, academic penalty, or other sanction.
c. Request a copy of Education Code sections 51930 through 51939, the California Healthy Youth Act.
d. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants.Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.
e. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of: a) The date of the instruction, and b) The name of the organization or affiliation of each guest speaker.

If arrangements for this instruction are made after the beginning of the school year, notice will be provided by mail or another commonly used method of notification, no fewer than 14 days before the instruction is delivered.

3. **Camera Surveillance on School Property - PC 647(j)**
   For the safety of our students, staff and visitors, the Millbrae Elementary School District employs camera surveillance equipment for security purposes. This equipment may or may not be monitored at any time.

   Surveillance cameras will generally be utilized only in public areas where there is no "reasonable expectation of privacy." Public areas may include school buses; building entrances; hallways; parking lots; front offices where students, employees and parents come and go; gymnasium during public activities; cafeterias; and supply rooms. However, it is not possible for surveillance cameras to cover all public areas of District buildings or all District activities.

   District surveillance cameras will not be installed in "private" areas such as restrooms, locker rooms, changing areas, private offices (unless consent by the office owner is given), or classrooms.

   Policy 3515: Campus Security

4. **Career Counseling & Course Selection – EC 221.5(d)**
   Beginning in grade 6, school personnel shall assist pupils with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupil's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

5. **Promotion/Retention**
   Students from grades TK-8 will be considered for promotion or retention as early as possible in the school year and in a student's school career. The Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, board policy, administrative regulation and the following criteria: Students with disabilities who are identified at risk for retention based upon either: (a) CAASPP test results and minimum levels of proficiency as recommended by the State Board of Education; or (b) the student's grades and other indicators of academic achievement designated by the district, shall be referred to the IEP team for consideration of appropriate placement.

   Students who are identified as LEP (Limited English Proficiency) or NEP (Non English Proficiency), who are identified at risk of retention or to be retained, shall be referred to the English Language Learners Coordinator for consideration of appropriate placement.

   Parents are encouraged to carefully monitor their children's progress and speak with teachers about concerns as soon as they come up. Interventions implemented in November of the child's kindergarten year have a much higher chance of being successful than those implemented in May of their eighth grade year.

6. **Sexual Abuse and Sex Trafficking Prevention – EC 51950 and 51900.6**
   Our schools provide age-appropriate instruction for students in kindergarten through grade 12, in sexual abuse, sexual assault awareness, sex trafficking, strategies to reduce their risk, techniques to set healthy boundaries, and how to safely report an incident through prevention education. Parents or guardians may submit a written request to excuse their child from participation in any class and assessments related to that education.

7. **Human Trafficking Prevention (grade 6-12) – EC 49380, 49381**
   The Millbrae Elementary School District is committed to maintaining a safe and supportive learning environment for all students. California law requires schools to provide age appropriate instruction and information designed to prevent human trafficking, including sexual exploitation and labor trafficking.
   Age-appropriate human trafficking prevention information may be provided to students as part of health education, safety instruction, or other school-based programs. Instruction is designed to help students recognize unsafe or exploitative situations, understand how traffickers may target or recruit youth, develop strategies to seek help from trusted adults and know how to access local and national support resources.
   Students and families are encouraged to report concerns related to human trafficking, exploitation, or unsafe situations. Support and resources include:
   - School staff, including administrators, counselors, or teachers
   - Local law enforcement or child welfare agencies, if there is immediate danger
   - Connecting to the National Human Trafficking Hotline by calling 1-888-373-7888, Text “HELP” or “INFO” to 233733 or online at https://humantraffickinghotline.org
   - Reports to the hotline may be made confidentially, and support is available 24 hours a day.

8. **Student Success Teams (SST)**
   Sometimes academic development or social-emotional concerns are more serious or persistent over time and require the collaboration of a group of individuals. Working as a team, the teacher, curriculum/instructional specials, student, administration, parent/guardian, and experts can clarify concerns and identify ways to resolve learning difficulties. The SST process is available to all students and their parents/guardians.

EDUCATION FOR ENGLISH LANGUAGE LEARNERS
(MESD/AR 6174)

DEFINITIONS

An English learner, also known as a limited English proficient student, means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English. (Education Code §306)

An English language classroom means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language. (Education Code §306)

English language mainstream classroom means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English. (Education Code §306)

Sheltered English immersion or structured English immersion means an English language acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. (Education Code §306)

IDENTIFICATION AND ASSESSMENT

Upon enrollment, each student's primary language shall be determined through use of a home language survey. (5 CCR 11307)

Within 30 calendar days of their initial enrollment, students entering kindergarten - 8th grade, who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test shall be assessed using the English Language Proficiency Assessment for California (ELPAC)

All students shall have sufficient time to complete the ELPAC as provided in the directions for test administration. (5 CCR 11516)

Any student with a disability shall take the ELPAC with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. (5 CCR 11516.5)

The district shall notify parents/guardians of their child's results on the ELPAC within 30 calendar days. (5 CCR 11511.5)

PARENTAL NOTIFICATIONS

State law requires that parents of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or English learner at risk of becoming a Long-term English Learner. The school coordinator for English Language Development will be sending these notices at the beginning of each school year. (EC §313.2)

The district shall notify parents/guardians of their child's results on the ELPAC within 30 calendar days following receipt of the results. (5 CCR 11511.5) (cf. 5145.6 - Parental Notifications) At the beginning of each school year, parents/guardians shall be informed of the placement of their child in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11309) Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of their child's English proficiency.

The notice shall include all of the following: (Education Code §440; 20 USC 7012)

1. The reason for the student's classification as an English learner
2. The level of English proficiency
3. A description of the program for English language development instruction, including a description of all of the following:
    a. The manner in which the program will meet the educational strengths and needs of the student
    b. The manner in which the program will help the student develop their English proficiency and meet age-appropriate academic standards

c. The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English learners, and the expected rate of graduation from secondary school if applicable
d. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP

4. Information regarding a parent/guardian's option to decline to allow the student to be enrolled in the program or to choose to allow the student to be enrolled in an alternative program
5. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered.

Parents/guardians also shall be notified of the results of any reassessments. (EC §52164.3)

LANGUAGE ACQUISITION PROGRAM

"Language acquisition program" refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. The language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (EC §306[c], 310[a]; 5 CCR Section 11309[c]) The district shall confer with school personnel, including teachers and administrators with authorizations required to provide or oversee programs and services for English learners, regarding the design and content of the language acquisition program. (5 CCR 11309)

Any language acquisition program provided by the district shall:
1. Be designed using evidence-based research and include both Designated and Integrated ELD;
2. Be allocated sufficient resources by the district to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and
3. Within a reasonable period of time, lead to:
a. Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and
b. Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.
4. At a minimum, the district shall provide a program of Structured English Immersion for English learners, which includes Designated and Integrated ELD.
5.The district may provide language acquisition programs, including programs that integrate instruction for native speakers of English and native speakers of another language and meet the requirements of subdivision (c). (5 CR 11309)

AVAILABLE LANGUAGE PROGRAMS AND LANGUAGE ACQUISITION PROGRAMS
MILLBRAE ELEMENTARY SCHOOL DISTRICT PARENT NOTICE

The Millbrae Elementary School District offers the following language and language acquisition programs for student enrollment. Parents or guardians may choose a language acquisition program that best suits their child by submitting a written request to the Principal of their school site. Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards.

Language Acquisition Programs Offered:
Millbrae Elementary School District is required to only offer, at a minimum, a Structured English Immersion (SEI) program option. We only offer the following language acquisition program:

Structured English Immersion Program

A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and presentation designated for students who are learning English. At minimum, students offered Designated ELD and provided access to grade level academic subject matter content integrated ELD.

How to Enroll Your Child in a Language Acquisition Program:
Once parents have reviewed the available programs outlined in the Parental Notice, parents or legal guardians may choose a program that best suits their child**.**

*Waivers are no longer required.

How to Request the Establishment of a New Program at a School:
Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (*EC* Section 310[a].)

Parents Wishing to Request New Program:
Parents wishing to start a new language program may submit a verbal or written request at their local school office. The following process will be used to receive and track parents requesting a new language programs**:**

Each school is required to maintain written records of parent requests (including verbal requests) which include:

- Date of request
- Parent and child names
- Description of request
- Grade level

5 CCR section 11311 requires that schools:

- Assist parents in clarifying their request
- Maintain records of each request for three years
- Accept requests from students enrolled for the current year as well as the following school year
- Monitor the number of parent requests for language acquisition or language programs on a regular basis throughout the year
- Consider requests for a multilingual program model from parents of pupils enrolled in the school who are native speakers of English when determining whether a threshold is reached

  Reaching a Threshold:
  When the parents of 30 pupils or more enrolled in a school, or when the parents of 20 pupils or more in the same grade enrolled in a school, request the same or substantially similar type of a language acquisition or language program, the school responds by notifying the LEA immediately and taking the following three actions:

1. Communication
Within 10 school days of reaching a threshold described above, the LEA notifies the parents of pupils attending the school, the school's teachers, administrators, and the LEA's English learner parent advisory committee and parent advisory committee, in writing, of the parents' requests for a language acquisition program.

2. Cost and Resource Analysis
The LEA then identifies costs and resources necessary to implement any new language acquisition or language program, including but not limited to: • Certificated teachers with the appropriate authorizations • Necessary instructional materials • Pertinent professional development for the proposed program • Opportunities for parent and community engagement to support the proposed program goals.

3. Determination
Having completed the costs and resource analysis, the LEA determines, within 60 calendar days of reaching a threshold described above, whether it is possible to implement the requested language acquisition or language program. At that time, the LEA provides notice, in writing, to parents of pupils attending the school, the school's teachers, and administrators of its determination.

Determination to implement a program at the school:

In the case that the LEA determines it can implement the requested program, the LEA creates and publishes a reasonable timeline of actions necessary to implement the program. As a part of the implementation, the LEA confers with school personnel, including administrators, and teachers with the authorizations required to provide or oversee programs and services for English learners, regarding the design and content of language acquisition programs.

Determination not to implement a program at the school:

In the case that the LEA determines it is not possible to implement the program requested by parents, the LEA provides a written explanation of the reason(s) why the program cannot be provided. Further, the LEA may offer an alternate option that can be implemented at the school. Each school follows the process described above, even if the LEA, at the time the threshold is met, provides the requested language acquisition or language program at another school.

Citations: EC sections 305 and 310; 5 CCR section 11311 and 11312.

ABOUT LANGUAGE ACQUISITION PROGRAMS AND LANGUAGE PROGRAMS

Program Type	Characteristics
Language Acquisition Program (English Learners)	**The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall:** ● Be designed using evidence-based research and include both Designated and Integrated English Language Development; ● Be allocated sufficient resources by the local educational agency (LEA) to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and ● Within a reasonable period of time, lead to: ✓ Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and ✓ Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state adopted academic content standards in that other language.

PARENT & COMMUNITY ENGAGEMENT

Parents may provide input regarding language and language acquisition programs in the LEA or to be considered in the LEA during the development of the Local Control and Accountability Plan (*EC* Section 52062.) If interested in a different program from those listed above, please contact Richard Rodriguez, (650) 697-5693 x 033 to ask about the process.

ENGLISH LEARNER ADVISORY COMMITTEE

A school-level English Learner Advisory Committee (ELAC) shall be established when there are more than 20 English learners at the school. Parents of English learners, elected by parents of English learners at the school, shall constitute committee membership in at least the same percentage as English learners representing the total number of students in the school. The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership.

The ELAC shall be responsible for assisting in the development of a schoolwide needs assessment, recommending ways to make parents aware of the importance of regular school attendance, and advising the principal and school staff in the development of a detailed master plan for English learners for the individual school and submitting the plan to the Millbrae Governing Board for consideration of inclusion in the School Plan for Student Achievement.

PARENT PARTICIPATION

A School site with 21 or more ELs has a functioning EL Advisory Committee (ELAC) that must meet the following requirements:

(a) Parent/guardian members are elected by parents or guardians of ELs. (5 CCR 11308[b]; EC 62002.5)

(b) Parents/guardians of ELs constitute at least the same percentage of the committee membership as their children represent the student body. (EC 52176[b])

(c) The school may designate an existing school level advisory committee, or subcommittee of such an advisory committee to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in (b). (EC 52176[b][c], 64001[a], 5 CCR 11308[d]) (a) (b) (d) (e) (f) (c)

(d) The ELAC advises the school site council (SSC) on the development of the Single Plan for Student Achievement (SPSA) except for the Division of Special Education. (EC 64001[a])

(e) The ELAC advises the principal and staff on the school's program for EL. (EC 52176[c])

(f) The ELAC assists in the development of the school's:

a. Needs assessment Language

b. Census Report (R30-LC)
c. Efforts to make parents aware of the importance of regular school attendance (EC 52176[c])

(g) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (5 CCR 11308[d])

(h) Financial resources may be allocated for reasonable expenses (which may include transportation, child care, translation services, meals, and training) of parent advisory groups on bilingual-bicultural education, at the school and school district incurred in the course of their duties as members of the parent advisory groups. (EC 52168(b)(4).)

(i) Each ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the district. (5 CCR 11308(b); EC 35147, 52176(a), 62002.5.)

A LEA with 51 or more English learners must have a functioning DELAC or a subcommittee in which at least 51 percent of the members are parents (not employed by the district) of English learners.

The DELAC advises on all of the following tasks:

- Development of a district master plan for educational programs and services for ELs that takes into consideration the Single Plan for Student Achievement (5 CCR 11308[c][1])
- Conducting of a PAU-wide needs assessment on a school-by-school basis (5 CCR 11308[c][2])
- Establishment of district program, goals, and objectives for programs and services for ELs (5 CCR 11308[c][3])
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements (5 CCR 11308 (C)(4))
- Administration of the annual Language Census Report (5 CCR 11308[c][5])
- Review and comment on reclassification procedures (5 CCR 11308[c][6])
- Review and comment on the written notifications required to be sent to parents and guardians (5 CCR 11308[c][7])
- The LEA provides training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (5 CCR 11308[d])

SERVICES FOR STUDENTS WITH EXCEPTIONAL NEEDS

1. Special Education Programs

In compliance with Federal and State laws, all students with disabilities residing within the boundaries of the Millbrae Elementary School District, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, evaluated and provided a free appropriate public education which is available to all students between the ages of three through 21. The District is served by the San Mateo County Special Education Local Plan Area (SMCSELPA).

Special Education is an integral part of the total public education system and provides education to promote maximum interaction and access between children with disabilities and children who are not disabled. Special education means specially designed instruction to meet unique needs of children with disabilities including instruction conducted in the classroom, in home, in hospitals and institutions, or other settings in the Least Restrictive Environment (LRE).

2. Eligibility

To be eligible for Special Education and related services; a child must be between birth and 22 years of age and meet criteria in two areas as outlined in the Title 34 Code of Federal Regulations § 300. First, the child must be identified as a child with a disability in one or more of the 13 categories. Second, the child's disability must adversely affect a child's educational performance. Children ages 0-3, are found eligible under Part C eligibility criteria. Children ages 3-21, are determined to be eligible under Part B eligibility criteria of the Individuals with Disabilities Education Act (IDEA).

3. Placement

The Millbrae Elementary School District has a continuum of program options that are available to meet the needs of individuals with exceptional needs for Special Education and related services as required by IDEA. The continuum of program options shall include, but not necessarily limited to all or a combination of the following:

1. Regular education
2. A Resource Specialist program;
3. Designated Instructional Services
4. Special Day Class
5. Home/Hospital Program
6. Non Public, nonsectarian school services
7. Residential Placements
8. State Special Schools: Placement decisions are made by the IEP team based on the student's immediate needs. These placements are not permanent and must be reassessed at all IEP meetings. The IEP document must include language that addresses the students' needs to participate in the program.

The Millbrae Elementary School District Special Education Department works to ensure that all individuals with exceptional needs from birth through age 21 are correctly identified, assessed and provided a Free Appropriate Public Education (FAPE) with programs and services designed to meet their unique needs in the Least Restrictive Environment. The Special Education Department consists of the following:

- Program Coordinator
- School Psychologists
- Administrative Assistant
- Occupational Therapist
- Speech & Language Pathologists
- Teachers
- Behavior Services Supervisor
- Board Certified Behavior Analyst
- Behavioral Specialist
- Paraprofessionals

The Special Education Department is the main authority on Special Education matters in the district; therefore, provides technical assistance and training to teachers and administrators. Psychologists assigned specific sites within the school district. The Behavior Specialist helps build individualized and classroom based behavior supports and strategies, and the Board Certified Behavior Analyst oversees the direct service for behavior intervention services throughout the school district,

and the Behavior Services Supervisor oversees behavior supports district wide and develops district wide training . The Occupational Therapist(s) service all students in the District that qualify for services through the IEP assessment. Each school site has a designated speech and language pathologist to implement services for students that qualify with a speech and/or language impairment through the IEP assessment process. Each school site has an Educational Specialist to provide services to students with academic needs as determined by the IEP process. Paraprofessionals are placed at school sites, based on individual needs as determined through the SCIA (Special Circumstance Individual Assistance) (1:1) assessment process. Paraprofessionals may also be placed at school sites based on the needs of the special education classrooms on the school site campus. Each site has a designated administrator who supervises the Special Education program.

4. **Pupil Placement: Special Education: Foster Children: Nonpublic, Nonsecretarian Schools or Agencies: School of Origin**
   A nonpublic school (NPS) is considered as a school of origin for a student placed in foster care with exceptional needs. If the student is moved to another placement, the student is able to maintain enrollment at the NPS site due to school of origin rights.

5. **Special Education Program at Sites**
   In addition to General Education, students are provided access to Specialized Academic Instruction (SAI) in the Mild to Moderate, to Extensive Support Needs classrooms. The IEP determines the appropriate placement according to the disability and needs, students. They can be placed in the Resource Program (RSP) or the Specialized Academic Instruction (SAI) Classroom. Students who require a more restrictive environment due to academic, social-emotional or behavior needs, may be referred to a more restrictive placement. SAI classrooms are based on Millbrae Elementary School school sites or at specific locations throughout the county.

6. **Qualifying for Special Education**
   The Millbrae Elementary School District follows the federally mandated procedure for assessment and qualification for Special Education. Under the guidance of San Mateo County Special Education Local Plan Area (SMCSELPA), the district follows the federally mandated guidelines to qualify students for special education. The referral to Special Education begins per Child Find with a teacher, parent or guardian referring the student to the Student Success Team (SST) process, (see SST Process). During the SST process the team implements interventions to provide support to the student. Upon completion of the process the results are shared with/by the SST team. If the team determines that the student is in need of additional support based on documented results the student is referred to Special Education for assessment by our qualified multi-disciplinary team. A school psychologist will contact the Educational Right holder for written permission before any assessment begins. Upon completion of assessment for special education students may be qualified for one or more of the federally identified disabilities:

   - Intellectual Disability (210)
   - Hard of Hearing (220)
   - Deafness (230)
   - Speech / Lang. Imp. (240)
   - Visual Impairment (250)
   - Emotional Disturbance (260)
   - Orthopedic Impairment (270)
   - Other Health Imp.
   - (280) Est. Med. Disability (281)
   - Spec. Learning Disability (290)
   - Deaf / Blindness (300)
   - Multiple Disabilities (310)
   - Autism (320)
   - Traumatic Brain Injury (330)

7. Child Find System – EC 56301

Under state law, each public school system is responsible to find children with disabilities in its area. All students with disabilities are entitled to a Free Appropriate Public Education (FAPE) designed to meet their individual educational needs. Special education and related services are provided at no cost to parents/guardians and are based on an Individualized Education Program (IEP) developed by a team that includes the parent/guardian.

The school has an obligation to identify, locate, and evaluate students who may have disabilities and who may be in need of special education and related services. Parents/guardians may request an assessment at any time by submitting a written request to the school. If a student is found eligible for special education, an IEP meeting will be held to develop an individualized plan. Parents/guardians are members of the IEP team and have the right to: participate in IEP meetings, receive notice of meetings, provide input regarding their child's educational needs and consent to or decline proposed services, as permitted by law.

Students with disabilities are educated in the least restrictive environment (LRE) appropriate to their needs and, to the maximum extent appropriate, with peers who do not have disabilities. Services and supports are determined by the IEP team and are based on the student's unique needs.Parents/guardians of students with disabilities have rights known as procedural safeguards, which include the right to receive prior written notice of proposed actions, review educational records, independent educational evaluations (IEEs), when applicable, and the right to resolve disagreements through IEP meetings, mediation, due process hearings and state complaint procedures.

A copy of the Special Education Procedural Safeguards Notice is provided at required times and is available upon request.Parental consent is required before an initial special education assessment is conducted or special education services are provided for the first time. Consent may be withdrawn in writing, consistent with applicable law. All parents have the right to initiate a referral for an assessment to determine if their child meets the Federal eligibility for one of the 13 educational disabilities. A referral for Special Education Programs and/or services may be initiated by placing a request, in writing, to the school principal. The District has written procedures in place for a continuous child-find system which addresses the relationship among identification, screening, referral, assessment, planning implementation, review, triennial assessment, and parents' rights and is extended to children with disabilities who are homeless or wards of the state. Any student with exceptional needs who is eligible to receive education instruction, related services, or both, will receive such services at no cost to the parent or guardian. (EC §56030) Anyone who has a concern that the District may be in non-compliance with any state or federal laws governing special education may file a complaint against the District. Procedures are available at the District Office. (EC Title 5, §3080 and 3081)

The Millbrae Elementary School District, in conjunction with the San Mateo County SELPA, assure an ongoing effort to identify all individuals with disabilities including preschool age children, children for whom English is not a primary language, students with low incidence disabilities, students attending private schools, children from families that are highly mobile, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The San Mateo County SELPA works closely with public agencies such as Golden Gate Regional Center, Head Start, California Children's Services, Behavioral Health, and others as appropriate in the identification of individuals with disabilities.

If you have or know of a child you feel needs special education services, please contact the site principal for information regarding the process. (EC §56301) Under state law, each public school system is responsible to find children with disabilities in its area.

8. Section 504 – 29 USC 794, 34 CFR 104.32

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. The Millbrae Elementary School District provides a free and appropriate public education to all pupils regardless of the nature or severity of their disability. The District has a responsibility to identify, evaluate, and if eligible, provide pupils with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. To qualify for Section 504 protections, the pupil must have a mental or physical impairment which substantially limits one or more major life activities. For additional information about the rights of parents of eligible pupils, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact the Special Education Department at (650) 697-5693 ext. 020.

9. Free Appropriate Public Education (FAPE)

Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent in the least restrictive environment. (E.C. 56301; 20USC1401(3); 1412(a)(3); 34CFR300.111(c)(d))

It is the philosophy of the Millbrae Elementary School District, that all individuals with exceptional needs shall be provided a Free Appropriate Public Education (FAPE) in the least restrictive environment. This philosophy is in accordance with state and federal mandates and specifically includes changes that were made in the provisions of the Individuals with Disabilities Education Act (IDEA); which addresses the issues of education of students with disabilities in the least restrictive environment. The IEP team remains the primary decision-making body in determining the individual needs of students and the appropriate placement for them. If the IEP team determines support staff is necessary; then those services must be delineated in the student's IEP. If the IEP team determines that the student requires supplemental aides or services, then those services must be delineated in the student's IEP and provided to the student.

10. Least Restrictive Environment

The Millbrae Elementary School District provides a range of program options designed to meet educational needs of students with disabilities in the least restrictive environment (LRE). The District endorses the California Department of Education, "Policy Statement of Least Restrictive Environment." The State policy is based on the principle that students with disabilities should receive their education and chronologically age-appropriate environments with non-disabled peers.

The principal maintains that both non-disabled and disabled children are most successfully educated in a shared environment where qualities of understanding, cooperation, and mutual respect are nurtured. Children with disabilities are removed from the regular education environment only when the nature or severity of the disability is such that education in the regular education environment with supplementary aids or services cannot be achieved satisfactorily. The determination of LRE for students with disabilities is based on the Individualized Education Program (IEP) team's consideration of where the goals/objectives can be implemented most successfully.

11. Special Education – Use of Assistive Technology – EC 56040.3

Assistive technology is kept at school for regular maintenance and updates. Upon exiting the school district, students may continue to use the assistive technology devices provided by the school as determined by the IEP team offer for a maximum of two months until a replacement or comparable device is obtained.

STUDENT RECORDS

1. **Court Order For Records**
   In accordance with Education Code §49077, school officials are required to provide information concerning a student in compliance with a court order or lawfully issued subpoena. Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, make reasonable effort to notify the parent or legal guardian, and the student when appropriate, in advance of compliance with a lawfully issued subpoena and, in case of compliance with a court order, if lawfully possible within the requirements of the order. (E.C. §49077, Title 5 CCR 435)

2. **Pupil Records – EC 49063, 49069.7, 49070**
   A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil's development and educational progress. The District will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the pupil's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records The Millbrae Elementary School District shall disclose educational records without parental consent to school officials with legitimate educational interests, federal, state, or local education authorities and upon request from officials of another school district in which a pupil seeks or intends to enroll.

   Parents' request to access their pupil's educational records must be submitted in a written form to their current school and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of pupil records are available to parents for a fee of $.20 per page.

   Any challenge to school records must be submitted in writing to the Superintendent. A parent challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the pupil. Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605

3. **Pupil Records Obtained from Social Media – EC 49073.6**
   Other than the school newspaper and yearbook, the school may gather information in the forms of video, photograph, blog, texts, and emails, to maintain school and student safety. All social media information gathered will be destroyed within one year after the student turns 18 years old or one year after the student is no longer enrolled, whichever comes first.

4. **Regulations Regarding Student Achievement**
   The Board of Trustees believes good communication between parents and teachers is important in the educational process. All appropriate forms of communication should be used including but not limited to parent calls, Parent Square (email & text notification), letters home, conferences, and report cards. The progress report should reflect student progress in classwork and proficiency levels and indicate educational growth in relation to the student's ability, citizenship and effort. (EC §49067)

5. Release of Juvenile Information

Juvenile court records should be confidential regardless of the juvenile's immigration status. Only if a court order is provided, will any student information be disseminated, attached or provided to federal officials. The court order must indicate prior approval of the presiding judge of the juvenile court. Otherwise, juvenile information is protected from distribution and remains private without a court order.

Whenever a pupil has been found by a court to have committed any felony or misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense, assault or battery, larceny, vandalism, or graffiti, the court will provide a written notice to the superintendent of the school district of attendance. The superintendent will then provide the information to the principal at the school of attendance, who will disseminate the information to any administrator, teacher, or counselor directly supervising or reporting on the behavior or progress of the pupil, allowing them to work with the pupil in an appropriate manner. (W.I.C. 827, 831)

EDUCATIONAL SERVICES

1. Child Abuse And Neglect Reporting

The Millbrae Elementary School District is committed to protecting all students in its care. All employees of the District are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. District employees may not investigate to confirm a suspicion. Mandated reporters have been expanded in legislation to include all school employees; volunteers (a person who is over 18 years of age and who interacts with pupils outside of the immediate supervision and control of the pupil's parent or guardian or a school employee), contractors; and governing board members. All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (i.e., Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

Parents and guardians of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the local law enforcement agency; you may also notify the District of an incident by contacting the Superintendent's Office at (650) 697-5693 ext. 029. .

Child abuse does not include an injury caused by any force that is reasonable and necessary for a person employed by or engaged in a school to stop a disturbance threatening physical injury to people or damage to property;
1. For purposes of self-defense;
2. To obtain possession of weapons or other dangerous objects within control of a student;
3. To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of foster youth pupils, and maintain proper and appropriate conditions conducive to learning.

When a social worker conducts an unannounced interview of a student during school hours, for the purpose of an investigation regarding a suspected child abuse referral, it is our responsibility to not interfere with the investigation process, while adhering to penal Code 11164-1174.3. Prior to the interview, the social worker must identify him or herself to school officials (picture ID) and inform them that the purpose of the visit is to interview a child. The social worker will request to have the child retrieved from the classroom, and should be directed to a private setting where interruptions will be minimal. The social worker should inform the school official that the child has the right to request a school employee to be present for the interview. The social worker shall not discuss the allegations of the referral with the school officials. Penal Code Section 11164-1174.3(a) stipulates that "whenever a representative of a government agency investigating suspected child abuse or neglect or the State Department of Social Services deems it necessary, a suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be afforded the option of being interviewed in private or selecting an adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present during the interviews.

Update for Volunteer Drivers and Chaperones

Effective for the 2026-2027 school year, volunteers who supervise students without school staff present (such as field trip drivers) are required by law (SB 848) to undergo annual California mandated school training. This training ensures volunteers understand how to identify and report suspected child abuse. The District will provide this training and further instructions.

Child Abuse Prevention: Pupil Safety: School Employee Misconduct

The Millbrae Elementary School District is committed to maintaining a safe, respectful, and supportive learning environment for all pupils and has adopted policies and procedures to prevent child abuse, address school employee misconduct, and promote safe school environments.
The School/District maintains written policies that clearly define appropriate interactions and professional boundaries between pupils and all adults on campus, including school employees, volunteers, contractors, and governing board members. These policies are intended to protect pupils and staff and to prevent misconduct, abuse, and grooming behaviors.

The Millbrae Elementary School District's policies limit and regulate electronic, text, and social media communications between pupils and adults. Communications must be professional, school related, age-appropriate, and transparent. Private or inappropriate electronic communications with pupils, especially those excluding parents/guardians, are prohibited.

Under California law, all school employees, volunteers, contractors, and governing board members who work with pupils are mandated reporters of suspected child abuse or neglect. Mandated reporters are required to report known or reasonably suspected abuse to the appropriate authorities. The Millbrae Elementary School District provides annual mandated reporter training, including recognizing abuse, grooming behaviors, reporting duties, and professional boundaries.

The Millbrae Elementary School District provides age-appropriate child abuse and neglect prevention education to pupils, including instruction on recognizing inappropriate behaviors and accessing help or reporting concerns. Parents/guardians will be notified of this instruction and may exercise opt-out rights as allowed by law.

Any pupil, parent/guardian, employee, or community member who has concerns regarding misconduct, boundary violations, or suspected child abuse is encouraged to report concerns promptly to school administration or through appropriate reporting channels.

Policies regarding professional boundaries, supervision, mandated reporting, and pupil safety are available upon request at the school office and on the School District Website. These policies have been adopted and reviewed annually (Education Code 51950)

2. Foster Youth Services

The district provides a foster liaison who is able to assist with counseling services for the foster youth. The foster liaison for the Millbrae Elementary School District is Catherine Waslif, Assistant Superintendent ~~Director~~ of Educational Services (650) 697-5693 ext. 021. The role of the Districts Foster Youth Liaison is to ensure that pupils in foster care received stable school placements which are in the best interests of the child, placement in the least restrictive educational program, access to academic resources, services, extracurricular and enrichment activities available to all pupils, full credit for course work taken, and meaningful opportunities to meet state student academic achievement standards.Once a student is found eligible for this exemption, their eligibility continues even if the student's foster care case closes or the student transfers to another school. It is unlawful for a school, student, educational rights holder, social worker, or probation officer to request or require a school transfer for the purpose of making a student eligible for an exemption from local requirements.

If a student in foster care is issued a suspension (including in-school suspension), recommended for expulsion, scheduled for a manifestation determination meeting, or involuntarily transferred to a continuation school, notification must be made to the foster child's attorney and social worker, and, for the child's tribal social worker, if applicable, and county social worker. Attorneys and social workers have the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents.

3. Homeless Youth Education

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to those who have permanent housing. Every school district must appoint a liaison to assist these students. The liaison is Catherine Waslif, Assistant Superintendent of Educational Services (650) 697-5693 ext. 021. The liaison is available to support the parents of homeless pupils to ensure that they are informed of the educational and related opportunities available to their children and they are provided with meaningful opportunities to participate in the education of their children.

A homeless student is defined as a person between the ages of birth (Early Head Start and Head Start Programs) and twenty-two (special education students) who lacks a fixed, regular, and adequate nighttime residence and may temporarily:

- Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings;
- Live "doubled-up" with another family, due to loss of housing due to financial problems (e.g., loss of job, eviction or natural disaster);
- Live in a hotel or motel;
- Live in a trailer park or campsite with their family;
- Have been abandoned at a hospital;
- Be awaiting foster placement in limited circumstances;
- Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations; or
- Be an abandoned, runaway, pushed out or migrant youth that qualifies as homeless because they are living in circumstances described above.

A homeless student has the right to attend either the school of origin (the school that the student was last enrolled in or attended when last housed) or the school currently attending. If a dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the enrollment decision by contacting the district's homeless liaison and following the district's dispute resolution policy.

The law requires the immediate enrollment of homeless students, which is defined as "attending class and participating fully in school activities." Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records, fees owed to prior school or because the student does not currently reside in the district's boundaries. It is the responsibility of the District homeless liaison to refer parents to all programs and services for which the student is eligible. Referrals may include, but are not limited to: free nutrition, special education services, tutoring, English Language Learners programs, Gifted and Talented Education program, programs for clothing (Operation School Bell and others), before and after school services or any other program offered by the school or District. The District shall ensure that transportation is provided, at the request of the parent/guardian/unaccompanied homeless youth, to and from the school of origin, if feasible. Additionally, the students are entitled to participate in all programs available at the school site for which they are eligible such as after school programs, AVID, sports, and many others. If there is a cost involved, the District can help.

Unaccompanied youth; such as teen parents not living with their parents or guardian, or students that are currently deemed to be runaway or also have been pushed out of their homes, have access to these same rights. (42 US 11432, EC 51225.1 and 51225.2)

Student Housing Questionnaire

4. **Jurisdiction**
   Teaching staff shall hold pupils to strict account for their conduct on the way to and from school, on the playgrounds, or during recess. (E.C. §44807)

5. **Mental Health and Minors Consent to Services- EC 49428 and FC 6924**
   In order to initiate access to available pupil mental health services, you may contact your child's school site counselor. Additionally, the District provides mental health support through CareSolace. CareSolace is a concierge service that will quickly link students and their family members with a variety of mental health services based on their needs. You can access services for your student by contacting your child's school site or visiting the District's personalized site: https://www.caresolace.com/site/mesd/.

   Our district will notify parents/guardians at least twice per year. This is one time through our Annual Notifications, we will also notify you again a second time this school year through ParentSquare.

   A minor who is 12 years of age or older may consent to mental health treatment or counseling services if the minor is mature enough to participate intelligently in the outpatient services or counseling services. The professional person treating or counseling the minor is required to consult with the minor before determining whether involvement of the minor's parent or guardian would be inappropriate. These service providers can bill Medi-Cal as appropriate.

6. **School Counseling and Guidance Program**
   The Millbrae Elementary School District school counseling program is based on the National Standards developed by the American School Counselor Association (ASCA) and the California Standards of School Counseling that addresses Academic, Personal/Social, and Career Development. These standards serve as a framework for measurable student competencies that meet the needs and concerns of each site. Professional school counselors provide educational support through individual and group student planning, guidance curriculum, and responsive services such as personal counseling, conflict resolution, peer mediation, crisis intervention, and collaboration with parents, students, staff and administration. Referrals to outside agencies and resources are made for students with needs that require intensive intervention.

7. **Search of School Lockers – EC 49050**
   School lockers remain the property of the Millbrae Elementary School District, even when assigned to students. The lockers are subject to search whenever the District finds a need to do so. The use of the school locker for other than school-related purposes is prohibited. Improper use of school lockers will result in disciplinary action.

8. **Suicide Prevention**
   Suicide is a serious public health problem that takes an enormous toll on families, friends, classmates, co-workers, and communities. A young person (ages 10–24) in California dies by suicide approximately every 16 to 24 hours on average. Recognizing that early prevention and intervention can drastically reduce the risk of suicide and is a collective effort of all adults that support and work with students, including parents/legal guardians, caregivers, families, local community organizations, mental health practitioners, and related professionals. The Millbrae Elementary School District has developed and implemented preventive strategies and intervention procedures that include the following District Policy.

9. **Walking or Riding a Bicycle to School**
   No person under 18 years of age may operate a bicycle, non-motorized scooter, skateboard or wear in-line or roller skates, nor ride as a passenger on a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards. (V.C. 21212)

HEALTH SERVICES

10. General Information

Millbrae Elementary School District currently employs a Health Services Coordinator and LVNs that work as a team with school administration, and staff to provide support to help children learn. The Health Services Coordinator functions as the coordinator of the school health services team. The Health Services Coordinator collaborates with parents and/or other family members and serves as the liaison between school personnel, family, health-care providers and is the professional link between the education sector and public health.

Collaboration with San Mateo County Public Health is essential to providing accurate and timely information to families and community members on public health developments, working with schools and the school district to ensure that health protocols are understood and followed, and are just one of the many keys to successful planning and implementation of evidence based prevention and response practices – especially during community outbreaks and pandemics.

The rationale for placing nurses in school is based on the concept that a child with unmet health needs will have difficulty learning. Chronic medical conditions such as asthma, epilepsy, type I diabetes and other health problems can increase absenteeism and affect learning. As the number of children with increasingly complex medical problems has risen, our Health Services Coordinators have taken the primary role in providing policies and procedures that are aligned with current law and standards of practice by assessing students' health status, identifying barriers to educational progress, and developing individualized health care plans (IHPs) to help avoid school absences. The Health Services Coordinator can help manage the medical care of students who have chronic diseases, and promote education from the primary to the secondary school level.

11. Administration of Emergency Seizure Medication

Emergency Seizure Medications are used for seizures that are difficult to control. They are used to interrupt a cluster of seizures or seizures lasting longer than advised. If your child has a seizure disorder, and their physician prescribes an emergency seizure medication for school, please contact the school health office. Your physician will need to complete an Emergency Seizure Medication Authorization form once completed by the physician, and signed by the parent/guardian, staffing needs will be determined according to the medication prescribed. For oral and/or nasal route emergency seizure medications, designated school employees will be trained by the Health Services Coordinator to administer the emergency seizure medication as prescribed and outlined by the physician should it be needed at school. A new form must be completed each school year (not calendar year); and for any changes such as dosage and/or specific physician instructions. (CE 49414.7)

12. Concussion and Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. A school district that elects to offer athletic programs must immediately remove said athlete from a school-sponsored athletic activity for the remainder of the day for athletes who are suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from a licensed healthcare provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete's initiating practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

13. Confidential Medical Services – EC 46010.1

School authorities may excuse any pupil in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian.

14. Confidentiality of Medical Information Act - CC 56.10

School linked service coordinators will have access to health care information which complies with federal health insurance requirements. The coordinator must be credentialed and service with confidentiality requirements per licensed school nurses,marriage and family therapists, and clinical counselors.

15. Contagious Disease

The parent shall notify the school immediately if your child has a contagious disease. You will be advised by the Licensed

Vocational Nurse or Health Services Coordinator of what is required depending on the particular disease. Some contagious diseases require a written medical provider note for notification and for a release to return to school. If your child has a reportable contagious disease, the school will take steps to prevent a possible epidemic by notifying the health department.

16. Disaster Preparedness - Medications at School

An earthquake or other disaster may make it necessary for your child to remain at school for an extended period of time, up to three days. If your child has a life-threatening condition that requires medication or a special procedure daily at home, you may make arrangements for the school have on hand a three-day supply of medications or supplies in this category. Drugs in this category might include insulin/Glucagon, heart medication, seizure medication, or asthma inhalers or other medication. If this situation pertains to your child, please advise the health office at your child's school. The Licensed Vocational Nurse and/or Health Services Coordinator will give you further instructions on how to prepare.

17. Drinking Water: Water Bottle Filling Stations

Water plays an important role in maintaining a student's overall health. Students, teachers and staff are allowed to bring and carry water bottles to school and utilize water bottle filling stations that may be found around the campus. Water bottles are not permitted in the library, computer lab, science lab and restrooms.

18. Emergency Treatment for Anaphylaxis – EC 49414

EC 49414 requires school districts to provide an epinephrine delivery system to school nurses and trained personnel and authorizes them to use an epinephrine delivery system for any student who may be experiencing anaphylaxis, regardless of known history. Emergency epinephrine delivery system must be stored in an accessible location along with a copy of written training material upon need for emergency use. Notice of location must be publicly posted. Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of an epinephrine delivery system followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives.

If your child has a known allergy, or an epinephrine delivery system for a known allergy, please alert the school health office and complete the appropriate forms so they may have their epinephrine delivery system at school (see more detailed instruction below). District guidelines maintain that if your child has a prescribed epinephrine delivery system for a known allergy at school, they will not be allowed to participate in any off-campus activities without their own emergency medication.

19. Head Lice - BP 5141.33

The Board of Trustees recognizes that head lice infestations among students require treatment but do not pose a risk of transmitting disease. The Superintendent or designee shall encourage early detection and treatment in a manner that minimizes disruption to the educational program and reduces student absences.

The Superintendent or designee may distribute information to parents/guardians of preschool and elementary students regarding routine screening, symptoms, accurate diagnosis, and proper treatment of head lice infestations. The Superintendent or designee also may provide related information to school staff.

School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible.

If a student is found with active, adult head lice, he/she shall be allowed to stay in school until the end of the school day. The parent/guardian of any such student shall be given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. The parent/guardian also shall be informed that the student shall be checked upon return to school the next day and allowed to remain in school if no active head lice are detected.

Upon the student's return to school, the school nurse or designee shall check the student for active head lice. If it is determined that the student remains infected with head lice, the school nurse or designee shall contact the student's parent/guardian to discuss treatment. As needed, he/she may provide additional resources and/or referral to the local health department, health care providers, or other agencies.

If a student is found consistently infested with head lice, he/she may be referred to a multidisciplinary team, which may consist of the school nurse, representatives from the local health department and social services, and other appropriate individuals, to determine the best approach for identifying and resolving problems contributing to the student's head lice infestations.

When it is determined that one or more students in a class or school are infested with head lice, the principal or designee may, at his/her discretion, notify parents/guardians of students in that class or school and provide them with information about the detection and treatment of head lice.

Staff shall maintain the privacy of students identified as having head lice.

20. Health Office

A Licensed Vocational Nurse (LVN) is a member of the multidisciplinary team, under the guidance of a Health Services Coordinator (RN, MS, CPNP-PC) and/or the direct supervision of the school administrator. The health team manages and performs various health services and clerical duties for the purpose of improving and maintaining optimal student health. The health office works with the parent to ensure all immunizations are up to date; administer(s) medications prescribed by a student's physician; assists with state mandated health screenings; and performs first aid services for injuries and illnesses that occur at school. The school has a Health Services Coordinator available during school hours via telephone and/or email.

When a child becomes ill at school, it is standard practice to try to contact a parent first. If we are unsuccessful, calls will be made to those persons listed on the child's emergency contact information. **It is absolutely imperative that health and emergency contact information be kept up to date.** The health office is not equipped to take care of sick or injured students for any length of time. The district has the discretion to call emergency services when it deems necessary. Parents are responsible for their children and MUST pick up their student or have someone listed on the emergency contact information do so when this is requested by the school. If the health office calls you about your sick child for pick-up, please help us ensure the health of other students and school staff by picking up your child in a timely manner. Our expectation is for you to pick up your child in 30 minutes or less. If this isn't feasible, please communicate the time frame you will be able to pick up your child or arrange for someone on the emergency contact list to pick up your child. **Students may not be left in the health office for the school day.**

Sick children should not be sent to school. Symptoms such as fever or vomiting during the night or previous evening may indicate a contagious condition. The health office follows district guidelines on sending students home for temperature 100 degrees or higher, vomiting, diarrhea, persistent cough (to avoid classroom disruption), persistent toothache or earache, rash, or injury requiring medical attention. Students may return to school when they are free of symptoms for 24 hours. Students with fevers must be fever-free for 24 hours without the help of fever–reducing medications such as Ibuprofen or Acetaminophen. The Health Services Coordinator has the discretion to send a student home when they deem it medically necessary.

21. Home and Hospital Instruction

The District provides a program of instruction in the home or hospital setting for students unable to attend their regular instructional program for a period that will be at least two weeks or more as a result of a temporary disability that is not covered under Special Education provisions.

Regarding students who have IEPs, Millbrae Elementary School District follows California Title 5 Code regulations 3051.4 for instruction in the Home or Hospital setting.

a) Special education and related services provided in the home or hospital for school age pupils is limited to those pupils who have been identified as individuals with exceptional needs in accordance with Section 3030 and for whom the IEP team recommends such instructions or services, following receipt of sufficient medical information and a referral from the student's doctor.
b) Instructions may be delivered individually, in small groups or by tele class.
c) For those individuals with exceptional needs with a medical condition such as those related to surgery, accidents, short-term illness or medical treatment for a chronic illness, the IEP team shall review, and revise, if appropriate, the IEP whenever there is a significant change in the pupil's current medical condition.
d) When recommending placement for home hospital instruction, the IEP team shall have in the assessment information a medical report from the attending physician and surgeon or the report of the psychologist, as appropriate, stating the diagnosed condition and certifying that the severity of the condition prevents the pupil from attending a less

restrictive placement. The report shall include a projected calendar date for the pupil's return to school. The IEP team shall meet to reconsider the IEP prior to the projected calendar date for the pupil's return to school.

e) Instruction in the home or hospital shall be provided by a regular class teacher, the special class teacher, if applicable, if the teacher or specialists competent to provide such instruction and services and if the provision of such instruction and services by the teacher or specialist is feasible. If not, the appropriate related services specialist shall provide such instruction.

f) The teacher providing the home hospital instruction shall contact the pupil's previous school and teacher to determine:
    1) The course work to be covered
    2) The books and materials to be used
    3) Who is responsible for issuing grades and promoting the pupil when appropriate

Note: Authority cited: Sections 56100 and 56366.1, Education Code. Reference: Sections 56001 and 56363, Education Code; and 34 C.F.R. Sections 300.34 and 300.156(b)(1).

Hospitalized students are considered residents of the school district in which the hospital is located, which means if the student is hospitalized at Lucille Packard, we may not be able to serve the student because they are deemed a student of the Millbrae Elementary School District. Parents in need of these services must contact the site administrator or health office to obtain a Request for Home and Hospital Instruction form. Schools have an obligation to verify illnesses with the medical provider. The disability must be diagnosed and verified in writing by the student's treating provider who also must be a licensed physician/medical provider qualified to diagnose and prescribe medication for the condition. Parents are responsible for notifying the school district regarding their pupil's presence in a hospital located within the District's jurisdiction. Home and Hospital Instruction will not be assigned later than 20 school days prior to the end of the school year. Summer school is not offered through Home and Hospital Instruction.

While on Home and Hospital Instruction, the student may not participate in extra/co-curricular activities. If a student is able to leave the home for activities, go to school for a couple of hours, play outside, etc. then home hospital may not be the most appropriate program and the parent/guardian should contact the Director of Student Services to discuss additional options.

A physician's clearance to return to school must be submitted prior to the student's return to school. (EC §48206.3, §48207, §48208)

A pupil with a temporary disability may remain enrolled in the district of residence and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home or via tele classes, for the days not receiving instruction in the hospital setting, depending upon the temporary doctor's orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program.

An honorary promotion diploma which is clearly distinguishable from the regular diploma of promotion may be awarded to a pupil who is terminally ill, from the resident governing school board.

g) Immunizations - EC 49403, 48216

Immunization requirements are set by the State of California and San Mateo County Health Department. Children in California are required to receive certain immunizations in order to attend public and private elementary and secondary schools, child care centers and pre-kindergarten facilities. Schools, and pre-kindergarten facilities are required to enforce immunization requirements, maintain immunization records of all children enrolled, and submit reports. California Health and Safety Code, Sections 120325-120375

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. The school district shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The district may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

Per California Senate Bill 277, beginning January 1, 2016, parents of students in any school will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

State law requires the following immunizations before a child may attend school:

(a) All new students, in transitional kindergarten through grade 12, to the Millbrae Elementary School District must provide proof of polio, diphtheria, pertussis, tetanus, measles, ~~and~~ mumps, rubella, and varicella immunizations.

(b) All transitional kindergarten and kindergarten students must also provide proof of vaccination against hepatitis B.

(c) All seventh grade students must also provide proof of a second measles-containing vaccine, and a pertussis booster vaccine.

Free- or low-cost immunizations for children are available at:

San Mateo County Health Exam and Immunization Clinic Schedule - English

San Mateo County Health Exam and Immunization Clinic Schedule - Spanish

Information about a medical exemption or personal beliefs exemption from immunizations for your student is available at CAIR ME. For more information on medical exemptions, please visit the following website: *https://cair.cdph.ca.gov/exemptions/home*.

For school admissions on or after July 1, 2019, requirements for a medical exemption are as follows: a parent or guardian must submit a signed, written statement from a physician (MD or DO) licensed in California which states:

- The specific nature of the physical condition or medical circumstance of the child for which a licensed physician does not recommend immunization; each specific required vaccine that is being exempted; whether the medical exemption is permanent or temporary and if the exemption is temporary, an expiration date no more than 12 calendar months from the date of signing.
- Medical exemptions filed at a school before July 1, 2019 remain valid until the student enrolls in the next grade span, typically at kindergarten (or transitional kindergarten) or 7th grade.

In the event any student is diagnosed with any of the diseases for which immunizations are available, all students who are not protected by immunizations will be excluded from school for the duration of the incubation period (usually 10 to 21 days). Not only is this a State requirement, but your student's protection from certain diseases is dependent upon getting these immunizations.

Additional immunization information can be found at: Shots for School

h) Immunizations - Seventh (7th) Grade

All students entering 7th grade will need proof of adolescent Tdap (tetanus, diphtheria and pertussis aka whooping cough), varicella and MMR (Measles, mumps and rubella) booster shots before starting school. Students not receiving the vaccination prior to the first day of 7th grade will be excluded from school until they obtain the necessary vaccination. For additional information, please contact the Health Services Coordinator, Julie Lustig 650-697-5693 ext. 008.

i) Immunizations: HPV Cancer Prevention - EC 48980.4, 1367.66, HSC 120390, 120336, 120390.6, IC 10123.8

The Millbrae Elementary School District believes in the health and safety of every student. Pupils in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school. Per HSC 120336, "HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks."

j) Medication Regimen – EC 49423, 49480

The parent or legal guardian of any pupil taking medication on a regular basis must inform the Health Services Coordinator and school principal of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian, the Health Services Coordinator may communicate with the physician and may counsel with school personnel regarding the possible effects of the medication on the pupil.

With physician and parent/guardian authorization, the school nurse or other designated school employee will administer the prescribed medication during school hours. Parents/guardians who wish their child to receive medication at school must obtain and complete the Parent/Physician Authorization and Release for the Administration of Medication at School form. Once this form is completed by the student's physician, and signed by the parent/guardian, return it to your child's school Health Office. A new form must be completed each new school year (not calendar year); and for any changes such as dosage and/or time given, or specific physician instructions.

Any pupil who is required to take, during the regular school day, medication prescribed by a physician may be assisted by the Health Services Coordinator or other designated school personnel if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken requesting the Health Services Coordinator to assist the pupil with prescribed medication as set forth in the physician statement.

Student may carry and self-administer an epinephrine delivery system or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent or guardian requesting that the student self-administer. All requests are to be approved by the Health Services Coordinator prior to use. A Parent/Physician Authorization and Release for the Self-Administration of Medication at School form must be completed by their physician and signed by the student and their parent on file in the health office.

A student may be subject to disciplinary action if that student uses an epinephrine delivery system or prescription inhaled asthma medication in a manner other than as prescribed. (EC §49423, §49423.1, §48900)

Written permission from both the parent and physician is needed before any prescribed or over the counter medication can be administered at school. Students are never to carry syringes or other medication on campus; have it in their backpack or locker. This includes Aspirin, Tylenol, Motrin, or any over-the-counter allergy and cold remedies. Whenever possible, medications should be taken outside of school hours. Medications ordered three times a day can be given before and after school and at bedtime. If your child needs medication at school, it must be dispensed according to physician's orders by the Health Services Coordinator, licensed vocational nurse, or other designated school employee. All medications must be kept in a locked cabinet in the school Health Office; and dispensed from the original prescription bottle according to physician orders.

The Millbrae Elementary School District is not permitted to store or administer CBD oil at school; however, should your child require it, please make arrangements with your school principal and health office; parents/guardians, or individuals they assign, may arrange to come and administer the oil during the school day.

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1. Talk to your child's doctor about making a medicine schedule so that your child does not have to take medicine while at school.
2. If your child is regularly taking medicine for an ongoing health problem, even if he or she only takes the medicine at home, give a written note to the school nurse or other designated school employee at the beginning of each school year. You must list the medicine being taken, the current amount taken, and the name of the doctor who prescribed it (EC 49480).

3. If your child must take medicine while at school, give the school a written note from you and a written note from your child's doctor or other health care provider, who is licensed to practice in California. Provide new, updated notes at the beginning of each school year and whenever there is any change in the medicine, instructions, or doctor (EC 49423).
4. As a parent or guardian, you must supply the school with all medicine your child must take during the school day. You or another adult must deliver the medicine to school, except medicine your child is authorized to carry and take by him or herself. All controlled medicine, like Ritalin, must be counted and recorded on a medicine log when delivered to the school. You or another adult who delivered the medicine should verify the count by signing the log.
5. Each medicine your child must be given at school must be in a separate container labeled by a pharmacist licensed in the United States. The container must list your child's name, doctor's name, name of the medicine, and instructions for when to take the medicine and how much to take.
6. Pick up all discontinued, outdated, and/or unused medicine before the end of the school year.
7. Medicinal cannabis may be administered at school by parent according to local district adopted policy, which must include: no disruption of educational environment or exposure of cannabis to other students, parent administration only – no staff members to administer cannabis, removal of any remaining cannabis and packaging from school site, parent method to sign in and out for administration and medical recommendation to be kept on file according to confidential health records. The use of smoke or vape forms of cannabis is expressly forbidden on school campus.
8. Know and follow the medicinal policy of your child's school. The school board may amend or rescind any of their policies for any reason in a public board meeting.

Please email Health Services Coordinator Julie Lustig with any questions at healthservices@millbraesd.org.

17. Menstrual Products - EC 35292.6

The Millbrae Elementary School District supports period equity and now provides free and accessible menstrual products, in all women's restrooms and all-gender restrooms, and in at least one men's restroom at schools serving grades 3 to 12. Notice of this service is required to be posted in a prominent and conspicuous location in every restroom where menstrual products, available and accessible, free of cost, are required to be stocked. The posted notice will contain the name, email and phone of the person responsible for maintaining this supply at this school site.

18. Oral Health Assessment – EC 49452.8 (K-8)

A record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year. The parent or guardian shall submit to the Superintendent or designee a California Department of Education standardized form which has been completed and signed by the dental health professional. (EC §49452.8)

Oral Health Assessment

Even though they fall out, baby teeth are very important. Children need healthy baby teeth to eat, talk, smile, and feel good about themselves. Children with cavities may have pain, difficulty eating, stop smiling, and have problems paying attention and learning at school. To help children stay healthy, parents are advised of the following:

- Children need to be taken to the dentist. Dental check-ups can help keep a child's mouth healthy and pain free.
- Healthy foods, like fresh fruits and vegetables, should be chosen for the entire family.
- Teeth need to be brushed at least twice a day with toothpaste that contains fluoride.
- Candy and sweet drinks like punch, juice, or soda should be limited. Sweet drinks and candy contain a lot of sugar, which causes cavities and leaves less room for a child to have healthy foods and drinks. Sweet drinks and candy can also cause weight problems, which may lead to other diseases, such as diabetes. Give a child healthy choices like water, milk, and fruit instead.

Having a healthy mouth helps children do well in school. So, to make sure children are ready for school, state law requires children to have an oral health assessment or dental check-up in their first year in public school – whether in transitional kindergarten, kindergarten, or first grade. The assessment must be performed by a licensed dentist or other licensed or registered dental health professional no earlier than 12 months before the date of a child's initial enrollment in school and no later than May 31 of the school year. The dentist will complete the Oral Health Assessment form, which then must be submitted to the school as proof that the

assessment has been done. The school shall maintain the privacy of all students' health information. A student's identity shall not be associated with any report produced as a result of this requirement.

A parent who is unable to obtain the oral health assessment must complete a Waiver of Oral Health Assessment Requirement form and submit that to the school.

To help find a dentist, call the Medi-Cal Telephone Service Center at 1-800-322-6384 or visit Medi-Cal Dental (https://dental.dhcs.ca.gov/) to find a dentist that accepts Medi-Cal. To enroll a child in Medi-Cal, parents can apply by mail, go in person to the local Social Services office, or online at:

Apply for Medi-Cal (https://www.dhcs.ca.gov/services/medi-cal/pages/applyformedi-cal.aspx).

19. Pesticide Products

The Healthy Schools Act of 2000 requires all California school districts to notify parents and guardians of pesticides they expect to apply during the year. We intend to use the following pesticides in your school this year:

Name of Pesticide (Common Name)	Active Ingredient
Ortho Home Defense Insect Killer for Indoor & Perimeter	Bifenthrin - .05%, Zeta-Cypermethrin - .0125%
Calyptus (75% Vinegar for weed control)	Acetic Acid - 75%

You can find more information regarding these pesticides and pesticide use reduction at the Department of Pesticide Regulation's Web site at https://www.cdpr.ca.gov/.

Parents or guardians may request prior notification of individual pesticide applications at their school site. If you would like to be notified at least 72 hours before a scheduled pesticide application at your school site, please contact the Business Office at (650) 697-5693 ext 012 to request a Pesticide Application Notification Form.

If you have any questions, please contact Mary Pollett, Chief Business Official by email at mpollett@millbraesd.org.

20. Physical Examination – EC 49451

A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

21. Physical Limitations

Students who have any medical assisted devices for use on campus grounds, such as casts, splints, use of crutches, knee scooter, etc. have had serious injuries or recent operations will not be allowed access to playground use, recess, or PE until released by a written doctor note for regular physical activity. To ensure the safety of your child, a student may not bring any medical assist devices for use at school without a doctor's written permission. This is necessary to minimize any further injury and maintain maximum safety for each student. Please notify the health office if your child has any physical limitations as stated above.

22. Pupil Safety: Dangers of Synthetic Drugs

Our school is committed to the safety of all our students. Although the long-term effects of many synthetic drugs on physical and mental health are not yet known, immediate effects on a student's education, family, and life could be long-lasting. A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but with a slightly altered chemical structure created to evade existing restrictions against illegal substances. These drugs may include synthetic cannabinoids, methamphetamines, bath salts, and fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive and has been found in heroin, methamphetamine, counterfeit pills, cocaine and other drugs. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Unless tested, it is difficult to tell if drugs have been laced with fentanyl because it cannot be seen, smelled, or tasted. Additional information regarding fentanyl is available from the CDPH's Substance and Addiction Prevention.
Branch.https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx

Fentanyl is a major contributor to drug overdoses in California, including among youth. Fentanyl is an extremely potent and dangerous synthetic opioid, like heroin and morphine, and is laboratory engineered to be about 50 times stronger than heroin and 100 times stronger than morphine. This means even small amounts can lead to a fatal overdose. Fentanyl is powerful and difficult to detect. People who make or sell drugs sometimes add small amounts of fentanyl – in ways that are not noticeable to the user – to other substances because of its extreme potency, making the drugs cheaper, more powerful, more addictive, and more dangerous.
The U.S. Department of Justice Drug Enforcement Administration has directly connected social media drug sales to overdose deaths. Drug traffickers have turned smartphones into a one-stop shop to market, sell, buy, and deliver deadly, fake prescription pills and other dangerous drugs. These deadly drugs can be purchased and delivered to anyone's home just like any other good or service. Drug traffickers advertise on social media platforms like Facebook, Instagram, Snapchat, TikTok, Twitter and YouTube. These advertisements are in disappearing, 24-hour stories and in posts, which are promptly posted and removed. Posts and stories are often accompanied by known code words and emojis that are used to market and sell illicit and deadly drugs on social media. These code words and emojis are designed to evade detection by law enforcement and by the preset algorithms used by social media platforms. Social media drug trafficking impacts all age groups, but adolescents and young adults are particularly susceptible given their high rates of social media usage.
Fentanyl misuse may result in an intense, short-term high; temporary feelings of euphoria; slowed respiration and reduced blood pressure, nausea, fainting; seizures or death. Methamphetamine misuse may result in agitation, increased heart rate and blood pressure, increased respiration and body temperature, anxiety, and paranoia. High doses can cause convulsions, cardiovascular collapse, stroke, or death. Overdose may result in stupor, changes in papillary size, cold and clammy skin, cyanosis, coma, and respiratory failure leading to death. The presence of a triad of symptoms such as coma, pinpoint pupils, and respiratory depression are strongly suggestive of opioid poisoning.
With a fentanyl-poisoned drug supply, avoiding drug use is the surest way to prevent an overdose. The only safe medications are ones that come from licensed and accredited medical professionals. For more information, review the Facts About Fentanyl on the California Department of Public Health website.

23. TB Tests

It is recommended that all children registering for the first time to a California Public School, if the student is from out of the country or out of the state, or the student is registering for the first time in Transitional Kindergarten or Kindergarten, negative TB results taken within the last 12 months or a California Pediatric Tuberculosis Risk Assessment must be completed by a licensed practitioner. Any student with a positive TB skin test or who displays active symptoms of TB will require a current chest x-ray report and may require clearance from the San Mateo County Health Department.

California Pediatric Tuberculosis Risk Assessment

24. Vision and Hearing Screening

According to California state mandates, the District conducts vision and hearing screenings that seek to identify those students who may have either vision or hearing concerns. Students in certain grades; students in Special Education; students new to California; and those referred by their teachers, school staff, and/or parents are screened. If any potential concerns are discovered, parents will be given written notification.

25. Type 1 & Type 2 Diabetes

The California Department of Education developed this type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County.

Description

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

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Risk Factors Associated with Type 2 Diabetes

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- **Being overweight.** The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- **Family history of diabetes.** Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity**. Being inactive further reduces the body's ability to respond to insulin.
- **Specific racial/ethnic groups.** Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- **Puberty.** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- **Eat healthy foods.** Make wise food choices. Eat foods low in fat and calories
- **Get more physical activity.** Increase physical activity to at least 60 minutes every day.
- **Take medication**. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and this guidance is intended to raise awareness about this disease. Contact the school nurse, school administrator, or health care provider if there are any questions.

References:

American Diabetes Association Clinical Journal
Helping Children with Diabetes Succeed: A Guide for School Personnel
KidsHealth
Mayo Clinic
National Library of Medicine and National Institutes of Health's MedLine

CHILD NUTRITION SERVICES

1. **Meal Service for the 2026-2027 School Year**
   For the 2026-2027 school year, ALL students who participate in our meal program at every site will be provided with one breakfast and one lunch each school day, FREE OF CHARGE, through California's Universal Meals Program (regardless of their free or reduced-price meal eligibility.) At Lomita Park Elementary School, students enrolled in the ASES Afterschool Program will be provided with one free supper and one free snack each school day through the Child & Adult Care Feeding Program. MESD participates in the National School Lunch, School Breakfast and Child and Adult Care Feeding Programs, which require compliance with strict nutritional guidelines, ensuring students are fed nutritious meals, appropriate for their age/grade level. The Child Nutrition Department strives to provide meals that students will enjoy, will sustain them throughout the school day and will aid in their learning process to achieve academic success. For more information on the benefits of participating in our school meal program, visit the Child Nutrition Services website at https://mesdk8childnutrition.org/.

2. **Free and Reduced Meal Applications**

   Refer to the table below to ensure you are submitting the appropriate application type to the district for your student.

SITE	APPLICATIONS ACCEPTED	IMPORTANT INFORMATION
Green Hills Meadows Spring Valley Taylor	Free & Reduced Meal Application Education Benefit Form	View our **IT'S MORE THAN A MEAL APPLICATION FLYER** to learn about ***additional benefits*** your family may qualify for!
Lomita Park	Education Benefit Form Universal Benefit Application (for SUN Bucks eligibility)	Free & Reduced Meal Applications are not required for Lomita Park students Universal Benefit Forms are available in Lomita Park's front office

While submitting a meal application is not necessary for your child to receive free meals, it is essential for our district to receive completed applications as they ensure the district receives additional funding to support student learning, enhancing their educational opportunities - a direct impact on your student(s). All information provided on free & reduced meal applications ***remains confidential*** and are only used to determine meal eligibility. Please submit ***ONE application per family, per school year.*** For detailed meal application information, please refer to our Free & Reduced Letter To Households or visit our Child Nutrition Services website. ***Retain your meal eligibility letter*** - you will need to provide this as proof if you seek additional services for your family (ex: Strata Learning (formally Happy Hall) services).

Education Benefit Form
A household income form that will determine how much education funding our district will receive. We need ALL families to complete this form so that our district continues to receive the necessary resources to continue to provide all students with the highest quality education. Depending upon your status, you may be eligible for a variety of additional services. ***Retain your eligibility letter*** - you will need to provide this as proof if you seek additional services for your family (ex: Strata Learning (formally Happy Hall) services).

3. **Direct Certification Notification (SNAP, TANF, FDPIR, Foster, Homeless)**
   If a student(s) in your household has qualified for Direct Certification, you will be notified by mail or email indicating that your child(ren) have been automatically approved. ***You do not need to complete a free & reduced meal application in this case.*** If there are other siblings in the household that are not listed on the letter, please contact Child Nutrition Services at 650-697-5693 x 354 - missing students will be added without need for another application.

4. **Meal Accommodations**
In compliance with federal law, MESD will provide food substitutions to a child whose food allergies, intolerances or disabilities restrict their diet. If your child requires meal modifications, please complete this Special Meal Accommodations Form. Meal modifications will not be allowed unless this form is completed by an approved licensed health care provider. Completed Meal Accommodation forms can be submitted to your school site office. MESD does not serve items with peanuts or tree nuts, however, we do serve items that may be produced in a facility that handles and processes nuts. While MESD does not offer individual food substitutions for food preferences or religious requirements, we strive to provide a variety of items to meet our student's needs. For questions related to medications, contact your school site Health Services Coordinator.

5. **Child Nutrition Website/Menu Information**
Visit our Child Nutrition website for information about our school meal program, to obtain monthly menus, nutritional information and receive valuable nutrition education information for the entire family. You can elect to "go green" and have menu information emailed to you on a monthly basis.

6. **Wellness Policy**
The District strives to provide students with a healthy school environment as there is a direct link between health and learning. A Student Wellness policy (BP5030) has been adopted by the Board of Education outlining the district's efforts to provide a healthy school environment. The Child Nutrition Department contributes to this healthy environment by providing school meals that meet required federal nutrition standards for breakfast**,** lunch, supper and snack set by the United States Department of Agriculture (USDA) and state nutrition standards set by the California Department of Education (CDE) and California Department of Social Services (CDSS). All meals served include a variety of fresh fruits and/or vegetables, whole grains, low-fat or non-fat milk choices and meet sodium, fat and calorie standards.

Fundraising events, classroom/school celebrations and school rewards in which food items are provided to students must ensure compliance with these USDA/CDE nutrition standards. **The district strongly encourages the use of non-food items for these events**. If food items are provided to students outside of the school meal program, they must be held after school dismissal unless the meal provided has been planned in coordination with Rachel Gekas, Director of Child Nutrition services, to ensure that all USDA/CDE nutrition standards have been met. For additional information, visit the Wellness Policy section of the Child Nutrition Services webpage.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW, Mail Stop 9410 Washington, D.C. 20250-9410;

fax: 202-690-7442;

or email: Program.Intake@usda.gov.
This institution is an equal opportunity provider.

STUDENT BEHAVIOR

1. **Student Behavior**
   The Board of Trustees prescribes discipline consistent with California and State Board of Education regulations. Each principal ensures that all rules pertaining to discipline are communicated to students at the beginning of each school year. Transfer students are to receive this information when they enroll.

2. **Safe Place to Learn Act – EC 234 and 234.1**
   The Millbrae Elementary School District is committed to maintaining a learning environment that is free from bullying, discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within any school under our jurisdiction. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incident and/or to receive a copy of the district's antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the Director of Educational and Administrative Services.

   You may find a list of education resources provided by the California Department of Education (CDE) at https://www.cde.ca.gov/ls/ss/se/bullyres.asp. If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact your school's principal to assist you in identifying and stopping this behavior.

   Effective July 1, 2026, our campus maintains at least one all-gender restroom that is unlocked and available to all students during school hours.

3. **Pupils: Body Shaming Model Policy and Resources - EC 232.7**
   The Millbrae Elementary School District believes students should have the knowledge and skills they need to develop healthy attitudes concerning, among other things, body image. As resources and support become available, we will share this information with parents via our district website.

4. **Student Dress Code (TK-8th Grade)**
   The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard that would interfere with the educational process.

   For the health and safety of all students, personal appearance and attire should be neat and appropriate for school. Clothing or grooming that interferes with the learning process or presents a safety risk is not permitted.

   Listed below are the Millbrae Elementary School District regulations for TK-8 student dress at all schools. Students who are not dressed appropriately for school will be sent home and not readmitted until suitably dressed.

   - Clothing must not advertise, promote, or encourage the use of alcohol, drugs, tobacco, sex, or violence, nor have markings or language that is offensive, obscene, suggestive or promote disruptive or illegal activity.
   - Clothing that is "gang-like" is not acceptable.
   - Undergarments should not be visible at any time.
   - Athletic shoes and socks are required for participation in PE (K-8) and are necessary for play equipment safety (TK-5). For safety purposes, flip flops are not appropriate for recess play or PE.

5. **Toileting Policy**
   The district recognizes the importance of providing a nurturing and inclusive learning environment for all children, including those in Transitional Kindergarten (TK). This policy outlines the procedures for accommodating children who are not yet fully potty-trained while maintaining a comfortable and hygienic environment.

Children may use the bathroom as needed throughout the day and will have scheduled potty breaks. Due to health and safety concerns, staff members will not be responsible for physically changing a child should a toileting accident occur. Staff members, such as health assistants or qualified paraeducators, will be available to provide verbal guidance and support to children who require assistance with changing soiled clothes or pull-ups.

For this reason, the use of pull-ups, for non potty trained students, in Transitional Kindergarten (TK) emphasizes the expectation that children should develop the ability to manage changing their own pull-ups, with exception of a bowel movement. In this case a parent/guardian will be called to assist with changing. Parents are required to provide current phone numbers in case of emergencies. It is recommended for all TK parents to provide an extra set of clothes, including underwear (if toilet trained), Pull-Ups (if not toilet trained), along with socks, in case of an accident.

If the child has an individualized education program (IEP), accommodations should be addressed in the IEP meeting or in a 504 Plan.

All age eligible children may enroll in Transitional Kindergarten, regardless of their potty training status. Parents or guardians must provide information about the child's current toileting needs and status during the enrollment process.

Pull-ups/Potty training pants mimic underwear in that a child can pull them up or down but offers the same protection as a diaper.

Children who are not fully potty-trained are required to wear pull-ups while attending Transitional Kindergarten.

- Parents or guardians must ensure that their child has an adequate supply of pull-ups stored in their backpack, along with a change of clothing. If pull-ups are not supplied in a child's backpack, the parent will be called and asked to come and provide them.
- Parents or guardians understand that if a child cannot independently put on or remove their pull-up, they will be contacted to assist with their child's bathroom needs.
- MESD does not supply pull-ups, wipes, gloves or changing tables.
- MESD will provide an appropriate garbage can for soiled pull-ups in all of our school health offices.

Self-Change for Wet Pull-Ups:

- Children who soil their pull-up with urine will be expected to independently change themselves, while being supervised, in the health office restroom. Qualified staff members will provide verbal guidance and support as needed while respecting the child's privacy.

Parental Assistance for Bowel Movements:

- In the event that a child soils their pull-up with a bowel movement, the child will be taken to the health office and a parent, guardian, or an emergency contact person will be contacted immediately.
- The parent, guardian, or emergency contact person will be expected to come to the school promptly to assist in changing the child and providing clean clothing.

Privacy and Dignity:

- All children, regardless of their toileting needs, will be treated with respect and dignity at all times.
- Staff will maintain a discreet and understanding approach to toileting matters, fostering a comfortable environment for all children in health office restrooms.

Communication:

- Ongoing communication between parents or guardians and TK staff is crucial to ensure the child's toileting needs are met.
- Parents or guardians are encouraged to inform teachers of any changes in their child's toileting routine or any concerns they may have.

Staff Policy and Sensitivity:

- Parents are responsible for instructing their child on how to independently put on and take off pull-ups. Additionally, it is the parents' responsibility to designate an emergency contact person who can be reached in case of a soiled pull-up requiring attention.
- Teachers are neither qualified nor responsible for physically changing a child in pull-ups or diapers, as they should never be involved in tasks that require physical contact with a child in a state of undress.

- Paraeducators and Health Assistants will receive proper training and qualifications to provide verbal guidance and support to students.
- Staff will work closely with parents or guardians to create a supportive plan for each child's individual toileting journey.

Inclusion:

- MESD is committed to inclusive education, and this policy is designed to ensure that all children, including those who are not yet potty-trained, can participate fully in the Transitional Kindergarten Program.

6. Duties of Pupils

Pupils are required to conform to school regulations; obey all directions; be diligent in study and respectful to teachers and others in authority; and refrain from the use of profane and vulgar language. (5 CCR §300). Teaching staff shall hold students strictly accountable for their conduct on the way to and from school, on the playgrounds, or during recess. (EC §44807)

7. Duty Concerning Conduct of Student

Every teacher in public schools shall hold students to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. (E.C. §44807)

Prohibited student conduct includes, but is not limited to:
1.Behavior that endangers staff and/or students.
2.Behavior that disrupts the orderly classroom or school environment.
3. Harassment of students or staff, including bullying, intimidation, "cyber bullying," hazing or initiation activity, ridicule, extortion, or any other verbal written or physical conduct that causes or threatens to cause bodily harm or emotional suffering. Damage or theft of property belonging to the district, staff, or students.
4. Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose, including employment. (Penal Code 417.27)
5. Profane, vulgar or abusive language.
6. Plagiarism or dishonesty in schoolwork or on tests.
7.Inappropriate dress.
8.Tardiness and unexcused absence from school.
9. Failure to remain on school premises in accordance with school rules.

8. Laser Pointers: Prohibitions on Sales, Possession and Use

State law prohibits possession of a laser pointer by any student on any elementary or secondary school premises, unless possession is for valid instruction. Further prohibits directing the beam of a laser pointer into the eyes of another or into a moving vehicle or into the eyes of a guide dog. (Penal Code (PC) § 417.27)

9. Other Dangerous Objects

It is a crime for any student to possess a laser pointer on any elementary or secondary school premise, unless the possession is for a valid instructional or other school-related purpose. (PC 417.27) A BB device, such as an airsoft gun or BB gun, can be considered an imitation firearm. The Penal Code makes it a criminal offense to openly display or expose any imitation firearm in a public place, including a public school. (PC 12550, 12556)

Students in possession of dangerous objects at school will have the objects confiscated and they will be disciplined, up to and including suspension and/or expulsion. Additionally, possession of such objects may require the school administrator to notify law enforcement.

10. Student Conduct

School safety continues to be a high priority in the Millbrae Elementary School District. We work closely with the Millbrae Sheriff's Department to ensure that we maintain the highest standards of safety possible, both in our schools and in our city. These measures are implemented to ensure the safety of your child. Grounds for Suspension and Expulsion, per Education Code 48900 et. seq can be found here:

School Safety/Student Conduct

11. Student Suspension and Expulsion – EC 35291

Suspension is the removal of a student from ongoing instruction for adjustment purposes. For all students, a single suspension may not be issued for more than five (5) consecutive school days.
Expulsion is the removal of a student from: (1) the immediate supervision and control, or (2) the general supervision of school personnel.
In general, other means of correction must be used prior to suspension except in specific circumstances. Suspension, including supervised suspension (such as in-school suspension and class suspension) shall be imposed only when other means of correction have failed to bring about proper conduct and/or safety is at risk. Other means of correction used should be documented and kept in the student's discipline file, available to access. A teacher may suspend a student from class for any of the acts enumerated in EC Section 48900, except for misconduct of willful defiance as described in EC Section 48900 (k)(1).

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined (a) to (r), inclusive:
(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e) Committed or attempted to commit robbery or extortion.
(f) Caused or attempted to cause damage to school property or private property.
(g) Stole or attempted to steal school property or private property.
(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
(3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.
(4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.
(5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).

(B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.
(l) Knowingly received stolen school property or private property.
(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
(C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
(D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.
(2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
(i) A message, text, sound, video, or image.
(ii) A post on a social network internet website, including, but not limited to:
(I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.
(3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s exceptional needs.
(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
(1) While on school grounds.
(2) While going to or coming from school.
(3) During the lunch period whether on or off the campus.
(4) During, or while going to or coming from, a school-sponsored activity.
(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.
(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.
(w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.
(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Prior to a suspension from school, the principal/designee will have an informal conference with the student where the student will be informed of the reason for disciplinary action, including other means of correction that were attempted before the suspension, and the evidence as well as the opportunity to present their version and evidence. If the school determines there is an emergency situation defined as a situation that constitutes a clear and present danger to the life, safety, or health of students or school personnel, the informal conference is not required.

Expulsion Recommendations

The principal or the superintendent of schools shall recommend the expulsion of a student for any of the following acts committed at a school or at a school activity off school grounds, unless the principal or the superintendent of schools determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of any knife or other dangerous object of no reasonable use to the student;
3. Unlawful possession of any controlled substance, except for either of the following:

• The first offense for the possession of not more than one (1) avoirdupois ounce of marijuana, other than concentrated cannabis;

• The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.

4. Robbery or extortion;
5. Assault or battery upon any school employee.

Mandatory Expulsion Violations

The principal or superintendent of schools shall immediately suspend and shall recommend expulsion of a student that they determine has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or furnishing a firearm;
2. Brandishing a knife at another person;
3. Unlawfully selling a controlled substance;
4. Committing or attempting to commit a sexual assault or committing a sexual battery;
5. Possession of an explosive.

The principal or superintendent of schools may recommend expulsion for the remaining grounds.

For more information regarding student discipline, please contact: Catherine Waslif, Assistant Superintendent of Educational Services at cwaslif@millbraesd.org.

While Suspended A Student SHALL:

1. Complete any assignments and tests missed during the suspension if required by teacher(s).
2. Have the right to request to appeal the suspension within 10 days.
3. Have the right to have access to their records.

While Suspended A Student MAY NOT:

1. Loiter/be on or around any school grounds during the days in which he/she is suspended without the permission of the principal.
2. Participate in any school activities (after school program, sports, clubs, or other events during or after school hours).

Due Process

All suspensions should be preceded by an informal conference between the student and a school administrator during which the student shall be informed of the reason for the suspension and the evidence that supported the action. The student will be given the opportunity to present their version and evidence in their defense. In emergency situations, this opportunity may not be afforded, but a conference shall be held within 72 hours or as soon as possible. It is the policy of the school to telephone parents at the time of suspension, but in all cases, a notice is mailed within 24 hours.

Suspension Conference with Parents

A parent conference is requested to take place as soon as is practicable. (Parents or guardians are requested to respond to such conferences.) Suspended students may be allowed to complete all assignments and tests missed during suspension that can be reasonably provided and, upon satisfactory and timely completion of the work, shall be given full credit. Please allow 24-48 hours for the teacher to prepare work for the student to complete while absent.

Appeal Process for Suspensions

To appeal a suspension, the parent or guardian of a suspended student must request a meeting with the Principal of the student's school within 10 ten days of the offense. If the parent/guardian is not satisfied with the Principal's decision, the decision may be appealed to the Director of Student Services within ten days of the date the parent/guardian was notified of the Principal's decision. (E.C. §48914)

Limits on Suspension

The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year, unless for purposes of adjustment, a student enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the student may be suspended shall not exceed 30 days in any school year. If a student moves to the Millbrae Elementary District from another school district during the school year, the Millbrae Elementary School District may count suspensions that occur while the student was enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year.

12. Search and Seizure

The Board of Education recognizes the need to ensure a safe environment for students. Therefore, school properties including lockers may be inspected by school authorities in the interest of maintenance, health, and safety. Inspections for the location of weapons and dangerous instruments are matters relating to health and safety and may be regarded as reasonable purposes for inspection by school administrators. Students and their property may be searched when there is reasonable suspicion of a student being in possible possession of an item they should not have or if they have engaged in behaviors that would raise suspicion that the student may be in possession of a contraband item. Students should be searched in the presence of an administrator or designee and parents must be contacted, in a timely manner, after a search is conducted.

13. School Safety Plan: Dangerous, Violent, or Unlawful Activities

Each Millbrae Elementary School District school site has a Comprehensive School Safety Plan, which includes a plan for disaster preparedness, emergency procedures and assessment and response to reports of dangerous, violent, or unlawful activities conducted or threatened to be conducted at school, a school activity or on a school bus. Copies are available to read at each school office. Fire and emergency and active shooter drills are held periodically at each school. The plan is required to include how parents and guardians of pupils, teachers, administrators, and school personnel will be notified when the presence of immigration enforcement has been confirmed on the school site.

We teach our students and staff about emergency procedures in a developmentally appropriate, trauma-informed way. We emphasize that drills are to prepare us, not to scare us. Teachers will explain to students what to do for each type of drill in a calm manner.

We will notify families via ParentSquare at least 24 hours before a scheduled drill. Please ensure your contact information is updated in our system.

In addition, parents and guardians of pupils, teachers, administrators, and school personnel will be notified when the presence of immigration enforcement has been confirmed on the school site.

If a real emergency occurs, the school will notify parents using ParentSquare. Please ensure your contact information is accurate.

14. Police Coming on Campus

Just as crimes can occur anywhere in the state, and just as criminal law is applicable everywhere in the state (Pen. Code, S 777), so does the power and authority of law enforcement officers extend to any place in the state – including school grounds (Pen. Code, S 830.1). While law enforcement officers are often called onto campus, rather than coming on their own initiative, their authority to enter the campus is in no way conditioned upon their being summoned. School officials must not delay officers in the discharge of their duties on campus, nor must they ever attempt to resist or obstruct them. (Pen. Code, S 148). It should also be noted that the authority of the police to be on campus is not dependent upon the jurisdiction or lack of jurisdiction of school security or school police officers. (Ed. Code, S 39670; Pen. Code, S 830.4 (g). The "know your rights" information regarding immigration-enforcement actions, provided by the California Attorney General, can be found in item 4 of the DISCRIMINATIONS, PROTECTIONS, COMPLAINTS & PROCEDURES section below.

15. **Notification of law Enforcement; Assault; Controlled Substance Violations; Civil or Criminal Immunity**
The principal or designee shall, prior to the suspension or expulsion of any student, notify the appropriate law enforcement authorities of the county or city in which the school is situated, of any act of the student which may violate Section 245 of the Penal Code.

16. **Annual Adjustment to Liability/Limit of Parent or Guardian For Willful Student Misconduct**
California Education Code Section 48904(a)(1) provides that the parent or guardian of a minor is liable for all damages caused by the willful misconduct of the minor that results in the injury or death of any student, school district or school volunteer. The parent or guardian is also liable for damages to real or personal property belonging to the school district or personal property belonging to a school employee, resulting from the willful misconduct of the minor.

Education Code Section 48904(a)(1) also specifies that the parent or guardian of a minor is liable for any reward offered by a local agency for information leading to the identification and apprehension of any person who willfully damages or destroys property, or whose willful misconduct results in injury or death to any person.

17. **Property Damage – EC 48904**
Parents or guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

The district shall notify the parent or guardian, in writing, of any damages before withholding grades, diplomas, or transcripts. When the student and parent/guardian pay for the damages, the grades, diploma, or transcripts will be released to the student. If the parent/guardian or student is unable to pay for the damages, the District shall provide a program of voluntary work for the student in place of payment. When a student transfers to another school district, that district will also withhold grades, diplomas, or transcript from the student and parent or guardian. (E. C. §4904, §48904.3 (a))

18. **Behavior Emergency Procedures**
Interventions by way of "reasonable and necessary" force may be used if staff deem a student's behavior poses a clear and present danger of serious harm to persons or property. The California Education Code recognizes that reasonable and necessary force may be appropriate, and provides the following: "An amount of force that is reasonable and necessary for a person employed by or engaged in a public school to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment within the meaning and intent of this section." Said reasonable and necessary force does not include corporal punishment. California Education Code Section 49001 provides, in relevant part: "For purposes of this section 'corporal punishment' means the willful infliction of, or willfully causing the infliction of, physical pain on the pupil." The District has clearly established guidance as to when reasonable and necessary force, not amounting to corporal punishment, may be used against a student. The appropriate use of this force is reasonable and necessary, and therefore protected when used:

- To protect the health and safety of pupils, including the student
- To quell a disturbance threatening physical injury to persons
- To quell a disturbance threatening physical injury to property
- For purposes of self-defense
- To maintain order
- To maintain proper and appropriate conditions conducive to learning
- To obtain possession of weapons or other dangerous objects within the control of the pupil

Similarly, the California Code of Regulations (CCR) sets forth the appropriate use of Behavioral Emergency Interventions by schools and school staff. Title 5 of the CCR, Section 3052 discusses "Designated Positive Behavioral Interventions." Section 3052(i) states: "Emergency interventions may only be used to control unpredictable, spontaneous behavior which poses clear and present danger of serious physical harm to the individual or others and which cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior."

19. **Behavioral Restraints Posted Annually In Report - EC 49006**
The Millbrae Elementary School District is committed to posting this information annually as the data becomes available.

20. **School Safety: Bullying**
The Millbrae Elementary School District is committed to the prohibition of discrimination, harassment, intimidation, and bullying. Annual training will be provided to all staff who work with students, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: *https://www.cde.ca.gov/ls/ss/se/bullyres.asp* If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact your school site principal immediately. Our district counseling liaison is available to assist you in identifying and stopping this behavior at: (650) 697-5693 ext. 025. The district has counselors available to assist your child to learn skills to identify and stop this behavior. The counselors are available by contacting Student Services at (650) 697-5693 ext. 025 or by contacting your school's principal.

Any student who engages in bullying will be subject to appropriate disciplinary action. All schools are expected to create an environment where the school community understands that bullying is inappropriate and will not be tolerated by developing and incorporating anti-bullying procedures into behavior and discipline codes which will be reviewed and revised annually, as appropriate. Students and/or staff are expected to immediately report incidents of bullying to the principal or designee. Each complaint of bullying will be promptly investigated. If the complainant or the parent of the student feels that an appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Principal or the Student Services Department. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process. Teachers shall discuss this policy with their students and assure all students understand the criteria and definition of bullying, and assure them that they need not endure any form of bullying.

Indicators of Bullying Behavior -- Indicators of bullying behavior may include, but are not limited to:

- Verbal: Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors. Inappropriate references to an individual's sexual orientation, religious beliefs, or ethnicity.
- Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, theft or exhibiting inappropriate and/or threatening gestures or actions.
- Emotional (psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
- Cyberbullying: Sending insulting or threatening messages, sending nude or sexually suggestive pictures/videos, blackmailing, via email, phone, texting, social networking site/media, or any other electronic or written form of communication.
- Physical: Hitting, slapping, pinching, pretend hitting (making the action but not making contact)
- Making reprisals, threats of reprisal, or implied threats of reprisal.
- Engaging implicit or explicit coercive behavior to control, influence or affect the health and well- being of a student.

21. **Cyber Sexual Bullying** "Cyber sexual bullying" is defined as the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act with the purpose or effect of humiliating or harassing a pupil. The law 1) specifies that a photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act; 2) specifies that "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities; 3) Requires California Department of Education (CDE) annually inform school districts of the information on the California Healthy Kids Resource Center Internet Web site and other CDE Internet Web sites where information about cyber sexual bullying is posted; 4) Encourages school districts to inform pupils regarding the information and resources on the CDE's Internet Web sites and 5) Incorporates the provisions from AB 2212 (Harper) of the current legislative session to avoid chaptering out problems. For more information about bullying, harassment, intimidation and harassment, please visit the California Healthy Kids Resource Center Web site at https://www.californiahealthykids.net/home

22. **Walking or Riding a Bicycle to School - VC 21212**
No person under 18 years of age may operate a bicycle, non-motorized scooter, skateboard or wear in-line or roller skates, nor ride as a passenger upon a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards.

DISCRIMINATIONS, PROTECTIONS, COMPLAINTS & PROCEDURES

1. **Nondiscrimination Statement – EC 221.8**
   The Millbrae Elementary School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. The District assures that lack of English language skills will not be a barrier to admission or participation in District programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form or additional information please contact Catherine Waslif, Assistant Superintendent of Educational Services at cwaslif@millbraesd.org.

2. **Educational Equity: Discrimination: Antisemitism Prevention- EC 244**
   The Millbrae Elementary School District is committed to maintaining a learning environment free from discrimination, harassment, and bias. All instructional materials, textbooks, and teacher-led discussions must be factually accurate and free from content that promotes unlawful discrimination. This includes specific protections against antisemitism, Islamophobia, and bias based on shared ancestry or ethnic characteristics. The Millbrae Elementary School District is required to ensure that all curriculum aligns with state standards and does not subject students to a hostile environment. Any materials found to be discriminatory or factually inaccurate regarding protected groups will be removed from the classroom.

   If you believe your student has experienced discrimination or that instructional materials violate these standards, you have the right to file a uniform complaint with UCP Coordinator and provide evidence that supports the allegations. The district will investigate and respond to all formal complaints within 60 days. If the Millbrae Elementary School District fails to meet this timeline or if you are unsatisfied with the local resolution, you have the right to appeal directly to the California Department of Education (CDE).

   To report a concern or request more information about our anti-discrimination policies, please contact: Catherine Waslif, Assistant Superintendent of Educational Services at cwaslif@millbraesd.org.

3. **Educational Equity: Government Instruction Conferences - EC 224**
   The Sex Equity in Education Act exempts any discrimination based on male or female identity for pupils who seek to participate in state or national conferences, therefore, furthering California's goal of providing an equal educational opportunity to all students by prohibiting the use of public resources when a program discriminates based on gender.

4. **Educational Equity: Immigration and Citizenship Status**
   The Equity in Higher Education Act states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status have equal educational rights and opportunities including financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status.

   All students have the right to a free public education regardless of their immigration status or religious beliefs. Consistent with state and federal laws and the requirements of the California Office of the Attorney General:
   1. Prohibits unlawful discrimination, harassment, intimidation, and bullying in the District's programs and activities on the basis of a student's actual or perceived nationality, ethnicity, or immigration or citizenship status.
   2. Resolves and investigates allegations of unlawful discrimination, including discriminatory harassment, intimidation, and bullying in accordance with its Uniform Complaint Procedures.

3. Prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members unless required by state or federal law to administer a state or federally supported education program.
4. Ensures resources and data collected by the District shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination.
5. Reports to the Governing Board in a timely manner any requests to gain information or access to a school site by an officer or employee of a law enforcement agency for immigration enforcement purposes.
6. Only contacts child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

The following "know your rights" information regarding immigration-enforcement actions is provided by the California Attorney General.

5. Immigration Enforcement: School Site Notification and Educational Equity

Millbrae Elementary School District is committed to providing a safe, welcoming environment for all students. Our schools are "Safe Zones," where learning is protected. We will not allow immigration enforcement officers to enter any school site, or access student records, without a valid judicial warrant, court order, or subpoena. School personnel will not solicit, collect, or retain information regarding the citizenship or immigration status of students or their family members. We do not disclose student records to immigration authorities (such as ICE) without parent/guardian consent, a court order, or a subpoena. If an immigration enforcement officer enters a school campus, our staff will: Immediately notify the Principal/Superintendent.

• Immediately notify the Principal/Superintendent.
• Verify the officer's identification and credentials.
• Ask for a valid, signed judicial warrant or subpoena.
• Ensure that no students are interviewed or removed from campus without legal justification and parent notification, if allowed by law.

In the event that an immigration enforcement action occurs at or near a school site, the Millbrae Elementary School District will promptly notify parents/guardians, to the extent possible under law and consistent with the safety of students and staff. The District strictly prohibits discrimination, harassment, intimidation, or bullying based on actual or perceived immigration status, national origin, or ethnicity. Students or parents who experience such actions are encouraged to report them to the site principal or through our Uniform Complaint Procedures. We encourage families to ensure that emergency contact information is updated,identifying a trusted adult who can care for their child in the event a parent is detained or deported.

Know Your Educational Rights
Your child has the right to a free public education.
All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.
In California:

- All children have the right to a free public education.
- All children ages 6 to 18 years must be enrolled in school.
- All students and staff have the right to attend safe, secure, and peaceful schools.
- All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information required for school enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of personal information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents or guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family safety plans if you are detained or deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may give a trusted adult the authority to make educational and medical decisions for your child.

Right to file a complaint

- Your child has the right to report a hate crime or file a complaint to the school district if your child is discriminated against, harassed, intimidated, or bullied on the basis of their actual or perceived nationality, ethnicity, or immigration status.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact: Bureau of Children's Justice, California Attorney General's Office, P.O. Box 944255, Sacramento, CA 94244-2550, (800) 952-5225, BCJ@doj.ca.gov, https://oag.ca.gov/bcj/complaint.

6. **Right of All Students to a Public Education**
   The Millbrae Elementary School District is committed to the success of all students regardless of their immigration status or citizenship, and asserts that every school site should be a welcoming place for all students and their families. It is the Millbrae Elementary School District's policy that all students have a right to attend school free of bullying, intimidation, and discrimination. All students have a right to a free TK-12 public education, regardless of immigration status or religious beliefs.

7. **Williams Complaint Policy and Procedure - EC 35186**
   Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or instructional materials, or both, to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no teacher vacancies or mis-assignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at the District Office. Parents, students, teachers or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school principal before completing the complaint forms to allow the school to respond to these concerns. Notice of the Williams Policy and Complaint procedures are posted in all classrooms.
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8. **Sexual Harassment – EC 231.5, 48980(f)**
   The Millbrae Elementary School District is committed to maintaining a learning and working environment that is free from sexual harassment. Any student who engages in sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the district's sexual harassment policy or to report incidences of sexual harassment, please contact your students principal.

   Board Policy 5145.7

   Sexual Harassment
   The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator. (https://www.millbraeschooldistrict.org/families/title-ix)

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual Title IXharassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

AR 5145.7 Sexual Harassment

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or proposition
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects

11. Sexual assault, sexual battery, or sexual coercion
    Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Assistant Superintendent of Educational Services
555 Richmond Drive
Millbrae, CA 94030
(650) 697-5693 ext. 021

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)
4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)
5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
7. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

9. Title IX Notifications – EC 221.61

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, please visit our website at https://www.millbraeschooldistrict.org/families/title-ix.

10. Uniform Complaint Procedures (UCP) - BP and AR 1312.3 - Annual Notice

The Millbrae Elementary School District annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process. We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP. The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for Pregnant and Parenting Pupils
2. Adult Education Programs
3. After School Education and Safety
4. Agricultural Career Technical Education

5. Career Technical and Technical Education and Career Technical and Technical Training Programs
6. Child Care and Development Programs
7. Compensatory Education
8. Consolidated Categorical Aid Programs
9. Course Periods without Educational Content
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics.

    Discrimination includes, but is not limited to, the Board's refusal to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. A complaint alleging such unlawful discrimination may, in addition to or in lieu of being filed with the district, be directly filed with the Superintendent of Public Instruction (SPI).
11. Educational and graduation requirements for students in foster care, students experiencing homelessness, students from military families, students formerly in a juvenile court school, students who are migratory, and students participating in a newcomer program.
12. Every Student Succeeds Act
13. Local Control and Accountability Plans (LCAP)
14. Migrant Education
15. Physical Education Instructional Minutes
16. Student Fees
17. Reasonable accommodations to a lactating student
18. Regional Occupational Centers and Programs
19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding
20. School site councils as required for the consolidated application for specified federal and/or state categorical funding
21. State preschool programs
22. State preschool health and safety issues in license-exempt programs
23. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
24. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

Filing a UCP Complaint

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a site administrator not designated as a compliance officer receives a complaint, the site administrator shall notify the compliance officer. All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy may be filed by any individual, public agency, or organization. (5 CCR 4600)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee.
3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred. For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Governing Board. (5 CCR 4630)

4. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. (5 CCR 4630)
5. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
6. When a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
7. When a complainant of unlawful discrimination, harassment, intimidation, or bullying or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request

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Responsibilities of the Millbrae Elementary School District

The District shall post a standardized notice, in addition to this notice, with educational and graduation requirements for students in foster care, students who are homeless, students from military families and students formerly in Juvenile Court now enrolled in a school district.

Any complainant who is dissatisfied with the district's investigation report on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the district's investigation report.

Copies of our UCP procedures shall be available free of charge.

Contact Information Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:
Catherine Waslif
Assistant Superintendent of Educational Services
555 Richmond Drive, Millbrae, CA 94030
(650) 697-5693 ext. 021 cwaslif@millbraesd.org

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in the Millbrae Elementary School District.

NOTICE REGARDING HOMELESS EDUCATION

(Applicable Only for the Current School Year)

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. Every school district must appoint a liaison to assist these students.

A homeless student is defined as a person between the ages of birth (Early Head Start and Head Start Programs) and twenty-two (special education students) who lacks a fixed, regular, and adequate nighttime residence and may temporarily:

- Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings;
- Live "doubled-up" with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction, or natural disaster);
- Live in a hotel or motel;
- Live in a trailer park or campsite with their family;
- Have been abandoned at a hospital;
- Be awaiting foster placement in limited circumstances;
- Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations; or
- Be abandoned, runaway, or pushed out youth or migrant youth that qualifies as homeless because he/she is living in circumstances described above.

A homeless student has the right to attend either the school of origin, defined as the school that the student was last enrolled or attended when last housed or any school attended in the past fifteen (15) months; or the current school of residence. If a dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the school's decision by contacting the district's McKinney Vento Liaison, at (650) 697-5693 ext. 021 and following the district's dispute resolution policy.

The law requires the immediate enrollment of homeless students, which is defined as "attending class and participating fully in school activities". Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records or other documentation usually required for enrollment. It is the responsibility of the district homeless liaison to refer parents to all programs and services for which the student is eligible. Referrals may include, but are not limited to: free nutrition, special education services, tutoring, English Language Learners programs, Gifted and Talented Education program, preschool, before and after school services or any other program offered by the school or district. The district shall ensure that transportation is provided, at the request of the parent/guardian/unaccompanied homeless youth, to and from the school of origin, if feasible.

Unaccompanied youth; such as teen parents not living with their parent or guardian or students that have runaway or have been pushed out of their homes, have access to these same rights.

A homeless student that transfers schools after the second year of high school, and is greatly deficient in credits may be able to graduate within four years with reduced state requirements. School districts are required to issue and accept partial credit for courses that have been satisfactorily completed.

Intersession Programs: Foster Children and Homeless Youth: Priority Access - EC 48850 and 48853.5

Students placed in foster care and students experiencing homelessness are granted priority access for intersession. If the student moves during an intersession period, the student's parent, legal guardian, educational rights holder, or Indian custodian in the case of an Indian child, or, an unaccompanied homeless youth, (if there is no parent, guardian, educational rights holder, or Indian custodian) shall determine which school the student will attend for intersession.

If you have questions or would like more information about the programs and services available to homeless students and families within the Millbrae Elementary School District, or if you qualify and need assistance, please contact the Assistant Superintendent of Educational Services at (650) 697-5693 ext. 021.

NOTIFICATION OF DISTRICT DOCUMENTS

To locate the following documents please navigate to the District's website:

https://www.millbraeschooldistrict.org/

School Accountability Report Cards (SARC):
https://www.millbraeschooldistrict.org/our-district/accountability-reports-plans-sarc-lcap-elog

Local Control Accountability Plan (LCAP):

https://www.millbraeschooldistrict.org/our-district/accountability-reports-plans-sarc-lcap-elog

Expanded Learning Opportunities Plan:

https://www.millbraeschooldistrict.org/families/expanded-learning-programs-happy-hall-inc/2026-2027-strata-expanded-learning-elementary-taylor-middle-school

Strategic Plan:

https://www.millbraeschooldistrict.org/our-district/accountability-reports-plans-sarc-lcap-elog/strategic-plan