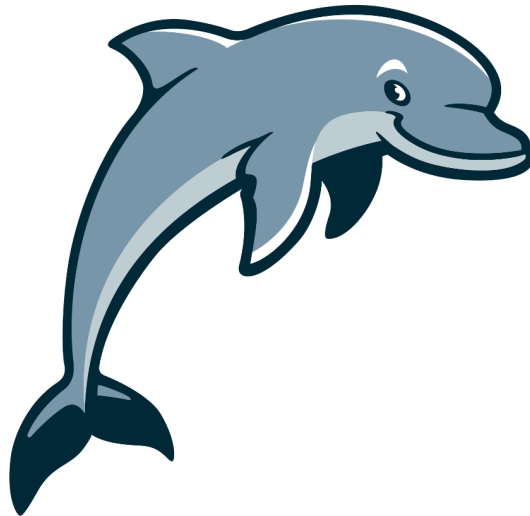


The Bayshore School Family/Student Handbook 2025-2026



**155 Oriente Street
Daly City, CA 94014
(415) 467-5443
Attendance (415) 467 - 5443 option 1**



GENERAL INFORMATION

ADDRESS:

155 Oriente Street
Daly City, CA 94014

PHONE NUMBERS:

Bayshore School District Office: (415) 467-5443 option 3
The Bayshore School Office: (415) 467-5443 option 1
Attendance: (415) 467- 5443 option 1

OFFICE HOURS:

Bayshore School District Office Hours: 8:00 AM to 5:00 PM (Monday - Friday)
The Bayshore School Office Hours: 8:00 AM to 4:00 PM (Monday - Friday)

PERSONNEL:

District Office

Superintendent: Mrs. Bhavna Narula
Human Resources: Mrs. Rocio Bowman
Business Services: Mrs. Annette Legaspi
Community Schools Coordinator: Ms. Kristin Carroll
Director of Student Services: Ms. Erin Haley

School Office

Principal: Mrs. Brandy McDill-Zamarripa
Secretary: Ms. Sabrina Triunfante
Parent/Community Liaison: Ms. Merl Sabado

CONTENTS

School Mission and Goals (3)

Student/Family/School Agreement (4-5)

School Uniform Policy (5-6)

Expectations and Discipline (6-8)

District Cell Phone & OED Policy (8)

Internet Safety Policy (9)

Administering Medication to Student (9)

Health, Wellness, and Safety (10-13)

Absences and Tardies (13-15)

Interdistrict Transfer Agreement (15-16)

Media Permission (16)

Uniform Complaint Procedures (16-21)

Notifications of Rights Under F E R P A (21-22)

1. SCHOOL MISSION AND GOALS

The Bayshore School mission is “Engage. Educate. Empower.” Our mission was created with the belief that staff, students, families and the community work **together** to provide students with the love, encouragement, skills, and experiences they need to be critical thinkers and independent learners who are unafraid to use their voice to advocate for justice and opportunity. The goals of the Bayshore School are to:

- 1) Provide balanced, well-defined curriculum that focuses on fundamental academic skills and knowledge, rooted in self expression, culturally relevant teaching practices and social emotional growth;
- 2) Set high standards of excellence and support all students to meet those standards;
- 3) Recognize that **equity and equality are different things**, and each child has different needs. This commitment to equity should not result in lowering standards or choosing to serve one student over another (BP0415).
- 4) Foster curiosity about and appreciation for enriching experiences, and provide them;
- 5) **Build up every student** to feel safe, loved, and challenged to be their best self, and expect staff and students to love and care for others in our community.
- 6) Build Relationships: We will emphasize the importance of the Bayshore community and building relationships by maintaining a space to connect and learn in a meaningful way. We will balance the need for students to have academic structure with the need for students and staff to establish new ways of being together and continue to see school as a place of support and relationships, with additional emphasis on mental health and well-being.
- 7) Expect family involvement in the education of our children.

[\(JUMP TO CONTENTS\)](#)

2. STUDENT/FAMILY/SCHOOL AGREEMENT

As a school and community, our goal is to support students to grow intellectually, emotionally, and physically.

As a student, I am responsible for:

- 1) Coming to school everyday, on time, ready to care for myself and my community with a willingness to advocate for support if needed;
- 2) Being prepared with all of the necessary supplies needed for my classwork and homework, and seeking support for these things if necessary;
- 3) Participating in classroom activities, asking questions and knowing that there is a healthy struggle involved with learning;
- 4) Completing all assignments to the best of my ability, and turning them in on time;
- 5) Understanding that this is my community and harm to one is harm to all - being an upstander is encouraged and expected;
- 6) Knowing we all bring our whole selves to school every day, and we celebrate our differences.

As a family, we are responsible for:

- 1) Seeing that my child attends school everyday and on time;
- 2) Making sure that my child gets enough sleep so that s/he can get up early to have plenty of time to take care of personal hygiene and have breakfast;
- 3) Encouraging my child to participate in class activities, knowing that a healthy struggle is expected in learning new things;
- 4) Promoting my child's effort regarding both classwork and homework, completing and turning in all assignments on time;
- 5) Supporting the school uniform and discipline policy and expectations for student conduct;
- 6) Attending Family-Teacher Conferences and any other necessary meetings, regularly communicating with teachers and staff, supporting and staying aware of what and how my child is doing in school.

[\(JUMP TO CONTENTS\)](#)

Your child's teacher is responsible for:

- 1) Beginning class on time, providing an agenda of the day's learning activities that connect to standards as well as our mission of engaging, educating, and empowering;
- 2) Helping each student grow as a learner with culturally responsive teaching, student-centered class activities, and clear, consistent and relevant homework assignments;
- 3) Providing clear evaluations of students' progress and achievement with feedback that is specific, timely, and goal-focused;
- 4) Supporting a student-centered class environment, conducive to learning, using consistent and fair procedures and practices;
- 5) Communicating to students and parents consistently;
- 6) Providing activities that are in each child's zone of proximal development and promote critical thinking as well as student voice and choice.

3. SCHOOL UNIFORM POLICY

Elementary Grades (TK-5)

- NAVY BLUE pants, jumper, or knee length walking shorts, knee length skorts or skirt (Leggings/yoga pants/biker shorts must be worn underneath, not by itself). No jeans. Undergarments may not be visible
- LIGHT BLUE long-sleeve or short sleeve collared shirt or polo, or Bayshore Gear (Bayshore t-shirts, purchased from the office).

Middle School (6-8)

- BLACK pants, jumper, or knee length walking shorts, knee length skorts or skirt (Leggings/yoga pants/biker shorts must be worn underneath, not by itself). No jeans. Undergarments may not be visible.
- GREY long-sleeve or short sleeve collared shirt or polo, or any Bayshore Gear (Bayshore t-shirts or hoodies, purchased from the office).

Shoes (TK-8)

- Any color shoes
- Must be able to wear safely in PE class
- No open-toe shoes, crocs, foam runners, closed-toe slippers, or shoes with wheels

The dress code also requires that any clothing a student wears to school or at a school-sponsored event may not contain anything that encourages or condones dehumanizing another, violence, hate, or illegal substances. Shoes need to be close toed. No crocs, flip flops, slides, sandals or foam runners. No crop tops, ripped jeans, tank tops or spaghetti strap shirts, low cut tops, biker shorts, or leggings without a skirt. Hoods, beanies, hats or sunglasses are not permitted in the classroom.

[\(JUMP TO CONTENTS\)](#)

In grades TK-5, these requirements are in effect every day unless families have been notified about a “free dress day.” The Middle School students (grades 6-8) will have the chance to earn free dress every Friday at the discretion of the Principal, if students comply with the Uniform Policy.

Students out of uniform will go to the office by first recess/break, where the student will be asked to call home and/or will be given a uniform if available. After three incidents, it may result in a meeting with the family.

Uniform shirts and sweatshirts are available for purchase in the office. Please contact the office to make an appointment.

If you need assistance in purchasing uniforms, please contact the school office at (415) 467-5443.

4. EXPECTATIONS AND DISCIPLINE: POSITIVE BEHAVIOR INTERVENTION & SUPPORT (PBIS)
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School Expectations - We are Safe, We are Respectful, We are Responsible, We are Kind

1. Respect teachers, staff, and peers and **celebrate our differences;**
2. Participate in learning and acknowledge that **mistakes are part of learning and growing;**
3. Respect the rights and property of others;
4. Solve problems through I- messaging and **restorative practices;**
5. Avoid rough or hazardous play - violence or the pretense of violence is not acceptable;
6. Remain in the classroom or on school grounds during school hours;

7. Use appropriate language;
8. Refrain from chewing gum, eating candy or drinking sugary products like soda and gatorade

Discipline

The Bayshore School believes in Restorative Practices as a philosophy for discipline. Public shaming such as check marks, step-downs, or scolding a child for all to hear do not “build up” students and will not be practiced. Teachers develop clear “norms” in their classrooms as established together with their class community. When students struggle with following these norms, teachers and staff use restorative conversations to problem solve. Disagreements between students are solved using I-messages and Restorative Practices (community service, public apologies, etc). Students needing extra support may be assigned a Trusted Adult/Mentor to provide guidance.

At the Bayshore School, we celebrate students for exhibiting kindness, respect, responsibility and making safe choices. Research on effective teaching has found that teachers should engage in a rate of 5 positive interactions with students to every 1 negative interaction (**5:1 ratio**). The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At the Bayshore School, we use “Fin”tastic slips to acknowledge students for these healthy choices through the PBIS program. Ideally, students should be given slips immediately following the behavior and be told exactly why they received the slip. In order to promote expected behavior it is important that students know when and why they are being acknowledged. Here are some key components of PBIS:

- During the first two weeks of school, our staff and students work **together** to establish how we are kind, safe, respectful, and responsible in various areas like the cafeteria, the library, the hallways, the restrooms, etc.
- All staff are provided with the “Fin”tastic slips, including General and Special Education teachers, Classified staff, supervisors, and even substitute teachers.
- The goal is for the program to reach all students in the school. All students should feel like they are recognized for positive choices.

- We have daily drawings for “Fin”tastic slips. Middle school students “buy” privileges and small prizes with the slips, as well.

Suspension:

If a child is suspended, the parents will be notified in writing and will be required to pick up the child or provide verbal consent to send the child home. Parents are required to accompany the student on the morning that the child returns to school to meet with the principal.

Expulsions:

The board shall require the expulsion for not less than one year of any student who is determined to have brought a firearm to school, or have possessed a firearm at school, and or any other types of weapons. If the governing board sets an earlier date for re-admission, it must be on a case by case basis. The Governing Board Policy also requires referral to a criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school. A notice to this effect will be included in the annual notification documents to parents/guardians/students and the student handbook provided no later than the first day of school each year, or the first day of enrolled attendance.

Board Policy allows a student attending an “unsafe or persistently dangerous school,” or who becomes a victim of a violent criminal offense while in or on the grounds of a school that the student attends, has the right to an alternate school choice. Parents and students are notified of this right in the annual notification documents, and the student handbook provided the first day of school each year, or the first day of enrolled attendance.

<p>5. DISTRICT CELL PHONE and Other Electronic Devices (OED) POLICY</p>
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If a parent/guardian feels the need for their child to have a phone/OED such as airpods, headphones, handheld video game systems, iPads, tablets, etc. at school, the following acknowledgement of the District policy must be signed and kept on file at school.

- Phones/OED are not allowed out of backpacks during the school day.

- **Any personal device seen out of a backpack will be taken and placed in the office:**
 - **1st offense: Student can pick up after school.**
 - **2nd offense: Parent/Guardian is required to pick up personal devices.**
 - **3rd offense: A meeting will be held with the student and parent/guardian.**

Personal devices will be picked up by parent/guardian if offenses continue.

- **The school cannot guarantee the safety of cell phones/oed (from being lost, stolen, or damaged). Students have the option of leaving their cell phone in the office with the secretary for safekeeping before school and picking it up after school.**
- **The school assumes no liability with regards to personal cell phones or other electronic devices as unauthorized on campus, and it will not provide assistance in their recovery or obtaining compensation.**

<h2>6. INTERNET SAFETY</h2>

As a user of the Bayshore School District's computer network, families and students must agree to comply with the Board Policy regarding student use of online services - communicating over the network in a (reliable) appropriate fashion while honoring all relevant laws and restrictions.

As the parent/guardian of the student, this section grants permission for your child to access networked computer services such as electronic mail and the Internet. It is understood that individuals and families may be held responsible for violations. Though some materials that exist on the Internet may be deemed objectionable, parents and guardians accept responsibility for guidance of Internet use - setting and conveying standards for their children to follow when selecting, sharing or exploring information and media.

Our school district currently uses the internet-based service, Securly. Securly is a cloud-based web filtering company for TK-12 schools that also focuses on student safety and parental integration.

Securly is compliant with all state and federal laws and their data security measures go significantly further than is required by law in order to protect student privacy. The Securly team has a more detailed privacy policy available [here](#).

We encourage you to talk with your child about internet safety. A great resource for all media support with children is <https://www.common sense media.org/> .

7. ADMINISTERING MEDICATION TO STUDENT

In order for your child(ren) to take medication of any sort, whether it is prescribed or over the counter, a physician must sign the form **“REQUEST FOR MEDICATION IN SCHOOL,” which needs to be completed and returned to the front office before September 02, 2025.** According to state law, staff cannot administer any type of medication without a physician’s permission. This includes inhalers, oral medications, topical medications, etc. If your child must take more than one medication, please have your physician list all the medications. **Your child(ren) may not carry medication on their person. If medication is found with your child, it will be brought to the front office for a parent/guardian to pick up. It will not be released to the student.** If student must carry medication, a written notice by the parent/guardian must be written releasing all liability from the school. A signed doctor’s note with medication name, dosage, and time of use must be attached. The doctor must state that the student is capable of administering medication.

8. HEALTH, WELLNESS, AND SAFETY

- Personal sports equipment, scooters and skateboards are not permitted on campus for safety reasons. Those who travel to school by bike, scooter or skateboard may lock your equipment to the racks in front of the school (provide your own lock). The sports equipment that students are to use at school will be provided for them. If the school is not providing athletic equipment a child would like to use, please let the staff know.
- Chewing gum, candy, and soft drinks are not permitted.
- Weapons (and pretend weapons), alcohol, drugs, tobacco products, small knives or sharp objects, vape pens or similar items are not permitted on our campus.

If you think your child is ill, **KEEP THEM HOME.**

- As soon as possible, NOTIFY THE SCHOOL if your child has a diagnosed communicable disease. **Children should be fever free without the use of medication for 24 hours before returning to school.**
- Most communicable diseases start with symptoms of the common cold or upper respiratory infection.
- The most contagious period for many communicable diseases is the period before identifying symptoms appear.

Symptoms for which a child should be kept home or sent home from school:	
● Abdominal pain	● Nausea/throwing up
● Severe cough	● Skin rash
● Diarrhea	● Runny ears (a sign of infection)
● Fever	● Sore throat
● Severe headache	● Swollen glands

MENTAL HEALTH SERVICES THROUGH SAN MATEO COUNTY

Behavioral Health and Recovery Services (BHRS) provides mental health services to individuals who are eligible for Medi-Cal and/or members of the Health Plan of San Mateo. BHRS is the mental health and substance use plan for Medi-Cal beneficiaries residing in San Mateo County. Services are also available for children in special education or at risk of out-of-home placement, children who are emotionally disturbed, older adults at risk of institutionalization, uninsured residents of San Mateo County, and people of any age in a major crisis.

Services are aimed at helping individuals experiencing a mental illness maintain their independence, and helping children with serious emotional challenges continue their education and remain with their families.

BHRS services are provided through outpatient clinics in Daly City, San Mateo, the Coastsides, Redwood City and East Palo Alto, in school-based locations, and through a network of

community agencies and independent providers who offer outpatient services, rehabilitation, and other services for adults and children.

For assistance in finding mental health and/or substance use services for someone who may be experiencing a mental illness and/or substance use condition, or for someone you are concerned about, call the BHRS ACCESS Call Center for information, an assessment, and/or a referral based on individual needs.

ACCESS Call Center: Phone: (800) 686-0101, TDD: (800) 943-2833

PRIVATELY INSURED?

Contact your carrier to learn about coverage options and mental health services available to you through your health insurance plan.

FIND A PROVIDER

To find a mental health and/or substance use provider in the San Mateo County Behavioral Health and Recovery Services (BHRS) network, go to <https://www.smchealth.org/BHRSProviders>. Only licensed, waived, or registered mental health providers and licensed substance use disorder services providers are listed on the BHRS Provider Directory

SCHOOL-BASED MENTAL HEALTH SERVICES AVAILABLE AT THE BAYSHORE SCHOOL

Bayshore provides a range of counseling services on its school campus. These services are aimed specifically at mental health issues that impact school performance, and fall within one of the following “tiers”, each tier representing the severity of the student’s needs.

Tier 1: Brief counseling services are available to all Bayshore students. These services may include up to 5 sessions with a Bayshore school-based counselor to address the following:

- Student has:
 - o Had a sudden loss
 - o Has a major life transition
 - o Experienced a one-time incident at school or community (e.g. bullying, violence)
 - o Has been self-referred for feeling sad or otherwise needing emotional support
 - o Experiencing a lack of success in school resulting in a lack of confidence, self-esteem, etc.

Tier 2: Short-term, goal-focused counseling (may include individual, group, family and/or parent counseling) directed at issues impacting school performance. Tier 2 counseling may address the following pervasive issues that have not been resolved through Tier 1 counseling:

- Student has:
 - o Suffered a recent significant loss that has had ongoing impact on the student's ability to make academic and/or social progress.
 - o Experienced ongoing incidents at school or community (e.g. bullying, violence)
 - o Experienced ongoing failures in classroom performance that have significantly impacted the student's ability to make academic and/or social progress.
 - o Shown signs of significant depression or anxiety that have not been sufficiently resolved through Tier 1 counseling.
 - o Moderate to major life stressors (death in family or community, divorce, immigration-related trauma)

Tier 3: Medium to long-term, goal-focused counseling (may include individual, group, family and/or parent counseling) directed at issues impacting school performance. School-based tier 3 counseling services are only available for students who qualify for special education services, and they are provided by BHRS counselors on Bayshore's campus. Tier 3 counseling may address the following pervasive issues that have not been resolved through Tier 2 counseling.

- Student has:
 - o Suicidal or homicidal thoughts or statements (contact mental health staff immediately. If staff are not available, please call the Suicide Prevention Hotline at 1-800-SUICIDE (784-2433))
 - o Signs of ongoing self-harm
 - o Pervasive and significant unexcused absence from school and lack of interest in activities and/or social interaction
 - o Regular occurrence of explosive/aggressive behavior
 - o Regular occurrence of crying/sadness causing routine disengagement in instruction
 - o Disturbing changes in behavior that suggest probability of high-risk behavior
 - o Pattern of highly disruptive behaviors that suggest emotional distress

- o Significant decline in classroom performance that persists over time and suggests emotional distress
- o Confirmation of child abuse (recent or past)
- o Signs that student engages in ongoing bullying behavior that suggests emotional distress or disability
- o Ongoing experiences of being bullied that significantly impacts school performance

REFERRAL FOR SCHOOL-BASED COUNSELING SERVICES

If you believe that your child needs school-based counseling in order to perform adequately in school, please contact your child's classroom teacher, or Principal McZ (415) 467-5443.

9. ABSENCES, TARDIES, and INDEPENDENT STUDIES

ABSENCES

Parents must notify the office when their child is absent from school by calling **(415) 467-5443 option 1**. Call on the day of your child's absence or send a note with your child to his/her teacher upon return to school. According to the State of California Education Code, if your child(ren) are absent for 3 or more days, a doctor's note is required before they may return to school. It is important that your child attend school every day. Please try and make dental or doctor appointments late in the afternoon, on Wednesday afternoons, or during school breaks and holidays. If a child must leave early, you are required to sign your child out via iPad in the office. If you are sending a friend or neighbor to pick up your child before school is over, they must be on the emergency contact list and show a valid ID. If you allow your child to walk home, a verbal or written agreement should be made with the front office and the student will sign themselves out via iPad. Please call to let us know ahead of time so there is no confusion about who is picking up your child. **We do not release children to people not listed on the Emergency Card.**

Excessive absences may trigger the truancy process, even if the parent writes a note.

Students are responsible to make-up missed assignments. Students attending under **an interdistrict transfer agreement may have it revoked due to excessive absences**. If a student is deemed to have excessive absences, the parent/guardian will be required to meet with the

district's Student Attendance Review Team (SART). *If you know your student will be absent for an extended time, your student may qualify for Independent Study status. Absences for illness for more than three days require a doctor's note.*

TARDIES

If a child arrives at school after 8:25, he or she is considered tardy and will be marked accordingly by the classroom teacher. Students are required to report to the office prior to going to the classroom. Please make sure your child arrives at school **before the first bell at 8:25.**

Three or more unexcused absences or excessive tardiness triggers the truancy board hearing procedure.

INDEPENDENT STUDY

Independent Study (IS) is a different way of learning. In IS, a student is guided by a teacher but does not attend classes. A permission to be in Independent Study is given by the principal upon parent request for a student who is planning to be absent five (5) or more days of school.

Parents must request Independent Study at least 2 calendar weeks in advance from the first day of planned absence. It takes time to prepare an adequate study plan as well as to fulfill all procedural components for Independent Study, thus the four-week time frame. Requests should be in writing and given to Ms. Sabrina. The principal might have to meet with the parents before approving the request. Failure to submit a request on time could result in the request being denied, in which case the student must continue to attend the school on the requested days or be classified as truant. If the student is classified as truant she/he will be subject to the district's Truancy Policy.

After the request is approved, the teacher/s will develop an independent study plan and provide it to the parents and student no later than one week prior to the first day of the IS commencement for a review. The parents and student must sign the plan and return to the office no later than two school days prior to the IS.

Independent Study Student Work - The student should work on the plan daily and produce quality work, which could be posted in Google classroom. The student's skills acquired/reinforced during the IS will be assessed by the teacher/s upon the student's return to school. All assignments and worksheets should be in neat condition and clearly labeled with the student's name and the date of completion. Work that does not meet these requirements will not be accepted.

If the student does not submit the work in full, no credit will be given and future requests for IS could be denied Non credited days are also counted as truanicies.

10. INTERDISTRICT TRANSFER AGREEMENT

Bayshore School District accepts Inter-District Transfer Agreements for students outside our enrollment boundaries on a selective basis as enrollment allows, and the IDT contract must be signed prior to the student attending The Bayshore School. These agreements are contingent upon the student's meeting the district's expectations in three areas: **Academic effort, Attendance and Citizenship.**

The contract will be revoked if the student fails to meet any of those expectations. The school will allow the student(s) to remain enrolled until the end of the current trimester. The following circumstances during the whole school year can trigger immediate revocation:

- Five (5) absences, excused or unexcused
- Ten (10) tardies or early school day leaves for longer than 30 min, excused or unexcused
- Less than 90% school work completion rate (as determined by the teacher)
- Difficulty consistently meeting the expectations at school (safe, kind, responsible, respectful)

11. MEDIA PERMISSION

There will be times when your child's written or spoken work, photograph, and/or digital image will be considered for publication on the Internet, in school and district publications, or in City of Daly City publications.

This image of your child **may or may not** be identified by first name, grade level, course, position/office held, activity, or in any other relating to school activities. The image of your child **will not** have the last or surname, home address, email address, or telephone number identified.

You may **grant** permission for the publishing as described above by signing in the box on the signature page. You can withdraw your permission at any time. If you decide to withdraw, a written notice to the school is required.

12. UNIFORM COMPLAINT PROCEDURES

Bayshore Elementary School District
Board Policy
BP 1312.

Community Relations

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, or bullying in accordance with the uniform complaint procedures.

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic

information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs.

The Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant.

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with the uniform complaint procedures, whenever all parties to a complaint agree to try resolving the problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate for any complaint alleging discrimination, harassment, intimidation, or bullying, the Superintendent or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed. In addition, pursuant to Education Code section 52075, individuals may file a complaint under the district's Uniform Complaint Procedure alleging that the school district has not complied with the LCAP requirements in the Education Code. The complaint may be filed anonymously if the complainant is not satisfied with the decision of the school district, the individual may appeal the decision to the State Superintendent of Public Instruction. The State Superintendent of Public Instruction is required to issue a decision on the appeal within 60 days of the Superintendent of Public Instruction's receipt of the appeal. If the school district finds merit in the complaint or the

Superintendent of Public Instruction finds merit in an appeal, the school district will provide a remedy to all affected pupils, parents, and guardians.

The district's uniform complaint procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff
3. Teacher vacancies and mis-assignments
4. Local Control Accountability Plan

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3260 - Fees and Charges)

(cf. 3320 - Claims and Actions Against the District)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 5131.2 – Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5148 - Child Care and Development)

(cf. 6159 - Individualized Education Program)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Language Learners)

(cf. 6175 - Migrant Education Program)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

Legal Reference: EDUCATION CODE

200-262.4	Prohibition of discrimination
8200-8498	Child care and development programs
8500-8538	Adult basic education
18100-18203	School libraries
32289	School safety plan, uniform complaint procedures
35186	Williams uniform complaint procedures
37254	Intensive instruction and services for students who have not passed exit exam
41500-41513	Categorical education block grants
48985	Notices in language other than English
49010-49013	Student fees
49060-49079	Student records
49490-49590	Child nutrition programs
52160-52178	Bilingual education programs
52300-52490	Career technical education
52500-52616.24	Adult schools
52800-52870	School-based program coordination
54000-54028	Economic impact aid programs
54100-54145	Miller-Unruh Basic Reading Act
54400-54425	Compensatory education programs
54440-54445	Migrant education
54460-54529	Compensatory education programs
56000-56867	Special education programs
59000-59300	Special schools and centers
64000-64001	Consolidated application process

GOVERNMENT CODE

11135	Nondiscrimination in programs or activities funded by state
12900-12996	Fair Employment and Housing Act

PENAL CODE

- 422.55 Hate crime; definition
- 422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

- 3080 Application of section
- 4600-4687 Uniform complaint procedures
- 4900-4965 Nondiscrimination in elementary and secondary education programs UNITED

STATES CODE, TITLE 20

- 6301-6577 Title I basic programs
- 6601-6777 Title II preparing and recruiting high quality teachers and principals
- 6801-6871 Title III language instruction for limited English proficient and immigrant students
- 7101-7184 Safe and Drug-Free Schools and Communities Act
- 7201-7283g Title V promoting informed parental choice and innovative programs
- 7301-7372 Title V rural and low-income school programs

You may obtain the Uniform Complaint form from the school office.

13. NOTIFICATION OF RIGHTS UNDER F E R P A

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day **The Bayshore School** receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the

records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the [School] to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official

typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202