School Discipline Handbook for Parents and Students

Provided by The Dolores Huerta Foundation and The California Endowment
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Who We Are

The Dolores Huerta Foundation (DHF) is a 501(c) (3) community benefit organization that organizes at the grassroots level, engaging and developing natural leaders.

DHF creates leadership opportunities for community organizing, leadership development, civic engagement and policy advocacy in the following areas:

- Education
- Civic Engagement
- Youth Development

Our mission is to create a network of organized healthy communities pursuing social justice through systemic and structural transformation.

We believe that parent involvement is an essential and continuous process that promotes active participation, communication and collaboration between parents, schools and communities in order to provide an environment that fosters a love of learning.

Extensive research shows that when schools and families support each other, students of all backgrounds and with different abilities can achieve higher levels. Families, schools, and communities working together can create meaningful partnerships that lead to improved student academic performance and a better future for their communities.

Right to an Education

The Constitution of California establishes that all students have an equal right to attend and participate in school regardless of their race, sex, color, ethnicity or national origin. State law, furthermore, prohibits discrimination and harassment based on any of the following characteristics:

- National Origin
- Race/Color/ethnicity
- Religion
- Sexual Orientation
- Disability
- Sex
- Gender Identity
- Gender Expression
Right of Parents

A. Right to be Involved:
- To be informed
- To have access to student records
- To ask questions and request evaluations
- To visit and observe the classroom
- To meet with teachers, school principal, and others
- To join parent advisory committees
- To advocate for your kids!

Note: If student has an IEP, your student has additional rights and protections.

B. Access in your Primary Language
For parents who do not speak English: all notices, reports, and other documents must be translated, and interpreters must be provided at school meetings and hearings. If more than 15% of students speak another language than English all notification should be provided in that language Ed Code. § 48985.

C. Participation:
Parents are principal actors, not observers!
School Discipline

School discipline means the obligation of teachers and students to follow a code of conduct known usually as school rules. This regulation, for example, defines exactly what is expected to be the model of behavior, school uniform, meeting a schedule, ethical standards and the ways in which relationships are defined within the study center. This regulation also provides for normative principles regarding the type of sanction to be followed in the event that the student is in violation of the standard. For example: suspension, expulsion, detention, behavior contracts, loss of privileges etc.

Grounds for Suspension and/or Expulsion

A student can ONLY be suspended or expelled for certain acts listed in the CA Ed. Code § 48900 et seq (and sequential).

A student can ONLY be suspended for an alleged act that is related to a school activity. This includes activities occurring not just at school, but also going to/coming from school, and or going to/coming from a school sponsored activity.

California Education Code § 48900: Grounds for Suspension and/or Expulsion

a. Causing/threatening physical injury or willful use of force, except in self-defense
b. Possession, sale or furnishing a firearm, knife, or other dangerous objects unless with written permission
c. Unlawful possession, use, sale, furnishing, or being under the influence of a controlled substance except over-the-counter medication for medical purposes or medication prescribed for the pupil
d. Unlawfully offered, arranged, negotiated to sell any “controlled substance,” and or alcohol, and then either sold, delivered or otherwise furnished another substance and represented the substance as a controlled substance
e. Committed or attempted robbery or extortion
f. Caused or attempted to cause damage to school/private property
g. Stole or attempted to steal school/private property
h. Possessed or used tobacco, unless per prescription
i. Committed an obscene act/engaged in habitual profanity or vulgarity
j. Unlawfully possessed, offered, arranged or negotiated the sale of drug paraphernalia
k. 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
l. Knowingly received stolen property
m. Possession of imitation firearm
n. Committed or attempted to commit sexual assault/sexual battery as defined in the Penal Code
o. Harassed, threatened, intimidated, or retaliated against a pupil witness in a disciplinary proceeding
p. Unlawfully offered or sold the prescription drug Soma
q. Engaged in or attempted hazing
r. Engaged in an act of bullying
s. Must be related to school activity or attendance
Limitations on Suspensions

- Suspensions, including in-school suspensions, shall only be imposed when other means of correction have failed to bring about proper conduct.
- A student may be suspended for the first offense of Section 48900 (a) – (e) only if the student's presence causes a danger to persons. (Cal. Ed. Code. § 48900.5)

Examples of Other Means of Correction

- A conference between school personnel, the pupil’s guardian, and the pupil
- Referrals to: school counselor, psychologist, and or social worker
- Study teams
- Referral for a psychological-educational assessment
- Anger management classes
- Restorative Justice Program
- Positive Behavior Intervention and Support (PBIS) (Cal. Educ. Code 48900.5)

Suspensions

Suspension is the temporary removal of a student from school for NO MORE THAN 5 consecutive days.

Suspension Process

- A student must be informed of the reason for disciplinary action and the evidence against him/her.
- Parent or guardian must be provided WRITTEN NOTICE of a suspension –must be in the student’s native language (where applicable). (Cal. Ed. Code § 48984.)
- A school employee shall also make a reasonable effort to contact a parent or guardian in person or by telephone at the time of suspension.
- A student has the right to be heard before being excluded from school. Suspension shall be preceded by a conference between the principal, his designee, and or superintendent and the pupil, and whenever practicable the teacher or other school employee that referred the pupil.
- A student must be given the opportunity to present his/her side of what happened and evidence in defense.
- A suspension may be imposed without a conference ONLY IF an emergency situation exists.
- Parent and student must be notified of their right to return to school for a conference that must be held within 2 school days. See Cal. Educ. Code § 48911

In general:

A student CANNOT be suspended for more than 5 consecutive school days AND CANNOT be suspended for more than 20 total school days within the same school year.

Note:

Limited exceptions for students who are recommended for expulsion.

Challenging Suspensions

Suspensions can be challenged ...

- Request for the District’s policies and procedures for appealing a suspension; often students may appeal directly to the Superintendent

b. Ed. Code § 49072 gives the right to include a statement or a response to the disciplinary actions. If disciplinary actions are included in any pupil record information the school district shall allow the pupil’s parent to include a written statement or response concerning the disciplinary action.

c. Ed. Code § 49070 gives parents or guardians the right to challenge the contents of a pupil’s record that the parent determines to be:

- Inaccurate
- An unsubstantiated personal conclusion or inference
- A conclusion or inference outside of the observer’s competence
Timeline for Suspension


2. Prior to suspension pupil gets an informal conference with principal. If pupil is deemed a clear and present danger conference will be held within 2 school days

3. Make a reasonable effort to phone call parents. Written notice of suspension to parent

4. School officials conduct a meeting with the parents, if requested

Suspensión (No longer than five consecutive school days)
• A conclusion not based on personal observation/witness of the named person
• Misleading
• In violation of the privacy or other rights of the pupil

**IMPORTANT to Remember:**
• Suspensions, including in-school suspensions, imposed only when OTHER MEANS OF CORRECTION have failed to bring about proper conduct.
• A student may be suspended for a first offense of Section § 48900 (a) - (e) ONLY IF the student’s presence causes a danger to persons. California Education Code § 48900.5 - Examples of other means of correction: conference between school staff, the guardian of the student, and the student, referrals to the school counselor, psychologist, and or social worker, participation in study teams, referral for a psychological-educational assessment, anger management classes, Restorative Justice Program, and Positive Behavior Intervention Support (PBIS).

**Expulsions**

Expulsion is the removal of a student from all comprehensive district schools by the Governing Board for a term no longer than one calendar year. A child shall not be recommended for expulsion unless the principal or superintendent of the school determines that the pupil has committed one of the acts listed in Cal. Ed. Code. § 48900, and sequential.

For most acts a decision to expel shall be based on a finding of one or both of the following (Cal. Ed. Code § 48915(b)):
• Other means of correction are not feasible
• Due to the nature of the act the presence of the pupil causes a continuing danger to the physical safety of the pupil or others

**Mandatory Recommendation for Expulsion**

For the following acts:
• Causing serious physical injury, except in self-defense
• Possession of any knife, or other dangerous objects of no reasonable use to the pupil
• Unlawful possession of a controlled substance except for (i) first offense of possession of marijuana (less than 1 oz), other than concentrated cannabis or (ii) possession of over the counter medication for use by pupil for medical purposes or medication prescribed by a physician
• Robbery or extortion
• Assault or battery as defined in the Penal Code

A Principal/Superintendent “shall recommend expulsion” unless the Principal/Superintendent determines “that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.” *The school has the discretion to expel; it is not really mandatory*

**Zero-Tolerance Offenses – “The BIG 5”**

Educ. Code §48915

For a few select acts school personnel have no discretion and must recommend expulsion. For all other acts secondary findings must be satisfied before a student may be expelled from school. Zero-Tolerance Offenses include:
• Possessing, selling, or otherwise furnishing a firearm (except an imitation firearm)
• Brandishing a knife at another person
• Unlawfully selling a controlled substance
Timeline for Expulsion

1. Recommend Expulsion upon commission of § 48900 act

2. Written notice of hearing date sent to parent 10 calendar days prior to the hearing. § 48918(b)

3. Expulsion hearing (held within 30 school days of alleged act). § 48918(a)

4. Panel must make recommendation within 3 school days of the hearing. § 48918(e)

5. Within 10 school days after hearing school board makes decision to expel or not to expel (or suspended expulsion). § 48918(a)

6. Written notice of expulsion sent to student along with right to appeal to County Board of Education. § 48918(j)

Expulsión
• Committing or attempting to commit a sexual assault or battery
• Possession of an explosive

Distinguish Mandatory Recommendation for Expulsion vs. Mandatory Expulsion.
• A Principal/Superintendent “shall immediately suspend” and “shall recommend expulsion”
• The Governing Board “shall order a pupil expelled” if the Governing Board finds that the student committed the act and the act was related to a school activity.

BUT for all other cases secondary findings are REQUIRED. The Governing Board may order a student expelled ONLY IF:
• Other means of correction are not feasible or have repeatedly failed OR
• Due to the nature of the act the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Recommendation For Expulsion Educ. Code §48918

Similar to suspension, a student may only be recommended for expulsion and expelled for an act enumerated in the education code at § 48900 et seq. In an expulsion process:
• A student has the right to a hearing before he/she is expelled
• A student’s expulsion hearing must be held within 30 school days of the date the principal/superintendent determines the pupil committed the alleged act
• A student may only be expelled by the Governing Board of a school district following an expulsion hearing

IMPORTANT: Principals, Superintendents, and other school staff CANNOT expel a student. The Governing Board may authorize an Administrative Panel to conduct the hearing and make a recommendation Educ. Code § 48918.

Expulsion Process Educ. Code §48911

Once a student is recommended for expulsion, that student may either:

a. Be in school OR
b. Out of school on extended suspension pending the expulsion hearing

Extended Suspension

A student may be placed on extended suspension (suspension for more than 5 days) ONLY IF the presence of the student would cause a danger to persons/property or a threat of disrupting the instructional process AND The Superintendent (or his/her designee in writing) MUST hold a meeting prior to the end of the 5 day suspension to make this determination and invite both student and parent to attend

Expulsion Hearing Notice and Contents (Educ. Code § 48918(b))

Right to written notice at least 10 calendar days prior to date of hearing
a. Date and place of the hearing;
b. Statement of facts and charges;
c. A copy of the relevant district discipline rules;
d. Pupil’s obligation to notify other schools;
e. Right to appear in person or be represented by counsel or other advocate;
f. Right to inspect documents to be used in the hearing;
g. Right to confront and cross-examine witnesses and evidence

Notice must be provided in the student’s native language. See Ed. Code 48984 & 51101.1

Expulsion Hearing Educ. Code § 48918

Prior to the hearing a student may: Inspect and obtain a copy of all documents to be used at the hearing. At the Expulsion Hearing a student may:
• Appear in person or be represented be legal counsel or a non-attorney adviser
• Confront and question all witnesses who testify at the hearing
• Question all evidence presented at the hearing
• Present oral and/or documented evidence on their behalf, including witnesses
Who are the players?

a. Administrative Panel: three certificated administrative employees (usually principals, vice-principals, deans) who are NOT from the school that the student attends or where the incident took place

b. Representative from School: usually a dean, principal or VP who will present the case for the school

c. Hearing Administrator: some districts have an administrator who oversees expulsion hearings and will “lead” the hearing

d. Witnesses: for the school and for the student

e. Student & Parent, Attorney, and/or Other Support Persons

What does the school have to prove at the expulsion hearing? Educ. Code 48918

What the school has to prove at the expulsion hearing depends on the alleged act committed, but in general must prove:

a. Student committed the alleged act

b. Act was related to school activity

c. Compliance with procedural requirements

d. Secondary findings:
   Either: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct OR (2) that due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others

e. Must be proven by “substantial evidence”

f. A record of the hearing must be made

Possible Outcomes Educ. Code §48917

a. No Expulsion: Student may return to school

b. Expulsion: Student must be given a program of instruction during the expulsion period and the student must be given a rehabilitation plan and a date for readmission

c. Suspended Expulsion: Student is expelled but permitted to return to school on a probationary status and if student commits any 48900 act, original expulsion order may be enforced w/o a hearing

Duration and Right to Educational Placement (Educ. Code § 48919)

Duration:

a. If act was a zero-tolerance offense (under state law), student may be expelled for no more than 1 calendar year

b. For all other acts, students must be considered for readmission no “later than the last day of the semester following the semester in which the expulsion occurred”

Readmission:

a. Rehabilitation Plan

b. Set date when Governing Board will review for readmission

C. Must readmit student to a regular school unless the student has not met the terms of the rehabilitation plan or continues to pose a danger to the campus safety, or to other students or school employees

Educational Placement:

The governing Board is REQUIRE to ensure that an educational program is provided to a pupil who is subject to the expulsion order for the period of the expulsion.
Timeline for Expulsion Appeal

1. Within 30 calendar days of the board’s decision to expel, file notice of appeal with County Board of Education. Also ask district to prepare written transcript of hearing. § 48919

2. Transcript prepared within 10 school-days. § 48919. Prepare and submit briefing on grounds for appeal

3. Within 20 schooldays of filing notice of appeal, County Board of Education holds appeal hearing. § 48919

4. Notice of final order of County Board of Education sent to student and School Board. § 48923

Decision of County Board is final. § 48924 (sort of – can file write to Superior Court) “Writ of Mandate”
Right to Appeal

The student has the right to file an appeal with the County Board of Education within 30 calendar days of the expulsion decision. Grounds for appeal:

a. Whether the Governing Board acted without or in excess of its jurisdiction (mostly timeline issues)

b. Fair hearing before the governing board (allowed to present witnesses, testimony, evidence, etc.)

c. Prejudicial abuse of discretion by the Governing Board (did they choose to expel without sufficient evidence?)

d. Relevant and material evidence which in the exercise of reasonable diligence could not have been produced or was improperly excluded at the hearing (not often used)

Involuntary Transfer

An involuntary transfer is when a school district transfers a student to another school against the student's wishes or the wishes of their parent/guardian. A student can be involuntarily transferred to a juvenile court school, community day school, or continuation school.

Definitions

Juvenile Court Schools:
Provide public education for individuals who are incarcerated in facilities ran by counties. These schools are located in juvenile halls, homes, ranches, and camps. They are also located in day centers and regional youth educational centers. Youths who are under the authority of the juvenile court system must attend school. They also must take all educational tests required by the state. These schools offer these students a course of study that leads to a high school diploma. Most students from ages sixteen to eighteen who are released by a juvenile court must continue their public education. Students who are released by a court are often provided with services that help them transfer and adjust to a regular public school.

Community Schools:
They are public schools that are run by the county office of education, and serve students from kindergarten through twelfth grade who are expelled from the regular school or who are referred by attendance or behavior problems. They also serve students who are homeless, on probation or parole, and who are not attending school regularly. Usually these schools do not offer the same conditions as a regular school and students are placed regularly in independent study.

Continuation Schools
It is an alternative high school program. It is for students who are 16 years of age or older who have not graduated from high school. Many students in continuation schools are behind on high school credits. Others may need flexible school hours, as they might have jobs outside of school. Students who attend these schools have to spend at least 15 hours per week or three hours a day in school.
Involuntary transfers to juvenile court and community day schools are permissible under the California Education Code only when:

a. The student is expelled
b. The student is referred by probation, or
c. The student is referred by a school attendance review board or district level referral process.


If the transfer is to a continuation school, you always have the right to object. The protections outlined in this section apply to students who are involuntarily transferred to a continuation school. They do not apply to juvenile court Schools or community day schools.

Involuntary Transfer Process

An involuntary transfer is different from a voluntary transfer in that the student and her/his parents agree to the transfer voluntarily for safety or other reasons. Students who voluntarily transfer have different rights regarding re-enrolling in a regular comprehensive high school.

It is important for parents to thoroughly read all documents that school personnel presents to parents during conferences before signing any document. (If the document is not in the parent’s native/primary language or in a language that he/she understands DO NOT SIGN IT. Parent/guardian has the right to refuse to sign it and take the document to someone who may translate it or help parent/guardian understand it, which may be a close friend, community leader, and or lawyer.

It is usual for some school districts to ask parents/guardians to sign documents during a conference. This document usually is a WAIVER (pardon) with parent's/guardian’s signature stating that they admit to the offense(s), accept charges, and decline the possibility to advocate for their child regarding the offense.

You can only be involuntarily transferred to a continuation school for specific violations. A student can be involuntarily transferred to a continuation school for the same specific violations, highlighted in the California Ed Code § 48900, for which a student can be suspended or expelled.

A student can only be transferred involuntarily if there is a finding that the student:

a. Committed one of the violations; OR
b. Has been habitually truant or had irregular attendance from legally required instruction; AND
c. Other attempts at correcting the student’s behavior fail to bring about improvement; OR
d. The student’s presence at school causes a danger to persons; OR
e. Property or threatens to disrupt the instructional process.

What Are My Rights and Responsibilities During Involuntary Transfer Proceedings?

You still have your right to a public education and to due process during an involuntary transfer proceeding. Involuntary transfers to continuation schools should be limited to the semester in which the act leading to the transfer Occurred and the semester following that semester, unless the local board adopts a procedure for yearly review. Cal. Ed. Code § 48432.5.

In most cases, you should try to AVOID being transferred to a continuation, alternative, or community day school. Most of these schools are not able to provide educational opportunities that are as good as those at a regular comprehensive high school. For example, many continuation, alternative, and community day schools have shortened instruction time when students are in classes learning, offer
fewer classes for students to take, have higher drop-out rates, and provide fewer extracurricular activities for students.

If you cannot avoid being transferred involuntarily, you should try to be transferred to another regular comprehensive high school. (This option is not feasible in Kern County)

Truancy Defined 3 Classifications – Educ. Code §§48260, 48262, 48263.6

Truant: student missing more than 30 minutes of instruction without valid excuse 3 times during the school year (includes full day absences and/or if student is more than 30 minutes late to class)

Habitual Truant: student who has been reported as “truant” 3 or more times per school year – HOWEVER, a student cannot be deemed a “habitual truant” if the District has not made a “conscientious effort” to hold at least one conference with a parent/guardian and the student

Chronic Truant: student who has been absent from school without valid excuse for 10% or more of the school days in one school year – HOWEVER, a student cannot be deemed a chronic truant if the District has not complied with Educ. Code §§48260, 48260.5, 48261, 48262, 48263, and 48291.

Consequences Of Truancy Cal. Ed. Code § 48264.5

Any minor reported to be truant may be required to attend makeup classes on one day of a weekend. Consequences become more severe for each subsequent report of truancy within the same school year:

First Report: pupil and parent may be requested to attend a meeting with school counselor to discuss root causes of truancy and develop a joint plan to improve attendance

Second Report: pupil may be given a written warning from a peace officer and may be assigned to an after school or weekend study program. If the pupil fails to successfully complete the program, they shall be subject to section (c)

Third Report: pupil shall be classified a habitual truant and may be reported to a school attendance review board or truancy mediation program. If the pupil does not complete the mediation or another program they shall be subject to section

Fourth Report: pupil may be within the jurisdiction of the juvenile court which may adjudge the pupil a ward of the court. If the pupil is adjudged a ward of the court, they shall be required to do one or more of the following:

a. Performance at court-approved community services for 20 – 40 hours over a period not to exceed 90 days, during a time other than the pupil’s hours of school attendance or employment

b. Payment of a fine by the pupil of not more than $50, for which the parent/guardian may be jointly liable

c. Attendance of a court-approved truancy prevention program

d. Suspension or revocation of driving privileges (applies only to students who have attended a SARB, a program operated by the probation department, or a truancy mediation program)

Referral to School Attendance Review Board (SARB) Educ. Code §48263

If a student is habitually truant, or is irregular in attendance…or is habitually insubordinate or disorderly during attendance the student may be referred to a school attendance review board (SARB)
Goals of SARB Educ. Code §§48320

a. “It is the intent of the Legislature that intensive guidance and coordinated community services may be provided to meet the SPECIAL NEEDS to pupils with school attendance problems or school behavior problems”

b. Divert students from juvenile justice system until all available resources have been exhausted

c. Create a safety net for students with persistent attendance or behavior problems

d. Reduce drop out rates and increase school holding power


Parents received 3 notification letters. Notice is triggered by identification of student as “truant” (3 or more absences/tardies) 3rd notice - child may be classified as “habitually truant” and referred to SARB.

Notice of SARB Hearing
Should be in writing and include:

a. Reasons for the referral
b. Explanation of SARB process
c. Identity of the members of the local SARB
d. Statement that information from the pupil’s records will be released to the SARB
e. Invitation to participate in a conference on a specific date and at a specific location

SARB Hearing

Identification of problem and assessment of contributing factors. Many questions to ask and service options to explore such as:

a. Does the child need transportation or other support services?
b. Does the child have a disability? c. Does the child have medical conditions that are affecting attendance? d. Is the child a homeless child? Foster youth? Migrant child?

Recommendations and directives to student/parent
May include, but not limited to:

a. Agreement with parent/student
b. Specific referrals to community agencies/services
c. Follow-up dates to review progress of student/parent in meeting directives

SARB Hearing Outcomes Educ. Code § 48263

Two Possible Outcomes:

a. SARB determines that available community services can resolve problems of the habitually truant or insubordinate pupil:
   • SARB shall direct the pupil, pupil’s parents/guardians, or both, to make use of those community services
   • SARB may at any time require the pupil, pupil’s parents/guardians, or both to furnish satisfactory evidence of participation in these services
   • SARB determines whether or not available community services could resolve problems of the truant or insubordinate pupil

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b. If the SARB determines that available community services are NOT sufficient:
   • SARB may notify the district attorney of the county if the district attorney has elected to participate in the mediation program.
   • If the district attorney has elected not to participate in the mediation program: SARB may direct the county superintendent of schools to, and the superintendent of schools shall, request a petition on behalf of the pupil in the juvenile court.

   Mediation Program Cal. Ed. Code § 48263.5
   • District attorney may notify the parents or guardians of the pupil, by first class mail or other reasonable means, that they may be subject to prosecution under Article 6 of Chapter 2 of Part 27 of the Education Code for the failure to compel the attendance of the pupil.
   • District attorney may also request the parents or guardians and the child to attend a meeting in the district attorney’s office to discuss the possible legal consequences of the child’s truancy.

   Criminal Prosecution of Parents/Guardians for Failure to Compel Attendance Ed. Code § 48291
   In the event that any parent, guardian, or other person continually and willfully fails to respond to directives of the SARB or the services provided, the SARB shall direct the school district to make and file in the proper court a criminal complaint against them, and shall see that the charge is prosecuted by the proper authority.

   Penalties against Parents Ed. Code § 48293
   Any parent, guardian, or other person having control or charge of any pupil who fails to comply with this chapter, is guilty of an infraction and shall be punished as follows:

   First Conviction: fine of not more than $100
   Second Conviction: fine of not more than $250
   Third or subsequent conviction: if the person has willfully refused to comply with this section, a fine of not more than $500. In lieu of imposing the fines, the court may order the person to be placed in a parent education and counseling program.

   Summary
   • It is the intent of the legislature that alternative means of correction be used prior to suspension and/or expulsion, except in a limited number of circumstances
   • Parents and students must have notice of disciplinary actions and consequences for truancy
   • Students have a right to representation at suspension, expulsion, and SARB hearings
   • Students have a right to submit and question evidence presented by the School
   • Complaints regarding student discipline and truancy can be made to the superintendent, the School Board, the California Department of Education, the Office for Civil Rights, or by pursuing an action in a court proceeding.
References and Resources

This Handbook was provided by the Dolores Huerta Foundation through our Education Program with materials from California Rural Legal Assistance (CRLA), American Civil Liberty Unión (ACLU) California Department of Education.

Dolores Huerta Foundation
www.doloreshuerta.org
P.O. Box 2087, Bakersfield, CA 93303
(661) 322-3033 • Fax: (661) 322-3171

California Rural Legal Assistance
www.crla.org
601 High Street, Suite C
Delano, CA 93215
(661) 725-4350

Greater Bakersfield Legal Assistance
http://gbla.org
Phone: (661) 325-5943
615 California Ave, Bakersfield, CA 93304

American Civil Liberty Union
www.aclu.org
1313 W. 8th Street
Los Angeles, CA 90017
(213) 977-9500

Other Resources

California Department of Education
www.cde.ca.gov/sp/ed/oe/jc/cefjuvenilecourt.asp

Fix School Discipline Website
www.fixschooldiscipline.org

Know Your Rights – School Discipline (ACLU of Northern California
www.aclunc.org/issue/youth/ asset_ upload_file525_2976.pdf

“Policing in Schools: Developing a Governance Document for School Resource Officers in K-12 Schools” – ACLU
www.aclu.org/pdfs/racialjustice/ whitepaper_ policinginschools.pdf

CDE Truancy Webpage (information and resources that define truancy and truancy penalties and other related information.)
www.cde.ca.gov

“School Attendance Review Board Handbook” (Prepared by the State Attendance Review Board – April 2009)
www.sbcss.k12.ca.us

“Campaign to End Truancy/Tardy Ticketing” (The Labor/Community Strategy Center – Community Rights Campaign
www.thestrategycenter.org

Stopbullying.gov – a federal government website managed by the US Department of Health & Human Services.
www.stopbullying.gov

Anti-Bullying Resources, Gay Lesbian & Straight Education Network (GLSEN) provides resources and support for schools to implement effective and age-appropriate anti-bullying programs to improve school climate.
www.glsen.org/cgi-bin/iowa/all/antibullying/index.html

Trevor Project – national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning youth.
www.thetrevorproject.org

Office for Civil Rights
www2.ed.gov/about/offices/list/ocr/index.html
The Information Resource Center (IRC) is the home of 1-800-USA-LEARN (1-800-872-5327)