



CRLA's Education Manual



A Basic Guide to Students' Rights For Parents and Advocates

Produced by CRLA, with funding provided by the W.K. Kellogg Foundation.

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CHAPTER 1: Introduction

A. About CRLA

California Rural Legal Assistance, Inc. (CRLA) is a nonprofit legal assistance program that helps California's low-income individuals and communities.

Each year, CRLA helps nearly 50,000 low-income rural Californians receive free legal help and a variety of community education and outreach programs.

The impact of CRLA's work has touched the lives of literally millions of low-income individuals, improving conditions for farmworkers, single parents, school children, the elderly, people with disabilities, and entire communities.

CRLA has identified educational gaps in rural communities that unfairly harm low-income children, children of color, students with disabilities, English Learners, homeless children, LGBT youth, and other vulnerable student groups.

When school data relating to discipline, class assignment, dropout, graduation and college enrollment is tracked by race, ethnicity, disability, and language, it is clear that harsher punishment of these students at school and a failure of some schools to meet their unique educational needs may be causing them to not do so well in school.

Studies have shown a link between students failing in school and increasing the chances of ending up in trouble with the law, a trend often called the "school to prison pipeline." CRLA is committed to working on issues that result in a "pipeline to nowhere"—not only

an increased chance of jail or prison for vulnerable students, but also limited opportunities in life more generally.

Early education advocacy focused on the unfair discipline of students at school. Advocacy across the nation resulted in changes in the suspension and expulsion of students and an overall reduction in the number of students who are suspended and expelled in school districts in California and nationwide. However, CRLA has noticed a disturbing trend.

While expulsions, and even suspensions are going down, assignments and transfers to alternative schools are not. Students of color and other vulnerable students still have a higher than normal enrollment rate in alternative schools which often do not provide the full range of education programs and classes that traditional schools do. Students in some alternative schools may have shorter school days and spend less time with teachers than in other schools making it harder for them to stay on track to graduate and more likely that they will drop out of school.

CRLA launched its Rural Education Equity Program to address the educational unfairness faced by students of color and other vulnerable students by demanding that schools follow the law, and taking schools and districts to court when needed; informing education policy, when asked; and promoting effective ways to work with parents, youth organizations and educators who share the goal of helping to create a pipeline to success for all students in California schools.

CRLA's efforts challenge unequal practices related to school discipline, school assignment and course availability to ensure that all children have equal access to a meaningful education and a full range of choices available to them after they graduate.

B. About this manual

This manual is made possible by the generous funding of the W. K. Kellogg Foundation and intended to provide parents, guardians, and caregivers with an overview of some of the basic rights of California public school children. It includes discussions regarding the importance of parent engagement and the laws that keep schools accountable for student outcomes. It also identifies some common problems that happen in schools and provides advocacy tips.

C. Who should use this manual

Are you interested in defending student rights? Maybe your child has some challenges at school and you want to help? Is your child enrolled in a community or continuation school? Do you want to learn about the laws that guide and control the California's public education system? If you answered yes to any of these questions, then this manual is for you!

You are your child's number one supporter and you are the best defender and protector that your child will ever have. **The more informed you are about your child's education rights and the more engaged you are at your child's school, the more support you can offer your child to make sure that they succeed!**

There are many benefits of knowing your child's education rights and being involved at their school.

Your child is more likely to have:

- Better school achievement, such as higher grades and test scores
- Good school attendance
- Higher career goals
- Motivation toward school
- A positive attitude about school
- Positive behavior in school
- More services and supports at school

You will be more likely to:

- Talk more with your child about what is going on in school and learn more about their social, emotional, and educational needs
- Gain confidence in your decision-making skills when working with teachers and schools because you know your child's education rights
- Build strong and helpful relationships with your child's teachers and school to bring attention to your child's needs
- Help make a positive school climate where parents, community, and school can work together towards the best outcomes for students
- Learn to work with the public school system including how to request and review policies that impact your child's education and be part of school decision making processes
- Meet and join other parents to talk about problems at school and take action together

D. How do I become an education advocate for my child?

1. Learn more about how your child's school

works: An advocate is a person who supports and protects another person. Being an advocate for your child or another student may feel difficult because the education system is very complex. You are not alone and CRLA is here to help.

Your journey starts by getting the information that will help you understand your child's school system. Some questions you should ask are:

- What kind of school is my child attending?
 - Is it a traditional neighborhood school?
 - An opportunity or continuation high school?
 - A charter school?
 - A community school?
- Who is my child's teacher?
- Who is the principal of my child's school?
- What is the opinion of my child's school about the problem I want to deal with?
- What is the school experience like?

- How do parents, students, and teachers feel at school?
- Is it a positive place where I would be motivated to get involved as a parent?
- Who are the people who make important decisions at school who I do not know yet?
- How do they help parents solve problems and concerns?
- How creative are the solutions and supports offered to parents, students, and teachers at the school?
- What special programs or supports are offered at my child's school to motivate my child and help my child plan for the future by exploring his or her talents?
- What do I know about my child's school district and where is the district office located?
- Who is in charge of important decisions in the school district?
- Who are the school district board members?
- Who is the Superintendent of the school district?
- Where can I find the school district's policies and procedures?
- What do I know about the county office of education and where is the county office of education located?

2. Learn and practice valuable skills like looking ahead and preparing for challenges: Being able to look ahead for challenges will help you prepare to work with and talk effectively with school staff.

For example, you might find that:

- *The school does not have people trained to help your child:* sometimes changes at school cannot be made without appropriate training for staff and that requires an investment of resources and school time.
- *The school does not want to make changes:* sometimes schools have ways of doing things that have stayed the same for a long time and they do not want to change.
- *The school does not understand its legal obligations:* sometimes school and district representatives do not have the most up to date

legal information about their responsibilities so never assume that they are experts of the law on any subject you are concerned about.

- *The school does not have the staff or programs your child needs:* at times even if you have a good request and a good idea, school representatives may not have the power to make the changes you need; in some cases the right person could be at the district or county level because they have greater power over certain matters including, for example, how schools spend money for students.

3. Build a positive and useful relationship:

If you have concerns at school you will work mostly with your child's teachers and principals to try to fix those problems. Because of this you want to build a positive and useful relationship with them. There are many positive people that will work with you and give you support, but you may also deal with people that are not as helpful or nice to you.

Here are some tips if you ever feel that the people in your school are not helpful:

- *Ask for an interpreter if you need one:* if English is not your primary language, schools must make sure that you are able to meaningfully participate in your child's education and talk with the school just like parents who speak and understand English; this includes providing you with an interpreter and translated documents
- *Be persistent and clear:* if they stop you from talking, let them know that they stopped you and you were not done talking, and ask for more time to share your entire opinion
- *Use the information you are given:* if someone shares hard to understand numbers and information, don't be afraid to ask questions and use the information they give you to support your opinion
- *Follow up:* if you reached a solution with school officials but you see no change, find out why; for example, special training for school staff may be needed or additional actions to see the positive change you are looking for.
- *Take control:* If someone tells you there is no answer, do not accept that as a final answer. Keep talking and continue to try and fix your child's

problem. Ask for the reasons why the problem cannot be fixed in writing and ask who else you may talk to who may have greater power; for example, the district or county superintendent.

4. Communicate clearly: Let school officials know exactly what you want for your child, whether it is more academic support or better discipline methods. Whatever purpose you have, make sure to explain yourself clearly and try to understand the views of others so you can work together to come up with a solution that fixes the problem.

Here are some things to keep in mind as you communicate with anyone at school, whether it is a teacher or the school principal:

- **Keep it short and simple:** think about how to express what you need for your child and how you could share that in a brief sentence. Once you share your child's needs with the school representative, they will probably ask questions to get more information from you but avoid sharing everything at once, as you may find that they may not understand how to help you if they get distracted by other details.
- **Give evidence:** show the person you are speaking to how the problem is affecting your child by using specific dates, events, and examples as much as you can. This will help you be confident in your request and also make it hard for the school to ignore your problem.
- **Stay strong:** you will be asked many questions, but all you need to do is make sure that you are clearly saying what you need. A good way to do this is to come back to your first request and repeat what you need as much as possible.
- **Get more information:** you may not reach a solution at the meeting because the person you talk to may not have the power to make the change you would like to see or because they have an opinion that is different from yours. Do not let this stop you. At minimum, make it your goal to get as much information about how your child is doing at school (including their learning and behavior) and what supports are being provided or not provided. This information will help you think of ways to fix the problems that your child is facing at school, including taking legal action if necessary to get what is needed.

- **Put your concerns into writing:** share your concerns in writing with your child's school and keep a copy for yourself.

Sometimes you may disagree with what teachers and other school representatives say. Try to talk to them clearly and nicely during these disagreements in a way that will make the meeting a positive and useful experience.

Keep in mind that your goal is to fix the problem that your child is dealing with and to do so by working with your child's teacher and other people at the school. Ask questions, pay attention to the school staff's point of view, and stand firm in your opinions and requests.

Communicating clearly with the school staff who work with your child every day can be a very good way to identify the needs of your child and the root issues that may be interfering with their ability to learn. Sometimes students have disabilities that we may not know about, are being bullied, or have other needs that they cannot express or do not feel comfortable expressing. If there is a basic need that your child has and it becomes a problem, make sure to tell that to the school and work with the school to fix the problem.

E. How do I begin to get my child the help that they need on a specific issue?

Here are some first steps to think about when you want to tackle a particular issue your child is facing at school and some best practices to keep in mind:

- 1. Speak to your child:** Ask your child about the problem to get details about what is happening and how it's affecting them at school. Let your child know that you will work together, as a team, to try to solve the problem.
- 2. Keep everything in writing:** It is very important that you write down what happens every time you speak with, leave messages, contact, or try to contact anyone from the school because sometimes you will have trouble or delays in getting what you need. What you write down is evidence of all your efforts and that will be very helpful if you have to make a complaint. So make sure:
 - If you ask for a meeting, ask for it in writing and date your letter.
 - Keep copies of all the letters you deliver and receive.

- If you deliver the letter in person, write down the date, time, and name of the person who received your letter.
- If you do not receive a response to your request, submit a second letter with a copy of the first.
- If you make a call, send another letter to document and confirm your telephone conversation with someone from the school.
See Appendix for Sample Letter to Confirm Phone Call/Contact.

If you have access to internet, it is best to use email when reaching out to the school because every email is sent with a date and time and it can be an easy way of keeping track of your communication. If you do not have access to internet, or are not comfortable with using the computer, you can use the practices described above.

3. Keep a call & meeting log: Another good idea is to create a call and meeting log. You only need to write the important information as you can see in the example below.

This record will help you follow up on your child’s education issues and can be evidence of the people you spoke to over the phone, email, or in person.

4. Request your child’s complete (“cumulative”) education file: A cumulative education file is a student’s file that has all of their school records and information. You have a right to your child’s records. You should get a copy of this file and read all of it.

The file should have all your child’s enrollment information from every school that they ever attended, complete information about their school attendance, records of any discipline issues, documentation of any individualized plans and/or behavioral supports, and grades received in all subjects up to date.

If your child is a special education student or has an Individualized Education Plan (IEP) or 504 plan it should also be included. Learn more about an IEP and 504 plans in **Chapter 5, Section E**.

You can get a copy of your child’s file by asking your child’s current school for it. You may request a copy in the form of a letter addressed to the Principal and/or Superintendent of the school district. **See Appendix for Sample Request for Cumulative Education File.**

5. Keep an organized record of documents you receive: There will be many papers and files to keep track of during the course of your child’s education. Your child’s “cumulative education file” on its own could be over 200 pages and even more if he or she is a special education student.

A simple way to keep everything organized is to gather all of your child’s educational information in a 3-ring binder and keep it in order by date. Simply log all of the papers and records that you have in a list and place it at the front of the file. You should update it every time you get a new document. See a sample document tracking list on the next page.

CALLS AND MEETINGS RECORDS						
Date	Time	Contact Person	Action I Took	My Questions	Answers I Received	Other Notes
10-12-17	9:00 AM	Secretary Sandoval	Called	Requested anti-bullying policy for the school	Did not receive an answer but was told I would be called by the Principal	She seemed unfamiliar with the policy and questioned my reasons for requesting it

SAMPLE DOCUMENT TRACKING LIST

Date	Author	Type	Significance
01-01-2018	ABC School District	Attendance records	Received truancy notice
01-02-2018	Ms. ABC	Letter	Missing homework

Being prepared to support and advocate for your child is not only about being organized, it is about being prepared with skills to successfully get your child the help that they need and having knowledge about their school.

Knowing your legal rights as a parent and your child's education rights as a student is a crucial part of being your child's strongest supporter and defender. ■



CHAPTER 2: Student Discipline

A. What is school discipline?

School discipline includes all the different ways that a school might respond to student behavior problems at school such as detention, student contracts, loss of privileges, picking up trash, suspensions, expulsions, and involuntary school transfers.

Suspensions, expulsions, and involuntary transfers are the most severe forms of punishment. They result in a student's removal from school and, in cases of expulsion and involuntary transfer, may result in a change of school to an alternative education program within the same school district or outside the school district. Studies have shown that in many schools students of color and vulnerable students are more likely to be punished using these more serious actions.

However, research shows that there are better ways to help students when they make mistakes or act up in school. These better ways have been shown to create a more positive school experience than suspensions and expulsions. Some examples include positive behavioral interventions and supports (PBIS) and restorative justice approaches as well as socioemotional learning and trauma informed practices that improve behavior while helping students stay in school.

B. What is a suspension?

A **suspension** is when a student is taken out of class or school temporarily, for no more than five school days in a row and no more than 20 school days during the whole school year. If a student is suspended they are not allowed

to attend their regular classes. A suspension may be in-school or out of school. If the suspension is in-school, the student goes to school but is not allowed to attend the student's regular class or classes. If the suspension is out-of-school, the student is not allowed to go to school at all during the suspension. After the suspension is over, a student returns to their regular school and classes. A suspension is NOT a transfer to another school.

A student may only be suspended if:

- The student is in trouble for something listed under Education Code § 48900. In K-3rd grade, a student may not be suspended for "willful defiance", which is a highly subjective category of typically minor behaviors. Starting in July 2020, 4th-8th grade students may not be suspended for willful defiance, either.
- The reason the student is in trouble is related to a school activity
- The school has met all the legal requirements
- And, in general, a student may be suspended only if the school has tried other means of fixing the student's behavior

However, there are situations when "other means" of fixing the student's behavior is not required:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon another person, except in self-defense
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless the student obtained written permission to possess the item

- Possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind
- Offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or intoxicant and either sold, delivered, or furnished another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- OR if the principal or superintendent determines that the student being at school causes a danger to persons

A suspension generally requires four steps and this process must be followed by the school. If the school fails to do any of the steps, it may be breaking the law and violating your child's rights.

If your child ever goes through a suspension, here is what the school must do:

During the suspension process, a school MUST follow these legal procedures:

1. **Inform the student** of the reason why they are in trouble and the evidence against the student. This happens during an informal meeting with the principal or someone the principal picks as a representative.
2. **Contact the parent** in person or by telephone at the time of suspension.
3. **Give the student the chance to defend his/herself.** A student must be given the opportunity to explain their side of what happened, question the evidence and give any evidence to defend themselves.
4. **Notify the parent in writing** about the suspension and the reasons for the suspension. The notice should identify the education code section that was violated, the specific facts regarding the violation, how many days the student is suspended for, and when the student may return to school. **If your primary language is not English, the notice should be translated for you.**

If your child has a disability, he or she may be entitled to additional protections before being suspended from

school. If you suspect your child may have a disability, you have the right to request an evaluation to see if he/she qualifies for special education and/or 504 services.

See Chapter 7: Children with Disabilities for more information.

C. How can I advocate for my child at the time a suspension is being considered?

If your child is being suspended, get all the information that you can about the reasons the school wants to suspend your child. Then ask the school to try some other type of punishment or response instead of a suspension.

Here are some ideas of other options ("other means") to request:

- A meeting with you, your child, and other people from your child's school
- A referral for your child to see the school counselor, psychologist, social worker, child welfare attendance staff, or other support service staff for counseling or other help
- The help of school study teams, guidance teams, resource panel teams, or other similar teams to work with you and your child to review your child's behavior and come up with an individualized plan to fix the behavior
- A referral for your child to have a complete psychosocial or psychoeducational assessment, to see if your child needs additional supports including an individualized education plan (IEP) or 504 plan due to known or unknown disabilities
- Enrollment of your child in a program for teaching anger management, positive behavior, or decision-making
- A restorative justice program.
- A positive behavior support approach with many levels of help that happen during the school day on campus
- After-school programs that provide positive activities and promote positive behaviors at your child's school and in your community
- Community service including cleaning around the community or school campus, helping teachers, community organizations, or youth assistance programs

If your school does not offer some of these programs or tells you they cannot offer these types of solutions, do not stop there.

Ask the school who you can talk to at the school and/or district to get more information about the current programs and services available for students and how you can get involved to get more services and supports for your child and their school.

Learn more about the types of practices you would like to see at your school, speak with other parents, and try to make positive change happen for the benefit of all children at your child's school! **See Appendix for sample activities** that can help you start a discussion with other parents at your school about suspensions and alternatives to suspension.

D. Can I challenge a suspension? If so, for what reasons and how do I begin?

Yes, you can challenge a suspension by appealing it! To appeal a suspension, first make sure to request your child's school district's policies and procedures for appealing a suspension.

Consider challenging your child's suspension if any of the following occurred:

- Your child was suspended without a pre-suspension meeting
- Your child was not given the chance to tell his/her side of the story
- Your child was suspended for something he/she did not do
- Your child was suspended for something not related to a school activity
- Your child was suspended for something not listed in the education code
- The school suspended your child without attempting other means of correction first
- You were not contacted at the time of the suspension by phone or in-person
- You were not notified in writing of the suspension
- You were not notified of the suspension in your primary language
- You disagree with the number of days your child has been suspended

- Your child was suspended for more than 5 school days in a row
- Your child was suspended for more than 20 total school days during the current school year

If your school district has rules for appealing a suspension, you must follow those requirements.

If your school district does not have rules, you can write a letter to the Superintendent saying:

- That you want to appeal your child's suspension
- The reasons you are appealing (for example, your child was suspended without a meeting or for something your child did not do)
- Include what it is you want the school to do (for example, remove the suspension from your child's school records or provide your child with additional help to catch up on work your child missed)
- Sign and date your letter
- Make a copy of your letter and keep it for your records

See Appendix for a sample letter to the Superintendent to appeal a suspension.

E. What can I do if my suspension appeal is denied?

1. **Add more information to your child's school records:** You have the right to add a written letter or reply to how the school punished your child in your child's "cumulative education file." This is important because your child's record will show your side of the story to anyone who reviews your child's record including when your child changes schools.
2. **Challenge your child's school records:** You can also challenge what is in your child's school records (including a suspension notice) by filing a written request with the superintendent of the district to correct or remove any information in your child's records if the information:
 - has mistakes
 - is based on people's opinions and not facts
 - is a conclusion or inference outside of the observer's area of competence
 - is not based on what a person actually saw
 - is misleading

- violates the privacy or other rights of your child

See Appendix for Sample Letter Challenging Content of Records.

3. **Demand your child's homework.** If your child is suspended for two or more days, the school must provide the homework assignments other students in the class receive. The teacher does not have to grade the homework. But if the teacher does not grade the homework, it will not negatively impact your child's grades.

F. What is an expulsion?

An expulsion generally means a student is not allowed to attend any of the traditional schools within a school district for a period of time that can be up to one calendar year (for the most serious behavioral offenses).

G. How does a school decide when to expel a student?

In general, a student may **ONLY** be expelled **IF**:

- He or she committed an act listed under Education Code § 48900.
- The school has tried many times to fix the behavior in other ways (“other means”) but they have failed OR other ways of correcting the behavior are not possible
- The physical safety of the student or others is at risk if the student stays in that school
- The school has complied with all the proper legal procedures including notice, timeline, and hearing requirements

For some offenses (sometimes referred to as zero tolerance offenses), schools must recommend an expulsion for a student. A school **MUST recommend expulsion** for the following offenses:

- Possessing, selling, or otherwise furnishing a firearm (except an imitation firearm)
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or sexual battery
- Possession of an explosive

However, for all other offenses, school personnel have discretion and can decide not to recommend a student for expulsion.

Once a recommendation to expel a student is made by a school, the following must be followed as part of the expulsion process:

When a student is recommended for expulsion, a school district MUST follow these legal procedures:

1. **Notify the parent and student in writing** of the recommendation to expel the student and that an expulsion hearing will be held at least 10 calendar days before the expulsion hearing.

This notification must include:

- a. The date and place of the hearing
- b. A statement of what happened and what the student is in trouble for doing, including the education code section that was violated and the specific facts regarding the violation
- c. A copy of the school district’s disciplinary rules
- d. A notice of the parent, guardian, or student’s obligations when requesting enrollment in another school district
- e. Notice of the opportunity for the student or the student’s parent or guardian to:
 - i. appear in person or be represented by an attorney or by a non-attorney adviser at the hearing
 - ii. look at and get copies of all documents to be used at the hearing
 - iii. challenge and question all witnesses who will speak at the hearing
 - iv. question all other evidence used at the hearing
 - v. present verbal evidence and documents on the student’s behalf, including having people speak in support of the student at the hearing as witnesses

2. The Governing Board of the school district must **hold a hearing within 30 school days** of the date in which the school determined that the student’s behavior violated the Education Code.

3. The Governing Board must **make a decision within 10 schooldays after the hearing** and send the parent and student a written notice of that decision in the parent's primary language.

The notice must include:

- a. Information about the student's right to appeal the expulsion to the county board of education within 30 calendar days of the expulsion decision
- b. Information about the alternative educational placement to be provided to the student during the expulsion term
- c. A rehabilitation plan with specific details on the requirements the student must meet in order to be considered for readmission to his former school after the expulsion term is served

It is very important that all these steps during the expulsion process are followed by the school district. If your child has a disability, he or she may be entitled to additional protections before they may be recommended for expulsion or expelled from school including a manifestation determination. **See Chapter 7: Children with Disabilities for more information.** If your child is recommended for expulsion and the school district does not follow any of these steps or provide you and your child the required information, the school district may be in violation of the law and you should seek legal services to ensure your child's rights are protected.

H. My child was recommended for expulsion, where do I start?

If your child was recommended for expulsion you should:

1. **Request a copy of all documents** related to your child's expulsion and all documents that will be used against your child at the expulsion hearing. Request that the documents be provided to you before the expulsion hearing so you can have enough time to carefully review and prepare. **See Appendix for Sample Request for Expulsion Packet.**
2. **Speak to your child** to get his or her version of what happened and keep a record of all communications with school and District staff.
3. **Check your mail regularly** for any notices regarding the expulsion.

4. If you are invited to a meeting by the school or District, make sure to **ask what type of meeting it will be** and the purpose of the meeting. You may be invited to:

- An extension of suspension conference
- A manifestation determination IEP meeting
- A change of placement IEP meeting
- A meeting to discuss whether you and your child wish to "agree" (or "stipulate") to the expulsion
- The expulsion hearing

5. **Consider obtaining legal help, a community advocate, or other support person** with experience in student discipline cases to attend any meetings with you.

6. **Make sure your child is included** every step of the way and that he/she is also invited to join and attend any meetings with you.

I. What is a stipulated expulsion agreement, and should I enter into that agreement?

A stipulated expulsion agreement is a written agreement that is often created by a school district and given to a student and/or parents prior to an expulsion hearing. These documents provide that the student/parent "gives up" or waives the right to an expulsion hearing and the right to appeal the expulsion decision and "agrees" ("stipulates") to be expelled.

Most of the time, it is not advisable that you or your child enter into a stipulated expulsion agreement unless you have had the chance to talk with an attorney and weigh the good and bad of signing the agreement. These agreements are often created in ways that DO NOT help ensure the best educational outcomes for students.

Most stipulated expulsions require that your child enroll in an alternative school where they will likely not have the same access to courses, extracurricular activities, and other services that they would in their regular school.

If you are invited to join in a meeting to discuss agreeing to a stipulated expulsion agreement, you may refuse to attend and request that an expulsion hearing be scheduled for your child. If you choose to attend, it is important that your child attends the meeting with

you, that you both fully understand the agreement, and that you carefully consider the impact of giving up your child's right to a hearing and the right to appeal the expulsion decision.

The agreement must be knowingly and voluntarily entered into in order for the agreement to be valid. If you do not feel that you have a choice whether or not to sign the agreement or that you do not fully understand what the agreement says, you and your child should not sign the agreement.

If English is not your primary language, you are entitled to have an interpreter and should request that one be provided to you. You should also request that any documents be provided to you in a language you can understand and that they be properly translated for you in your primary language.

In addition to waiving a student's rights to a hearing and to appeal an expulsion decision, stipulated expulsion agreements often include a list of requirements and conditions a student must complete and follow to be re-admitted (returned) to the school they were expelled from in the future. These set of requirements within the agreement, are what make up a "rehabilitation plan."

Rehabilitation plans are rarely made to fit the individual needs of the student being expelled. Many school districts will use a general form and require that all students complete the same conditions even if it does not address the student's behavioral issue or cannot be completed by the student within the expulsion term. This is a problem because an un-individualized rehabilitation plan within a stipulated agreement could hurt the chances that a student has of returning to their school to complete their education. **If you are thinking about signing a stipulated agreement, you should consider speaking to an attorney.**

If you determine that a stipulated expulsion agreement is in your child's best interest after considering the above, carefully review the agreement to make sure that reasonable rehabilitation plan requirements are included. Examples of some changes you may want to request include:

- Counseling or other supports more closely connected to your child's needs
- A reasonable credit completion requirement based on the length/term of expulsion and the program or placement's ability to provide instruction

- A reasonable percentage improvement in attendance based on your child's attendance history
- Specificity and clear language on all readmission requirements including the date your child will be eligible to return to their prior school
- Additions to any information and claims against your child within the statement of the agreement, or removing any statements that might not be true
- A shortened expulsion term (for example, if your child was recommended for expulsion for more than a semester, you may want to insist that the agreement include that your child will be expelled for a semester only)
- A requirement that the school will remove ("expunge") any record of the expulsion from your child's cumulative education file upon successful completion of the expulsion term under the agreement

J. What is a waiver and how should I decide if I should sign one?

A waiver is when a person gives up a specific legal right or entitlement. Schools/Districts may present waivers to parents during the discipline process such as a waiver of the right to receive at least 10 calendar days of notice prior to an expulsion hearing, a waiver of the right to an expulsion hearing, a waiver of the right to translated documents, or a waiver of the right to appeal the expulsion to the county board of education.

It is important that you DO NOT sign a waiver if you do not agree to give up the specific rights that the waiver addresses.

For example, many times schools fail to send advance written notice to parents about expulsion hearings. Advance written notice is required 10 days prior to an expulsion hearing by law and this constitutes one of many crucial procedural rights that parents and students have. When a school fails to comply with a requirement like this one, they may present a waiver for you to sign in which you give up your rights such as, in this example, your right to receive timely written notice. In making your decision to sign a waiver, it is important that you understand the waiver of rights fully and that you are in full agreement with what it says before you sign. Do not feel you have to sign any

documents during a meeting with school or District staff. It is your right to carefully look at and review all documents presented to you. You can always request to take the documents home with you to review and turn them in to staff at a later time if you determine it is in your and your child’s best interest to do so.

K. What happens while a student is waiting for an expulsion hearing?

Students are generally suspended before they are recommended for expulsion. A student may only be suspended for 5 school days in a row unless there is a recommendation for expulsion. Even when a student is recommended for expulsion, District staff must invite the parent and student during the first 5 days of suspension to participate in a conference to discuss whether to extend the suspension beyond 5 school days if they want the student to stay suspended until the expulsion hearing.

At this meeting it has to be decided if the student staying at the school would cause a danger to people or property, or a threat of disrupting the instructional process. If the student’s presence at school would not cause a danger to people or property or disrupt instruction, then the suspension should not be extended and the student should be allowed to continue to attend their school until the expulsion hearing is held. If you request your child's homework during an extended suspension, the school must provide it. The teacher does

not have to grade the homework. But if the teacher does not grade the homework, it will not negatively impact your child's grades.

Sometimes parents and students are not included in the way that the law requires or given an opportunity to work with the school to come up with a solution that will lead to a better result for the student.

A family may be told:

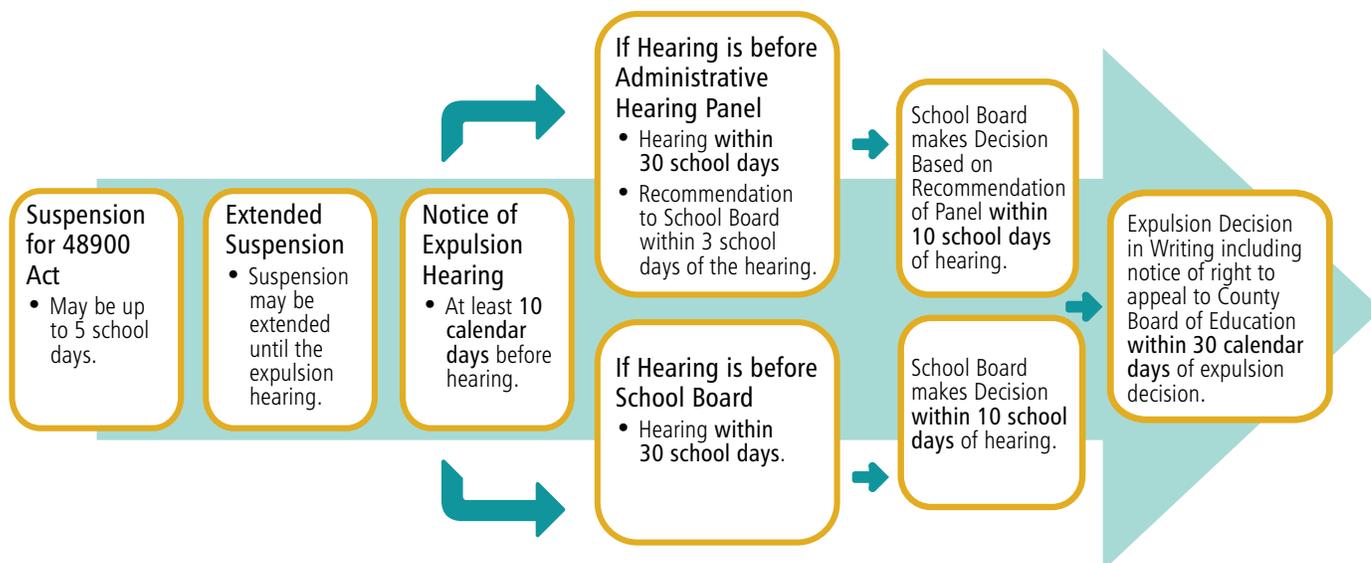
- The child is going to be expelled “no matter what” so there is “no point in going to hearing”
- The student must stay home until the date of the hearing
- The hearing will be scheduled at a later date
- They should just agree to the expulsion so that the student can attend school somewhere else right away and not have to wait for a hearing

Do not feel you must accept these statements.

If the district or school seems to be rushing or speeding through the process with you, slow them down and request that they send you any options that they would like you to think about in writing and that you will let them know if you think any of the options are okay with you. If your child is suspended more than 5 school days while they are waiting for their expulsion hearing, consider appealing the extended suspension to the Superintendent stating the reasons you disagree.

L. How do I prepare for my child’s expulsion hearing?

The following timeline illustrates what may happen before and after your child’s expulsion hearing:



In some school districts, expulsion hearings are heard by an administrative panel, which makes a recommendation to the School Board based on the evidence shown at the expulsion hearing regarding whether or not the student should be expelled. In other school districts expulsion hearings are heard directly by the School Board.

Whether your hearing is before an administrative panel or the School Board, it is very important that you attend the hearing and are prepared to challenge the recommendation to expel your child. Below are some tips for preparing for the expulsion hearing.

To prepare for the expulsion hearing, you can:

1. **Request your child's "cumulative education file" and review it** for any information you believe will help defend your child. This could include reports of other issues impacting your child such as bullying or unaddressed disabilities. It could also include documents that show positive things about your child such as a good grades, regular school attendance, and few disciplinary issues.
2. **Request and review the "expulsion packet"** (all documents to be used in support of the recommendation to expel your child at the hearing)
 - Review these records and identify the persons involved to help you get ready for the hearing by identifying who the school may present as witnesses
 - If witness statements are included, carefully review the statements made and try to figure out if it is based on things that the person really saw or if it is based solely on rumors or things that they heard other people say. If based on rumors, be ready to argue that the person does not have "personal knowledge" of what happened and that their statements should not be included.
3. **Identify any witnesses and/or evidence** that you would like to include at the hearing
 - People who are close to your child and can say good things about them (for example, a coach, supportive teacher, pastor, neighbor, family friend, etc.)
 - Someone who is providing special treatment or supports to your child and can say good

things about your child and your child's needs (for example, a mental health case manager, a doctor, or other caseworker)

- Written statements by people who know your child and are willing to provide positive "character statements" in their support (although they may not be able to attend and/or testify at the expulsion hearing)
 - A list of the kind of supports available at the school and/or within your community, that you would like your child to have and that you feel would be better than expulsion
4. Plan and write down your arguments for the hearing. These can include:
 - Requests for other means of correction that are possible, appropriate, and do not involve expulsion
 - Explaining why your child is not a danger to themselves or others
 - Saying what things the school did that were wrong and violated your rights and the rights of your child along the expulsion process such as:
 - Bad notice
 - No notice
 - Language access issues (Not giving you an interpreter or notices in your primary language)
 - Timeliness of records and other important documents received
 - They did not hold the expulsion hearing within 30 school days
 - They did not give you and your child at least 10 calendar days of notice of the hearing
 - They did not give you any of the documents/records you asked for

M. What are the possible outcomes of an expulsion hearing?

- The student is **not expelled** and is allowed back at his or her school
- **Suspended expulsion**, which means the student is expelled, but the student is allowed to go to school at their same school or another alternative

school or program within the district, but is on a probationary status. Being on a probationary status can include conditions such as a behavioral contract, required counseling or other supports, or improved attendance and grades. If the student gets into trouble or violates the education code during the “suspended expulsion” term, the school district may immediately enforce the expulsion order and expel the student without a hearing.

- **Expulsion** from all traditional schools for a term of one calendar year or less and a transfer to an alternative school or program (within or outside of the school district).

N. My child was expelled by the school district’s Governing Board from all comprehensive schools in the district, how can I appeal the expulsion decision?

If you believe your child should not have been expelled, you can appeal to the county board of education.

You can appeal with or without a lawyer, but it is very important that you strictly follow your county office of education’s policies for filing an expulsion appeal to make sure that your appeal is sent without delays that could risk your opportunity to appeal.

In general, when appealing the school district’s decision to appeal, YOU have to:

1. **File the appeal** with the county board of education within 30 calendar days of the expulsion decision. ***See Appendix for Sample Notice of Appeal.***
2. **Request full transcript and complete record** of the expulsion proceedings from the district to be provided to the county board of education. ***See Appendix for Sample Hearing Transcript Request Letter.*** You must be provided the transcript of the expulsion hearing you requested within 10 schooldays of your request.
3. **Prepare and send any written arguments** in support of your grounds for appeal.
4. **Prepare to make your arguments in person** at the hearing before the county board.

Grounds for appealing an expulsion include:

1. The governing board acted without or in excess of its jurisdiction (for example, the board held the hearing beyond the time limits allowed under the law or expelled the student without a hearing)
2. The student did not have a fair hearing before the governing board (for example, the board did not let the student have witnesses, testimony, evidence, etc.)
3. The governing board committed a prejudicial abuse of discretion (for example, the board chose to expel without proper evidence)
4. Relevant and very important evidence could not have been given or was wrongly excluded at the hearing

When the county board of education reaches a decision, it will be a final decision. A written notice of the decision must be given to the parent and the governing board of the district. To dispute that decision, you would have to file a lawsuit in court. This is a complicated process and you should talk to a lawyer about it if you are interested in this.

If your child is expelled, make sure you know the date when you can ask the district to return your child to normal student status at a regular school. Put the readmission date on your calendar and take all steps to ask the district to readmit your child. You may need to present information about your child’s behavior, grades, and attendance during the expulsion—make sure your child knows what is required for readmission so your child can comply with those conditions during the expulsion.

O. Are there other ways I can have an impact? I do not think suspensions and expulsions help students improve behaviorally or academically in any way.

If you believe your school relies too much on negative punishment practices, especially suspensions and expulsions, there are many ways to make a difference!

Here are some ideas:

1. **Look at the suspension and expulsion data for your child’s school**
 - a. How does your child’s school compare to other schools?
 - b. Are certain groups of students getting in trouble more than others?

- c. What are the most common things that students are in trouble for?

2. **Learn more about alternatives to discipline such as:**

- a. **Restorative Justice:** Restorative justice focuses on fixing relationships instead of blaming others and punishing students. Restorative Practices, inspired by this philosophy of restorative justice, are important to building community and for responding to student's acting up in school through honest and clear conversation, the student and school working together and understanding each other's point of view, and making things right. Schools that use Restorative Practices must have flexibility in school policies and practices.
- b. **Positive Behavioral Intervention and Supports (PBIS):** In the past, schoolwide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including loss of privileges, office referrals, suspensions, and expulsions. Research has shown that this type of punishment, especially when it is used differently for different people and without using positive ways to correct bad behavior, does not work. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching good behavior and rewarding students for positive behavior is much more effective than waiting for bad behavior to happen.

3. **Talk to other parents and think about joining a parent group or parent advisory committee** and raise your concerns during those meetings. Examples of parent committees include:

- a. **School Site Council:** The school site council (SSC) is a group of teachers, parents, other school district employees, and students that works with the principal to create, review, and evaluate school programs and school budgets. The members of the site council are generally elected by other parents. The SCC makes decisions on matters such as parent engagement, safety, and discipline.

- b. **Migrant Parent Advisory Council:** Migrant Parent Advisory Councils provide input to school districts about how to improve services and supports for students in the Migrant Education Program. The Migrant Education Program offers supplemental educational programs for migrant children, ages three to 21, to reduce the impact of educational disruption resulting from the repeated moves of migrant families following the harvesting cycle.

- c. **District English Learner Advisory Council (DELAC):** The purpose of the DELAC is to advise the Superintendent on programs and services for English learners including helping to create, review, and update the Local Control and Accountability Plan (LCAP). In addition to the DELAC, your school may have an ELAC which serves a similar function at the school site level.

- d. **Local Control Accountability Plan (LCAP) Advisory Council:** A parent advisory committee must be formed to provide advice to each school district about the LCAP. **See Chapter 8 for more information on School Funding and the LCAP.** These advisory committees can be newly formed or drawn from existing parent advisory groups, but they must include representation of students in need (e.g., low income, English learners, and foster youth). This is one way that parents can look at how schools are spending money to deal with discipline issues and make their voices heard about how the money should be spent.

4. **Consider telling your School Board:** School board meetings are open to the public and board members are accountable to the public for the performance of their schools; they have to make sure that students get the best education for the tax dollars spent.

Practice! See the Appendices for some sample activities for parent groups including "How to inspire and lead with clarity" and "How to practice advocating for non-punitive discipline practices" ■



CHAPTER 3:

Truancy and the School Attendance Review Board

A. Is it mandatory for my child to attend school every day?

Yes! Children between the ages of 6 and 18 must go to school. It's the law!

B. Why does truancy matter?

It is very important that your child attends school every day. Otherwise your child will not get a chance to learn from a teacher and will miss out on assignments needed to do well in school. Not only will your child have trouble catching up with schoolwork, but there are other problems that can result from missing school such as:

- Higher chance of dropping out of school
- Quickly falling behind in school
- Higher chance of being a victim of a crime
- More likely for a child to get in trouble and caught up in the juvenile justice system

C. What are the consequences if my child does not attend school?

In addition to the personal risks a student may face as a result of missing school, a student's family could be in trouble. When a child is identified as truant, a parent will be notified and asked to deal with the issue by working with the school. If that does not work, the following may happen:

- A finding of truancy
- Referral to School Attendance Review Board, probation, or a district attorney mediation program
- Start of juvenile court proceedings
- Criminal and civil penalties

This is why it is very important to verify excused absences! It is also in your child's best interest to have an accurate attendance record. If your child has absences that can be excused, call your school or visit the school office to give any necessary documentation to excuse the absence. Some reasons for which absences can be excused include but are not limited to:

- Medical appointments
- Illness
- Naturalization ceremonies
- Court dates

D. What is a School Attendance Review Board (SARB)?

A child with a high number of unexcused absences may be referred to the School Attendance Review Board. This board is organized at the state, county, or local level and contains people from community and local agencies.

The goal of the board is to figure out why the student is missing school or misbehaving at school and to help the student and their family get the resources they need to fix the problem with the school's help. SARB should be trying to keep students away from the juvenile justice system and from dropping out of school.

E. When is a student referred to SARB?

There are different levels of truancy:

- Truant: absent in school three or more times for more than thirty minutes
- Habitual truant: a student who has been reported as truant three or more times

- Chronically truant: absent 10% or more of the school year

A student who is habitually truant may be referred to SARB.

However, it is important that the school and district try different things to help the student attend school regularly before referring the student to SARB.

F. What happens during a SARB hearing?

At a SARB hearing, the SARB will decide if community services are available to help address a student's attendance or behavior problems. If there are community services that can help resolve the problem, the parent and child may be asked to sign a contract with the SARB that they will follow the SARB's recommendations. The parent and child may be asked to come back for another hearing with the SARB to provide an update on how the child is doing. If it is determined at the SARB hearing that community services cannot fix the problem, the case may be referred to the District Attorney or to juvenile court.

G. SARB referrals to alternative schools

In some cases, a SARB may recommend that a child transfer to a different school such as an alternative school. If this happens, the parent and student have the right to disagree and object to the SARB's recommendation to transfer to an alternative school.

A parent or student may object to the transfer for any of the following reasons:

- Concerns about the student's safety
- The other school is too far away from where the student lives
- The student's family cannot physically transport or take the student to the other school because they do not have a car or access to transportation
- The other school does not meet the student's educational needs

If a parent objects, the district must either address the concern or find another placement in a school in the district.

The district may require you to put your objection in writing. Even if they do not ask you to, it is better if

you do. Make sure to include the date and keep a copy for your own records.

A student may only be ordered to be placed in a county community school if:

- Space is available in the school
- The school can meet the child's education needs
- The student's parent has not objected based on reasonable safety concerns, location or transportation access, or because the school does not meet child's education needs

A student who is transferred to an alternative school due to a SARB referral/recommendation must be allowed to return to their prior school or another comprehensive school in the district at the end of the semester following the semester when the acts leading to the SARB referral occurred.

H. Tips for getting ready for your SARB hearing

- Ask for your child's attendance and discipline records in advance of the hearing
- Talk with your child about each time they missed school or class and figure out if any of them were for a good reason that should be excused
- Take a list of the dates and any good reasons why they may have missed school with you so you can share with the SARB
- If any of the trancies were due to homelessness, trauma, disability, or another reason beyond your or your child's control, make sure to say that during the SARB hearing
- Think about the services you or your child need to help improve attendance or behavior and request those services or assistance accessing those services during the SARB hearing
- Do not agree to a school transfer if you are concerned for your child's safety, the school is too far away from where you live, your child does not have transportation, the school does not meet your child's needs, or you don't believe it is in your child's best interest
- If you or your child are cited and/or referred to the juvenile court for truancy, consider talking with an attorney and asking for help ■



CHAPTER 4:

Alternative Education

A. What is alternative education?

The term “**alternative education**” refers to schools and programs that students may either decide to go to as a voluntary transfer, or are forced to go to as the result of an expulsion or involuntary transfer.

Each alternative school or program operates differently and should meet the specific needs of the students it is trying to help. They may be helpful for some students, like those who need to make up course credits, or need more flexibility due to their personal life. However, they are also used as a placement for students because of behavior issues. In general, they do not provide the same educational or extra-curricular opportunities as traditional, comprehensive schools. Alternative schools and programs tend to have fewer types of classes and extracurricular activities (such as sports and student clubs) than traditional schools. They may not offer the courses your child needs to graduate or to prepare for college available each semester. Some alternative programs, such as continuation high schools, are only required to provide 180 minutes of class time, whereas traditional high schools provide at least 360 minutes. As a result many alternative schools and programs have a shorter school day and less time learning from a teacher than a traditional school setting. This can make it harder for a student to stay on track to graduate and more likely that a student will drop out of school.

Some examples of alternative schools and programs include:

- county community schools
- community day schools

- continuation schools
- juvenile court schools
- opportunity classrooms

See a comparison chart of these examples on page 21.

B. What is the difference between a voluntary and an involuntary transfer?

- An **involuntary transfer** is often the result of a student getting in trouble and/or missing too much school. A student can be involuntarily transferred to an alternative school or program against their wishes or the wishes of the parent or guardian only in very limited circumstances.
- A **voluntary transfer** is often proposed by school/district staff as a way of avoiding an expulsion—but it is optional. It is usually not in a student’s best interests and generally not recommended for the student.

Schools often fail to tell students who are being recommended for a voluntary transfer that they have the right to stay at their school if they want to. It is very important to think about your child’s needs before making the decision to transfer voluntarily. A student who voluntarily transfers to an alternative school has the right to return to their regular school at any time. However, many districts require a waiver of that right before they will make the transfer. Be careful when you agree to a voluntary transfer that you are not waiving these rights for your child unless you want to do so and only after knowing what school your child will be

Alternative School or Program	Operated by County Office of Education (COE) and/or District	Student population served	Minimum daily instructional minutes required	Applicable Educ. Code Provisions	Other
County Community School	COEs	Students who are expelled, SARB referred, court-ordered, or voluntarily enrolled	240 minutes	Educ. Code §§ 1981-1986	
Community Day School	Districts or COEs	Students who have been expelled, or referred by probation, SARB, or other district level referral process	360 minutes	Educ. Code §§ 48660 - 48666	Independent study may not be used as a means of providing any part of the minimum instructional day
Continuation High School	Districts	Students 16-18 years of age who have not graduated, are still required to attend school, and are at risk of not graduating	180 minutes	Educ. Code §§ 46170, 48430-48438	
Opportunity classrooms and opportunity schools	Districts or COEs	Students with attendance and/or behavioral issues	180 minutes	Educ. Code §§ 46180, 48640-48641	
Juvenile court schools	COEs	Students who are incarcerated or detained in juvenile facilities	240 minutes	Educ. Code §§ 48645-48648	

transferred to and what classes will be available at the new school.

C. Can I challenge an involuntary transfer?

Yes! The steps you can take to challenge an involuntary transfer will depend on the type of school your child is being transferred to and the reason your child is being recommended for a transfer.

Involuntary transfer to Continuation High School:

- A student may only be involuntarily transferred to continuation high school if:
 - the student has committed a violation of the California Education Code or

- has been habitually truant or irregular in attendance despite prior attempts by the school to help the student
- Other attempts to help your child change their behavior must be made before a transfer
- Before transfer, you and your child have a right to:
 - get written notice of the proposed transfer
 - request a meeting with the superintendent or a representative of the superintendent to challenge the proposed transfer, question the evidence, tell your child’s side of the story, and present witnesses and evidence in your child’s favor.

- No one from your child's school site can be involved in the final transfer decision.
- A final decision to transfer that includes the facts and reasons for the decision must be provided to you in writing.

Involuntary Transfer to Community Day School:

- A student may be involuntarily transferred to a community day school only if they are:
 - Expelled
 - Referred by probation
 - Referred by a School Attendance Review Board (SARB)
 - Referred by another district referral process

Involuntary Transfer to County Community School:

- A student may be involuntarily transferred to a county community school only if they are:
 - Expelled
 - Referred by SARB (subject to conditions)
 - Court ordered

D. What can I do if my child is facing transfer to an alternative school?

- **Get the facts:**
 - Ask if the transfer is optional (voluntary) or required (involuntary).
 - If the transfer is optional, get as much information as you can and carefully consider whether your child will be better helped at their regular school before agreeing to a transfer.
 - If the transfer is involuntary, ask for an explanation of the reasons in writing and what you can do if you disagree with the change in school or program.
 - If your child is suspended, recommended for expulsion, or referred to SARB, ask for written notice of the situation and a copy of any documents the school is relying upon.

■ **Request a meeting with school officials:**

- Request a meeting with your school principal, teacher and counselor to discuss your child's educational needs and the reasons the school is asking for the transfer.
- Ask them to explain what the school has done to try to deal with the issues and to help your child succeed in their current school.
- Request that any other services or supports be tried at your child's current school before transfer to an alternative program.

■ **Consider objecting to the transfer if:**

- The new school cannot meet your child's educational needs. For instance, if the classes your child needs to graduate are not available, your child might fall even further behind.
- You have safety concerns.
- It is too hard to travel to the new school every day.
- Other reasons make the transfer inappropriate for your child or family.

E. What can I do if my child is already in an alternative school or program?

Even if your child is already in an alternative education school or program, there are many steps you can take to help ensure your child receives a quality and appropriate education. Some steps you can take include:

- If your child is in an alternative school or program as a result of:
 - **A voluntary placement/transfer:** your child has the right to immediately return to their prior school upon your request
 - **Expulsion:** your child has the right to return to their original school once they complete their expulsion term and complete the terms of their rehabilitation plan
 - **A referral by a School Attendance Review Board (SARB):** your child has the right to return at the end of the semester

following the semester when the acts leading to referral occurred

- **An involuntary transfer to continuation**

high school: your child has the right to return to their prior school no later than a semester following the semester in which the acts leading to the involuntary transfer occurred

- If you are not sure why your child is enrolled in an alternative school or program, ask your child's school for that information, including when and how your child can transfer back to their prior school or another traditional school.
- If you are not satisfied with the education your child is receiving at their alternative school, request a meeting or write a letter to express your concern and ask that your child return to their regular school.
- Request a meeting to discuss how your child is doing at school, if they are learning, and whether they are progressing towards graduating on time and meeting other education goals.
- Speak with your child's school to determine when your child can return to their original school or another traditional school.
- Speak with an attorney regarding your child's rights and how your child can return to a regular school. ■



CHAPTER 5: Independent Study

A. What is independent study?

Independent study is an alternative instructional strategy, not an alternative curriculum. This means that students in independent study should be taking the same courses as students in regular classes. School districts cannot involuntarily transfer or enroll students in independent study programs; being in independent study must be voluntary in all circumstances. Independent study may be offered in both comprehensive and alternative school programs, however, there are limits to when independent study may be used.

The decision to enroll in independent study should be made carefully by you and your child. Some questions to consider in making your decision are:

- Does your child have a specific need to take the course?
- Is your child comfortable working on their own without classroom instruction, support of classmates, or class discussions?
- Does your child have people who will be able to support him or her while in the program?
- Is your child willing to take all the time needed to complete their independent study courses successfully?
- Is your child organized and self-motivated? Does your child possess good study skills (for example, able to set and meet personal goals and deadlines)?
- Can your child read and understand hard text without help?

- Does your child have any special needs that may make independent study difficult for them? For instance, is English not your child's primary language? Does your child have a disability that requires additional support?

Districts must have a written policy governing their independent study program and independent study placements must follow district-adopted curriculum. Work is decided by a written agreement signed by the student, teacher, parent, and others, and must be under the supervision of a credentialed teacher. Most importantly, students must be given access to all existing services and resources in the school (for example, the library, extracurricular activities, sports, dances, etc.).

The written agreement must include the following mandatory elements:

- General student information (name, address, grade level, etc.)
- Beginning and end dates of the agreement
- Time period of the agreement (not more than 1 school year)
- List of subjects/courses and learning goals
- Methods of study and evaluation
- Specific resources available to student
- Maximum length of time between date of assignment and when it is due
- Number of missed assignments before the school will have to decide if independent study is still an appropriate program for your child

- Statement that independent study is voluntary
- Statement that independent study may be given to a student who has been expelled/is on suspended expulsion *only if* student has the continuous choice of classroom instruction
- How to report and/or return assignments to their teacher
- Dated signatures

for your child, carefully think about whether your child is likely to be successful on independent study and carefully weigh the good and bad of independent study against staying in a regular classroom.

If your child is currently enrolled in independent study involuntarily or you no longer want your child to participate in independent study, inform your child's school immediately and request that your child be reinstated in their regular school and classroom placement. Consider speaking with an attorney if you believe your child's rights may have been violated. ■

B. Rights of independent study students

Independent study should be the same in quality and in quantity as classroom instruction so that a student who enrolls in independent study is able to complete their education within the regular time frame for completion. Students on independent study must have the same access to existing services and resources as other students of the school in which the independent study student is enrolled. They are also entitled to equal rights and privileges as the students who choose to continue in the regular school program.

State law prevents special education students from going into independent study unless the student's individualized education plan (IEP) specifically allows it. For students who are recommended for home/hospital instruction, the law requires a recommendation from the student's IEP team and a physician/psychologist's report saying the student's condition requires home/hospital instruction and certifying that the severity of the condition prevents the student from being part of a less restrictive placement.

C. Unlawful Independent Study Placements and Disproportionate Impacts on Vulnerable Student Groups

Contrary to the law, many children are involuntarily placed in independent study programs. Data from various school districts and county offices of education suggest that vulnerable student groups, including English learner students and students with disabilities, may be more likely to be placed in independent study than other students.

According to the California Department of Education, "A district may not accept a student on independent study who will not do as well in independent study as in a classroom." Before considering independent study



CHAPTER 6: School Safety & Bullying

A. What is bullying?

Bullying at a basic level means that someone is being hurt by the words or actions of others, usually more than once. Bullying hurts children and can increase the risk of anxiety, depression, and suicide. Bullying can result in student attendance issues and behavioral problems at school. It can also lower a child's motivation for school and academic achievement. **See Appendix for the legal definition of bullying in the Education Code at 48900(r).**

B. What are some signs that your child may be experiencing bullying or harassment?

If you suspect your child is being bullied, you may notice some of the following symptoms:

- Visible and long-term sadness, anxiety, or low self-esteem
- Drastic change in their diet
- Isolation from others and lack of friendships
- Noticeable fear in their actions such as avoiding taking the bus to school, walking only certain ways to school and back from school, or avoiding school activities
- A lot of complaints of physical sickness
- Physical damage to clothing, school materials, or the body (such as bruises or cuts)
- An increase in absences
- Lack of motivation and lower grades than usual in their classes

Research shows that students who are discriminated against, harassed, or bullied at school frequently suffer long-term academic, social, emotional, and psychological harm. Efforts to improve school climate, including creating a school-wide culture of inclusion and respect for differences, are most effective in reducing harm.

C. What must schools do?

Schools must have school safety plans that are the result of a thoughtful planning process and include strategies aimed at the prevention of, and education about, potential incidents involving bullying, harassment, crime, and other violence on the school campus. Schools must create and put out a school safety plan as a part of their overall education plan and must look at the plan every year and make changes as needed.

You can find your school's safety plan by checking your school district's website or requesting it in person at your child's school or the district office.

Under Seth's Law (AB 9), school districts must have local rules dealing with bullying prevention, investigation, and ways to file a complaint. School officials and employees have a responsibility to protect students from unlawful discrimination, harassment, and intimidation, and must get involved when it is safe to do so.

Schools must:

- Have a local anti-bullying policy that prohibits bullying, harassment, and discrimination on the basis of protected characteristics including

immigration status, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, and sexual orientation

- Have clear steps for filing complaints
- Prevent retaliation
- Keep complaints confidential

Once a school knows or reasonably should know of possible student on student harassment, it must take quick and effective action to figure out what happened and prevent it from happening again.

If harassment has happened, a school must:

- Take quick and effective steps to end the harassment
- Get rid of any hostile environment and stop it from happening again

D. What can I do if my child is being bullied at school?

If you find that your child is a victim of bullying, there are different ways you have to solve the problem together, alongside your child, as a team. Here are some of the options you and your child can talk and think about:

- **Tell your child's school what is happening.** A call to alert the principal and set up a meeting with them is enough, but you should not stop there. If you can, it is best to tell the school in writing through a letter. Sign and date your letter. Make a copy of your letter and keep it for your records.

The right response from the school would involve a quick response and clear communication with you, your child, the students who have bullied your child, the school staff responsible for supervising the students, and anyone else who can help stop bullying from happening again in the future.

- **Take notes.** Create a call log for yourself to keep track of who you speak to on the phone when you call the school. Write down what you talked about, including anything the school said it would do next, and the date and time of your call.

You can also use these notes later to write a short letter to the school to confirm and remind people at the school of the conversations you have had and repeat your requests for any updates or answers to your questions. Emails are also a great method of communication, as they can serve as evidence of your communication efforts.

- **Take your problem to the school district.** If you are not happy with how the school has responded to your concerns, take your problem to the school district. Put your concerns to the school district in writing and sign and date your letter. Make a copy of your letter and keep it for your records.
- If the bullying is discriminatory (based on things such as race/ethnicity, color, national origin, immigration status, disability, gender identity, etc.) you may file a complaint with the district using the Uniform Complaint Procedure (UCP) process and/or file a complaint with the Office for Civil Rights depending upon the basis of the discrimination. **See Chapter 9 on Administrative Complaint Procedures.**
- If you believe your child has been a victim of bullying, discrimination, or harassment at school, consider speaking to an attorney about your child's rights.

E. Bullying and student discipline

Students who are bullied or harassed may end up acting up or having other problems like poor attendance in school, putting them at risk for suspension, expulsion, or involuntary transfer to alternative education programs. However, research shows that punishment, including suspension and expulsion, are not a good way of creating a safe and positive school experience. If your child has been suspended, or recommended for expulsion or transfer to an alternative school for behaviors or issues relating to bullying, report the bullying to your child's school and school district immediately and ask that they work with you to address the bullying in a way that will keep your child safe, address the underlying bullying issues, and promote a positive learning environment for all students. ■



CHAPTER 7: Students With Disabilities

Research has shown that children with disabilities, especially students of color with disabilities, are punished at a higher rate than students without disabilities. Children with disabilities also have more than average contact with the juvenile justice and child welfare system. They have more difficulties in school than other students.

When children with disabilities are not receiving good educational services, they may show signs of:

- Wanting to skip school or not being interested in school
- Lacking motivation
- Acting out at school

A. What are some special rights that students with disabilities have?

Children with disabilities have many rights! Including:

- To be free from discrimination based on their disability
- To have full and equal access to education
- To receive a Free Appropriate Public Education (FAPE)
- To be educated in the Least Restrictive Environment (LRE)
- To due process and many procedural safeguards before being removed from school

Students with disabilities have the right to a free, appropriate, public education (FAPE). A physical or

mental impairment that affects a child's ability to learn may be a disability under the law.

Schools must identify and evaluate students with disabilities through an assessment, which is when a student is tested. Parents have the right to request that their child be assessed to determine if they should get special education services and/or reasonable accommodations and services. Teachers, specialized professional persons, agencies, and other members of the public may refer a child for an assessment.

B. What is an Individualized Education Plan (IEP)?

An IEP is an important legal document that describes the plan for providing specialized instruction, services, and support to a child with a disability so that they can participate in and benefit from school and make progress towards their individual education goals. Parents and students must be involved in creating this plan. They have a right to bring up any concerns they have about the plan before they sign their approval of the plan and to request revisions or IEP meetings any time they have new concerns or issues that have not been resolved.

C. What is a 504 plan?

A 504 plan says what the reasonable accommodations are that must be given to a student who is identified as having a physical or mental issue that impairs one or more major life activities (such as learning and concentrating).

Some examples of accommodations include:

- Extended time on assignments/test
- Changing the grading standards
- Breaks
- Better seating
- Teacher re-direction
- The teachers ignores minor, bad behavior
- Praise when the student does something good
- Schedule changes

The needs of students with disabilities vary widely, and it is important to remember that the fact that a child has a disability does not mean that they are less than others or that they are not intelligent and cannot succeed in school. The truth is that every child has a different way of learning and must be worked with differently because each student has different needs, and as soon as those are figured out, the more likely that student will do well in school.

If you, a teacher, or someone else at school thinks that your child may have a disability, it is important that your child be referred for a psychoeducational assessment. Sometimes disabilities will not be noticed and can really hurt a child's ability to do well in school if they are not provided with the special support they need.

D. How can I obtain services for my child if I suspect they may have a disability?

1. Request assessments in writing:

Parents have the right to request Assessments when they think that their child has a disability. It is always best to make any request to your school in writing to stop delays and to make sure the school is doing their job. **See Appendix for a sample letter to request Special Education and 504 Assessments.**

2. Give authorization to the school to conduct the assessments:

After putting in your request for Assessments, the school will have 15 days to give you an assessment plan. Once you get the assessment plan, you will have 15 days to review it and give your permission. After that, the school will have 60 days to complete the assessments and hold an IEP meeting.

If you disagree with the school district's assessment, you can get an independent assessment at public expense.

3. Ask to obtain assessment reports one week before IEP meeting:

Ask the school early on to provide you with copies of the written assessment reports that will be discussed at the initial IEP meeting in order to decide whether your child is eligible for Special Education services. It will be good for you to come ready to this first meeting with any questions you have ahead of time. Do not be afraid to ask for them to be clear, explain what a word means, or to explain results you do not understand. You have right to fully understand what is being discussed about your child's educational plan. If English is not your primary language, request that the reports and all other documents be translated for you.

If you request an interpreter and one is not provided at the meeting, or the interpretation is not good, request a better interpreter and delay the meeting if needed so that a qualified interpreter may be provided to you. If the school does not provide you with a qualified interpreter, consider speaking to a lawyer and filing a discrimination complaint. **See Chapter 9 on See Chapter 9 on Administrative Complaint Procedures.**

4. Identify and invite people who have special knowledge about your child and how your child's disability may affect their ability to learn. For example, you may want to invite a local mental health case manager, social worker, probation officer, public defender, friend, or relative.

5. Consider speaking to an attorney or community advocate:

These are legal matters! You may greatly benefit from legal advice or support from an advocate with experience participating in IEP meetings. These meetings can be scary at times as everyone else at the meeting will be for the school, but it is very important that both you and your child feel comfortable voicing your opinions. Therefore, if you would like some guidance and support, look for a legal aid office in your area, local community advocacy groups, and/or private special education attorneys to assist you.

Some general advice is:

- Sign the IEP plan ONLY if you are completely satisfied with it
- Ask for regular reports on your child's progress; these reports should be made more than once a year
- Ask for IEP meetings if you have concerns about your child's needs not being met by the services outlined in the current IEP plan or by the school's failure to follow the plan
- Highlight your child's strengths during IEP meetings
- Describe the placement you would like for your child
- Share specific ideas and suggestions about the accommodations or services you feel would help your child
- Meet with your child's teacher and get involved in school activities to build positive relationships
- Ensure your child is re-evaluated every three years and that you have an IEP meeting at least 1 time per year

E. Parents' rights in the IEP process

Parents have many rights when it comes to the IEP process. Here are just a few:

- Right to a written notice of the IEP meeting
- Meeting must be held at mutually agreed-upon time and place
- Right to be accompanied by other persons
- Right to present concerns and ask questions
- Right to an interpreter and translation of all important documents before the IEP meeting
- Right to a copy of the IEP in parent's primary language

F. Bullying or harassment of students with disabilities

Bullying of a student with a disability on any basis, not just their disability, may result in denial of their right to a free, appropriate, public education. Report any known or suspected bullying/harassment to your child's school right away and request a 504/IEP meeting to discuss it. At the 504/IEP meeting, raise your concerns

and ask for any changes to be made to your child's plan that are needed to stop the bullying, keep your child safe, and to make sure they are still able to make progress towards their education goals at school and participate fully in school.

G. Discipline of students with disabilities

Students with disabilities are subject to the same suspension rules as nondisabled students, except that they may not be suspended or removed for more than 10 consecutive school days without a manifestation determination. A series of suspensions exceeding 10 cumulative days in a school year may be a change of placement requiring a manifestation determination if there is a pattern present.

Students with disabilities cannot be expelled from school for behavior that is a direct result of their disability or a failure to implement his/her IEP. An expulsion is a "change of placement." Schools cannot change the placement of a student with a disability without parental consent or a manifestation determination meeting, except for certain serious offenses.

A **manifestation determination** meeting must be held if:

- A student with a disability is being considered for expulsion and/or will be excluded from school for more than 10 school days (for instance, pending an expulsion hearing) OR
- A student has had a pattern of exclusions that over time exceed 10 school days

As members of the IEP team, parents have the right to participate in the manifestation determination meeting. IEP team must meet within 10 days of the decision to recommend/change the student's placement due to misconduct.

IEP team must decide two things:

- Was the behavior caused by, or did it have "a direct and substantial relationship" to, the student's disability;
- Was the student's behavior the direct result of the district's failure to implement the IEP?

If the IEP team answers “YES” to either question, the student cannot be expelled and student’s placement cannot change without consent of parent.

If behavior was not a manifestation of the child’s disability, the school may proceed with the expulsion process and/or the change of placement.

Regardless of the manifestation determination, students with disabilities MUST continue to receive educational services (FAPE). This is true for ANY period of exclusion from school that is BEYOND 10 days (including while a student is waiting for an expulsion hearing).

H. Students not yet identified as Special Education/504 students

Students with unidentified disabilities may still be protected by special education and anti-discrimination laws, including the requirement to have a manifestation determination, if the district is deemed to have knowledge of the student’s disability. Some examples of this may be if the school knows that the student has been diagnosed with a disability (like ADHD) and is taking medication or if the parent/another person has previously requested that their child be tested to determine if they have a disability.

I. What can I do if my child’s school does not timely assess my child, provide my child with the services or supports in their IEP/504 plan, or if I disagree with my child’s school regarding the services/placement my child needs?

- Consider speaking with a special education attorney regarding your concerns
- Depending upon the issues and your concerns, you may:
 - File a compliance complaint with the California Department of Education
 - File a due process complaint with the Office of Administrative Hearings
 - File a discrimination complaint with the Office for Civil Rights
 - File a lawsuit in court

- Please keep in mind that there are very strict timelines that one must follow if they wish to file a complaint. In some cases, the time to file a complaint may be as little as 6 months from the date that the incident happened, so it is very important to speak to an attorney as soon as possible to protect your and your child’s rights.

See Appendix for Sample Compliance Complaint Form for the California Department of Education. ■



CHAPTER 8: School Funding & LCAP

A. What is the Local Control Funding Formula (LCFF)?

The Local Control Funding Formula is a law that was passed in California in 2013. This law changed the way in which public schools in the state receive a large portion of their funds. What makes it so different is that it provides more money to school districts that have a large amount of disadvantaged students, and gives school districts the authority to decide how to use their money to serve these students. Even more importantly, school districts are **REQUIRED** to seek input from parents, students, and community members on how the money should be used yearly.

B. Who is considered a high needs student under LCFF?

LCFF funds are calculated based on the number of high needs students within each school district. Each student can only be counted once and must fall under one of three categories:

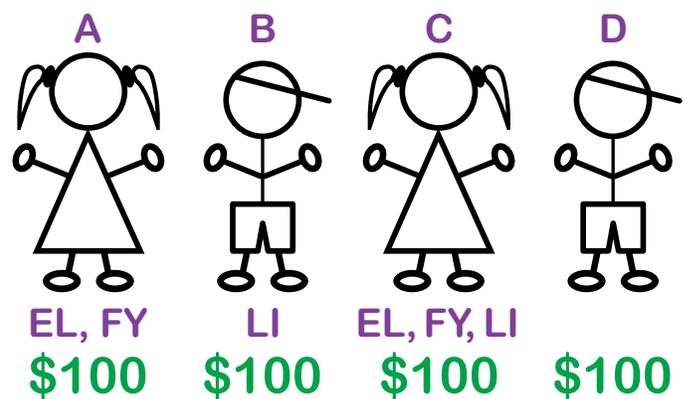
- **Low-income:** those who are eligible for free or reduced lunch
- **English Learners:** those who identify another language other than English as the primary language spoken at home upon registration for school and who score below “early advanced” on their initial language assessment test
- **Foster Students:** any youth, regardless of where they live, with either an open dependency/foster care or a delinquency/probation case

C. How is money distributed to school districts under LCFF?

With the Local Control Funding Formula (LCFF), school districts receive three different grants that are awarded to them based on the number of students that fall within each of the three high needs categories.

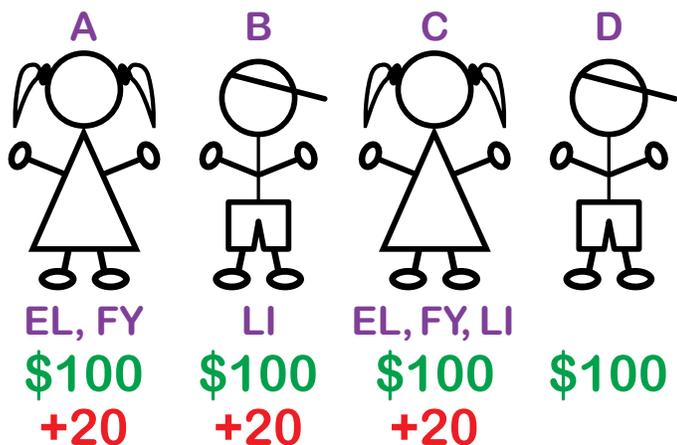
Let’s calculate ABC School District’s funds for four of their students:

First, we will calculate the base grant. All districts receive a base grant for each student, as an example, let’s say the ABC School District receives 100 dollars for every student enrolled. That’s a total of 400 dollars for four students.



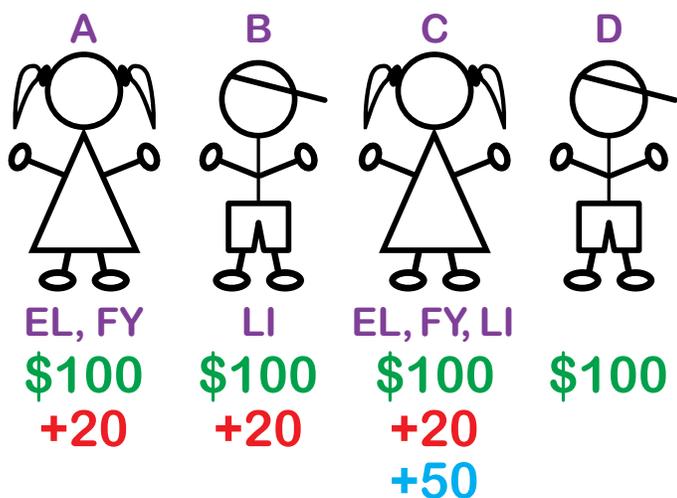
Next, the district can receive an extra 20 percent of the grant, so 20 percent of 100, or 20 dollars in this case, for every student that is low income (LI), an English Learner (EL), or a foster youth (FY). It is important to remember that a student can be more than one category, meaning, he or she could be low income and

an English Learner, or foster youth, but the school can only count that student once, no matter how many categories he or she falls under. So, in the example below, the district would receive a total of 460 dollars. The district will not receive the extra twenty dollars for Student D because he or she does not fall under any of the high needs categories (LI, EL or FY).



Finally, the district can receive an extra 50 percent of the base grant if more than 55 percent of their students fall under one of the three high needs categories. Having a student population made of more than 55 percent high needs students means the district has larger needs, so the formula is advantageous to the school district because it NEEDS more funds and it will RECEIVE more funds than other school districts in more affluent areas or with lower numbers of high needs students.

Let's pretend ABC School District has more than 55 percent of students enrolled that fall under one of the three high needs categories. The total amount ABC School District will receive will be 510 dollars total. See the image below.



In summary the grants are distributed as follows:

- **Base Grant:** the minimum amount of money school districts receive per every student
- **Supplemental Grant:** an extra 20% of the base grant amount for students who are low-income, English learners, or foster youth
- **Concentration grant:** an extra 50% of the base grant for school districts with more than 55% students enrolled that are low-income, English Learners, or foster youth

The LCFF formula not only decides how much money school districts will receive, it also requires openness to the community on how the money will be used.

There are eight priority areas under which a school district may spend LCFF funds and the money must be spent under one of these priority areas, which include:

1. Basic services: to ensure good teachers and facilities
2. Common Core implementation: to provide standards-aligned materials and teaching
3. Parent engagement: to encourage parent involvement in decision making
4. Student achievement: to improve student performance on standardized tests and increase rates of college readiness
5. Student engagement: to improve dropout, suspension, expulsion and attendance rates
6. School climate: to promote school safety and bringing students together
7. Course access: to provide access to challenging and different types of courses
8. Other student outcomes: to increase the percentage of students who pass Advanced Placement Exams, who reclassify from being English Learners, or succeed in core curriculum

Districts may also create and deal with local priorities in addition to the eight listed above.

County offices of education have an additional two priorities including:

- 9. Expelled youth: addresses coordination of instruction of expelled students.
- 10. Foster youth: coordination of services with welfare agencies, probation, and courts, responding to the needs of the juvenile court system to ensure appropriate educational placement and transfer records.

D. How does each school district decide how to spend its money?

School districts have to plan their budget every year. This budget is called the **Local Control and Accountability Plan (LCAP)**. It is a report that school districts will submit to the state every year outlining how they will be spending the funds received from LCFF. The LCAP must include goals based on state priorities as well as local priorities identified with the help of community members such as parents, students, educators and others.

E. What are some requirements for LCAP under the law?

- A public review of the LCAP
- A hearing where the public can comment on the plan.
- If a district has at least 15% of its students who are English Learners, it will need to work with an English Learner advisory committee (ELAC) who can help provide input for the LCAP
- The superintendent of each district must notify the community about opportunities to comment on the proposed LCAP.
- The district also has to solicit input from a parent advisory committee (PAC) composed of parents of English Learners, low-income students, and foster youth.
- Written comments from the ELAC and PAC require a response from the superintendent in writing.

F. What does the LCAP look like?

Part of a school districts' LCAP may look something like this:

Action 8	Cultural Awareness	Implement cultural awareness training, as needed, to develop strategies for meeting the needs of diverse population	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
OR			
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
ACTIONS/SERVICES			
2017-18	2018-19	2019-20	
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	
1. Professional development will be offered at the site and district level to improve teacher-student relationships and school-community trust	1. Professional development will be offered at the site and district level to improve teacher-student relationships and school-community trust	1. Professional development will be offered at the site and district level to improve teacher-student relationships and school-community trust	
BUDGETED EXPENDITURES			
2017-18	2018-19	2019-20	
Amount	Amount	Amount	Amount
\$7,870	\$8,036	\$8,229	

School districts have to describe the type of action they will be taking with each amount of funds they allocate. In this example, the school district seeks to invest \$7,870.00 on Cultural Awareness efforts for the year 2017-2018, then more for the two following years. The school district must also identify the group of students that will be served by these funds as well as the schools that will be receiving the funds. If the school district decides to make any changes, they must be carefully tracked and the impact of each investment must be analyzed year after year. These findings must be recorded in the form of a comprehensive report within each LCAP to ensure that funds are being used in a way that maximizes the benefits for high needs students. The purpose of outlining all this information and reporting the impact is to help make school districts accountable for the success of students, and specifically, low income, English Learners and Foster Youth because they are the students who should be benefitting the most!

- Create focus groups with other parents to give input to teachers and school administrators,
- Search your school district’s website for any online LCFF surveys that you can complete,
- Attend the yearly LCFF/LCAP forum(s) at your school district to share your input.
- Attend the yearly LCAP board meeting at your school district to make a public comment.

I. What is the timeline for LCAP?

The California Collaborative for Educational Excellence suggests that school districts align four phases of developing the LCAP with the four seasons of the year.

Fall: Preparing

Winter: Sketching

Spring: Finalizing

Summer: Reflecting



G. How can I differentiate between a good investment my school district is making and a poor one?

Ask yourself the following questions:

- Is this a top priority in our schools?
- Was the community consulted on this decision?
- Is the money primarily serving the educational needs of high needs students?

H. What can I do to have a say in how the money is spent?

- Find out what your school district is doing to engage you and all parents.
- Identify key people. Some districts have specific school administrators who hold responsibility for the LCAP process.
- Share your ideas directly with administrators and school board members, and submit your comments/ideas in writing when you do.
- Attend an ELAC, DELAC, SCC, or PTA meeting or volunteer to serve on a committee.
- Talk with your children’s teachers and principal about LCFF.

A good note to remember is that school districts typically begin collecting community input in the winter or spring and the LCAP is finalized and adopted usually around the last week of June every year.

J. What can I do if the district does not spend LCFF funds properly or if I am dissatisfied with the LCAP?

If you are dissatisfied with your district’s LCAP or feel that they did not follow the law with respect to development, review, or updating the LCAP, you may file an administrative complaint with the district using the Uniform Complaint Procedure. **See Chapter 9: Administrative Complaint Procedures and Appendix for a Sample LCAP based UCP Complaint.** If you are dissatisfied with the district’s final decision regarding your UCP complaint, you may appeal that decision to the California Department of Education.

K. The California School Dashboard

The California School Dashboard (Dashboard) is the state accountability system for California’s public school system. It is an online tool that is available to parents and the general public on the California Department of Education website at www.caschooldashboard.org/#/Home.

Translated materials regarding the Dashboard are available at www.cde.ca.gov/ta/ac/cm/.

By simply typing in the name of any school, school district, or county office of education, you can use the Dashboard to see how your local schools and districts are performing on various indicators and whether specific student groups are making adequate progress. The reports available through the Dashboard are based on data that is collected from all schools, districts, and county offices in the state on six state measures:

- High School Graduation Rate
- Academic Performance
- Suspension Rate
- English Learner Progress
- College/Career Readiness
- Chronic Absenteeism

Schools and districts receive one of five color-coded performance levels on each of the six state measures. Blue is the highest performance level followed by green, then yellow, then orange, and lastly red. Orange and red are the two lowest performance levels meaning that serious improvement is needed.

The Dashboard includes results for all districts, schools, and defined student groups, including racial groups, low income, English learners, homeless, foster youth, and students with disabilities. The Dashboard's Equity Reports are available for each state measure. Equity Reports show the number of student groups in each performance level (color) for that measure. They shine a light on achievement and outcome differences for different groups of students.

L. The Dashboard Alternative School Status

Alternative schools participating in the Dashboard Alternative School Status (DASS) will have their information displayed on the same dashboard as traditional or non-alternative schools and will be measured on the same set of indicators. However, modified measurement systems may be used for alternative schools. You can find more information

regarding DASS on the California Department of Education website at www.cde.ca.gov/ta/ac/dass.asp.

M. Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act. Under ESSA, states must get input from parents and community members as they develop their state accountability systems and plans. ESSA requires states to collect data and report the performance of all students and student subgroups. As described above, the Dashboard is the state accountability system established by California to collect and publicly report school performance data for all students and by student group. You can find information regarding California's plan to implement ESSA including State Board of Education Agenda Items related to ESSA and stakeholder outreach efforts on the California Department of Education website at www.cde.ca.gov/re/es/. ■



CHAPTER 9:

Administrative Complaint Procedures

A. What is a complaint under the Uniform Complaint Procedures?

A complaint under the Uniform Complaint Procedures (UCP) is a written and signed statement by an individual, public agency, or organization saying that there is a violation of federal or state laws that control an educational program.

B. What are some examples of the kinds of complaints that can be filed under the Uniform Complaint Procedures?

Some examples include:

- Discrimination, harassment, intimidation, and/or bullying
- unauthorized charging of fees to students for educational activities
- noncompliance with physical education instructional minutes at specified grade levels
- noncompliance with education provisions for foster youth and pupils who are homeless
- provision of courses without educational content and previously completed/graded courses sufficient for satisfying requirements/prerequisites for post-secondary education and receipt of a diploma, except under specified conditions
- failure to comply with Every Student Succeeds Act
- failure to comply with legal requirements relating to the Local Control and Accountability Plan (LCAP)

C. How do I file a UCP complaint and how is it processed?

Schools must provide information to parents, school and district advisory committees, as well as other interested parties about their policies and procedures for filing a complaint and about the opportunity to appeal the school district's decision to the California Department of Education (CDE).

Usually a UCP complaint form can be found on the school district's website and can be submitted directly to the superintendent. If you are unable to locate the district form, you can submit your complaint in the form of a letter. **See Appendix for Sample UCP Complaint form for LCAP violations.**

After you submit your complaint, the school district must:

- Give you an opportunity to provide information and/or evidence important to the complaint if needed
- Resolve the problem and complete a written report within 60 calendar days of receiving your complaint unless extended by written agreement of the complainant (the person who submitted the complaint)
- Must advise the complainant of the right to appeal the school district's decision to the CDE within 15 calendar days of receiving the decision

The school district is also responsible for:

- Ensuring compliance with federal and state laws and regulations
- Designating a staff member to be responsible for receiving, investigating, and resolving complaints, and making sure the staff member is knowledgeable about the laws/programs he or she is assigned
- Protecting complainants from retaliation

days of receiving the school district’s decision to your Williams Complaint.

If your complaint is a UCP complaint, you have 15 calendar days to appeal the school district’s decision to the California Department of Education if you are dissatisfied with the district’s response. ■

D. What is a Williams Complaint?

A Williams Complaint is another type of administrative complaint that may be used to report concerns about:

- bad instructional materials
- unsafe or poor school conditions, buildings, or other facilities
- if there are not enough teachers

These complaints may be filed anonymously and schools must have a complaint form available for these types of complaints. A district may have its own Williams complaint form, but they must accept any Williams Complaint even if the form provided by the district is not used as long as the complaint is submitted in writing. You can submit your complaint to your school district and it must be resolved by the school principal or by the district superintendent or his or her designee.

See Appendix for Sample Williams Complaint from the California Department of Education.

E. What if I am not satisfied with the school district’s response?

If you are not satisfied with how the school district responds, consider voicing your concerns to the governing board of the school district at a board meeting. Board meetings are usually monthly, during the evenings and school districts usually have the meeting time and date information posted on their websites, or you may call your school district office to ask for this information.

If your complaint involves unsafe conditions of school facilities/buildings that pose an emergency or urgent threat and you are not satisfied with the school/district’s response, you have the right to file an appeal to the Superintendent of Public Instruction at the California Department of Education within 15 calendar



CHAPTER 10: Activities for Parent Groups

Are you interested in starting a parent group or are you part of a parent group already? Consider sharing the information you have learned in this manual and exploring educational issues in your community further with other interested parents!

A. How to engage other parents in the community

Oftentimes, getting more support from other parents to support your cause is a difficult task, but you should not let this discourage you. If you have a clear vision and goals, then you can use the one-to-one strategy to get support for that vision and those goals. All you need is time, persistence, and dedication.

A one-to-one is exactly what it sounds like, it is a purposeful, informative, and persuasive conversation that you have with someone you would like to invite to join your cause or to connect you to others who may support your cause. There are seven main components to a successful one-to-one conversation:

Components

1. Welcome (thank your guest for making time to meet)
2. Credential (explain who you represent, what parent group you come from etc.)
3. Sharing your purpose and your story (why you are talking to them and why you care about the community)
4. Ice breaker questions (to listen to their story and explore their self-interest). Ask what they are doing (coping or addressing causes of their concerns).

5. Deep listening / dialogue
6. Probing the person's leadership networks
7. Invitation (negotiation) to take action

You can use the above components as a guideline for any one-to-one conversation; in the Appendix you will find a sample on how to hold a one-to-one conversation about using school funding (LCFF/LCAP) to improve alternative education programs and schools.

Remember there is power in numbers! If you are concerned about any issues affecting your child and other children in your local schools, other parents are likely to be concerned about them too. Parents and community members play a critical role in ensuring that public schools serve children well and that all children have an equal opportunity to succeed. You can use the information in this manual to help identify areas where schools may be doing well, as well as areas for improvement.

As explained throughout this manual, you may raise any concerns you and other parents have directly with your children's schools, the district superintendent, and/or the school board. You may file written complaints. You may participate in school and district-wide decision-making including how school funding will be spent by providing input regarding the Local Control Accountability Plan (LCAP). You can also participate in parent advisory committees such as the school site council, migrant parent advisory committee, English learner advisory committee, LCAP advisory committee, and much more. And of course, you can start your own group! In the Appendix you will find some sample activities to help get you started. ■

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APPENDIX A: SAMPLE LETTERS

A.1. Sample Letter Request for Cumulative Education Record

Date: _____

Name of Superintendent: _____

Name of School District: _____

District Address: _____

Re: Request for Cumulative Education File

Student Name: _____

Date of Birth: _____

Name of School: _____

Dear Superintendent:

I am writing to request copies of any and all education records for my child including but not limited to, disciplinary records, any special education documents, grades, attendance history, and all documents in my child's cumulative education file. Please also include all records regarding my child that are maintained electronically in your student information system or data base including, but not limited to, my child's student profile, student and parent contact logs, and disciplinary record.

I look forward to your response to this request within five (5) days of receipt of this letter pursuant to Education Code Section 49069. You may send the documents to my attention at the address provided below.

Sincerely,

(Your signature here)

Name of Parent: _____

Parent phone number: _____

Parent email address: _____

Mailing Address: _____

A.2. Sample Letter Request for Expulsion Packet

Date: _____

Name of Superintendent: _____

Name of School District: _____

District Address: _____

Re: Request for Expulsion Packet

Student Name: _____

Date of Birth: _____

Name of School: _____

Dear Superintendent:

I am writing to request copies of all documents to be used at the expulsion hearing pursuant to Cal. Educ. Code §48918(b). In response to this request, I would like copies of all witness statements, including, but not limited to, statements made by other students, statements made by my child, statements made by any school staff, and any statements made by any administrators regarding the incident and/or any other evidence the school intends to present at the expulsion hearing. I would also like to request a copy of any and all education records for my child including, but not limited to, copies of his grades, attendance history, and any disciplinary records to date.

I look forward to your response to this request within five (5) days of receipt of this letter pursuant to Education Code Section 49069. You may send the documents to my attention at the address provided below.

Sincerely,

(Your signature here)

Name of Parent: _____

Parent phone number: _____

Parent email address: _____

Mailing Address: _____

A.3. Sample Letter Confirming a Phone Conversation

Date: _____

Ms. Last Name
Secretary
ABCD Elementary School
1234 School Street
City, CA Postal Code

Re: Student Name: _____
Date of Birth: _____
Name of School: _____

Dear Ms. Last Name:

Thank you for speaking on the phone with me earlier this morning. I appreciate that you took the time to speak with me about the anti-bullying policy at our school. I am writing to you to confirm what we spoke about during our call.

As I mentioned, I am interested in learning the policies and procedures that are used in our school to resolve problems dealing with harassment or bullying. My son tells me that one of his classmates is bothering him at school and I would like to know how I can help my son resolve this matter and how the school can support him as well.

During our conversation you said that you did not know where to find that specific policy's documentation but that you would consult with the principal and send them to me via mail. You also mentioned the school principal would follow up with a call to talk to me about the situation with my son.

Thank you very much for your help with this matter. I look forward to the principal's call and the documents you will mail to me. You can reach me at (123) 456-789.

Sincerely,

(Your signature here)

Name of Parent: _____

Parent phone number: _____

Parent email address: _____

Mailing Address: _____

A.4. Sample Letter of Suspension Appeal

Date: _____

Name of Superintendent: _____

Name of School District: _____

District Address: _____

Re: SUSPENSION APPEAL

Student Name: _____

Date of Birth: _____

Date of Suspension: _____

Name of School: _____

Dear Superintendent:

The purpose of this letter is to appeal the suspension of my child from school. My child was suspended from school for a total of _____ school days.

I am in disagreement with my child's suspension from school because (check all that apply):

- My child was not provided a pre-suspension conference or an opportunity to explain their side of the story before they were suspended
- My child was suspended for something that was not related to school or a school activity
- I was not contacted at the time my child was suspended from school
- I was not provided with written notice of the suspension
- My and/or my child's primary language is not English and I was not provided an interpreter and/or a properly translated suspension notice in my primary language
- My child did not commit the offense my child was suspended for
- The school did not attempt other means of correction before suspending my child such as:
 - A conference between school personnel, the pupil's parent or guardian, and the pupil.
 - Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management/counseling
 - Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
 - Referral for a comprehensive psychosocial or psychoeducational assessment to determine whether or not my child has a disability

- Enrollment in a program for teaching prosocial behavior or anger management.
- Participation in a restorative justice program
- A positive behavior support approach with tiered interventions
- After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

- My child does not present a danger to himself or others
- My child does not present a danger to property
- My child was suspended for more than 5 school days
- My child was suspended for less than 5 school days, but for more than was appropriate under the circumstances
- Other: _____

I demand that the District overturn my child’s suspension from school and remove any record of the suspension from my child’s education records.

I also request the following:

Please provide me with written confirmation that the District will overturn my child’s suspension and take the steps I have requested. If the District will not overturn my child’s suspension, please provide me with a written explanation why and identify who else I may talk to regarding my concerns.

Thank you,

 (Your signature here)

Name of Parent: _____

Parent phone number: _____

Parent email address: _____

Mailing Address: _____

A.5. Sample Letter Challenging Content of Records

Date: _____

Name of Superintendent: _____

Name of School District: _____

District Address: _____

Re: Request to Correct/Remove Information from My Child's Education Records

Student Name: _____

Date of Birth: _____

Name of School: _____

Dear Superintendent,

The purpose of this letter is to challenge the content of my child's education records.

The specific records I am challenging include:

(Examples: suspension notice dated __-__-__, progress report dated __-__-__, attendance records, discipline profile, etc.)

I challenge the content of the record(s) identified above on the basis that the record(s) contain statements that are (check all that apply):

- Inaccurate
- An unsubstantiated personal conclusion or inference
- A conclusion or inference outside of the observers area of competence
- Not based on personal observation of a named person with time and place of the observation noted

- Misleading
- In violation of the privacy or other rights of my child
- Other: _____

Additional details/explanation in support of the above include:

I demand that the District remove and/or correct the above statements/records from my child's educational file consistent with the requirements of Educ. Code § 49070, et seq.

I also request the following:

Please provide me with written confirmation that the District will correct/remove the statements/records from my child's file. If the District will not do so, please provide me with a written explanation of the reasons why and provide me with assistance to timely appeal that decision to the Governing Board of the School District in writing.

Thank you,

(Your signature here)

Name of Parent: _____

Parent phone number: _____

Parent email address: _____

Mailing Address: _____

A.6. Sample Notice of Expulsion Appeal

Date: _____

Name of County Superintendent: _____

County Office of Education: _____

Address of County Office: _____

RE: Notice of expulsion appeal and request for hearing

Student Name: _____

Date of Birth: _____

Name of School: _____

Dear Superintendent:

In accordance with Education Code sections 48919-48924, my child and I request an Expulsion Appeal Hearing.

Please find the following information for this appeal:

Expelled student's name: _____

Age: _____

Name of school attended: _____

Parent: _____

Home Address: _____

Telephone: _____

Name of expelling district: _____

Date Board voted to expel: _____

Period of the expulsion: _____

The grounds for the appeal are as follows:

A. The local board proceeded without or in excess of its jurisdiction

(If applicable, provide explanation here)

B. The local board failed to provide for a fair hearing.

(If applicable, provide explanation here)

C. There was a prejudicial abuse of discretion in the hearing

(If applicable, provide explanation here)

D. There is now relevant evidence which could not have been produced at the time of the hearing or there was relevant evidence which was improperly excluded at the hearing.

(If applicable, provide explanation here)

Date:

(Your signature here)

Name of Parent: _____

Parent phone number: _____

Parent email address: _____

Mailing Address: _____

A.7. Sample Hearing Transcript Request Letter

Date: _____

Name of Superintendent: _____

Name of School District: _____

District Address: _____

Re: Request for Hearing Transcript

Student Name: _____

Date of Birth: _____

Name of School: _____

Dear Superintendent:

I am writing to request the expulsion hearing transcript for my child. Attached to this letter please find a copy of the Expulsion Appeal and Request for Hearing regarding the expulsion of my child. Education Code Section 48919 and 48921 require that the appellant request from you a transcript of the school district's expulsion hearing and supporting documents certified by you or by the Clerk of the Board to be a true and complete copy. Education Code section 48919 requires that these documents be prepared within ten school days of this request.

Please send one copy of the transcript of the expulsion hearing and supporting documents certified by you or by the Clerk of the Board to be a true and complete copy directly to the County Board of Education and one copy to me at the address provided below.

Should you have any questions please do not hesitate to contact me. Thank you in advance for your attention to this matter.

Thank you,

(Your signature here)

Name of Parent: _____

Parent phone number: _____

Parent email address: _____

Mailing Address: _____

A.8. Sample Letter Request for Special Education and 504 Assessments

Date: _____

Name of Superintendent: _____

Name of School District: _____

District Address: _____

Re: Referral for Special Education and 504 Assessments

Student Name: _____

Date of Birth: _____

Name of School: _____

To whom it may concern:

This letter is to refer my child for an assessment for special education services. I request that my child be given a comprehensive assessment to determine my child's eligibility for special education services and that an IEP meeting be scheduled. As part of the assessment process, I additionally request that my child be assessed under Section 504 of the Rehabilitation Act to determine what, if any, accommodations might be required in my child's educational program in the event that my child does not qualify for special education services or in addition to special education services.

I look forward to receiving an assessment plan within 15 days. If you have any questions or concerns regarding this referral, you may reach me at the phone number and address listed below.

Sincerely,

(Your signature here)

Name of Parent: _____

Parent phone number: _____

Parent email address: _____

Mailing Address: _____

A.9. Sample Letter Requesting to Join LCAP Advisory Committee (English & Spanish)

Date: _____

Name of Superintendent: _____

Name of School District: _____

District Address: _____

Re: Local Control Funding Formula and Local Control Accountability Plan;
Request for Information and to Join LCAP Advisory Committee

Dear Superintendent:

I write to you as a parent in your District. As a parent, I want to ensure that the funding for my child's school is used in the proper manner for students. I am aware that the Local Control Funding Formula (LCFF) requires that districts develop a Local Control Accountability Plan (LCAP) and that parents must be involved in developing, reviewing, and updating this plan each year. As a parent, I would like to participate and serve on the LCAP parent advisory committee. I would like to be notified of all meetings concerning the parent advisory committee as well as all meetings regarding the LCAP. I also request that these meetings take place at night so that I, and other parents, can participate.

I would like to receive all notices regarding the LCAP and LCAP advisory committee meetings in:

- ___ 1. English
- ___ 2. English & Spanish
- ___ 3. English & _____

I can be reached at:

Name: _____

Address: _____

Phone: _____

Email: _____

I look forward to hearing from you.

Sincerely,

(Your signature here)

Fecha: _____

Nombre del Superintendente: _____

Nombre del Distrito Escolar: _____

Dirección del Distrito: _____

Re: Formula de Financiamiento de Control Local y Plan de Responsabilidad de Control Local;
Solicitud para Información y para Unirme al Comité Consejero de LCAP

Estimado Superintendente:

Me dirijo a usted como padre/madre en su Distrito. Como padre/madre quiero tener la seguridad de que los fondos para la escuela de mi hijo(a) estén siendo usados en forma adecuada para los estudiantes. Estoy consciente que la Fórmula de Financiamiento del Control Local (LCFF por sus siglas en inglés) requiere que los distritos desarrollen un Plan de Responsabilidad de Control Local (LCAP por sus siglas en inglés) y que los padres deben de estar involucrados en el desarrollo de este plan. Como padre, me gustaría participar y servir en el comité consejero de padres. Me gustaría ser notificado de todas las reuniones concernientes al comité consejero de padres, como también de todas las reuniones en relación al desarrollo de un LCAP. También solicito que estas reuniones se lleven a cabo durante la noche para que otros padres, y yo, podamos participar.

Me gustaría recibir todas las notificaciones/avisos referentes a LCFF y LCAP en:

- 1. Inglés
- 2. Inglés y Español
- 3. Inglés y _____

Puede contactarme por este medio:

Nombre: _____

Dirección: _____

Teléfono: _____

Correo Electrónico: _____

En espera de su pronta respuesta.

Atentamente,

(Su firma aquí)

A.10. Sample Letter Requesting to Join DELAC (English & Spanish)

Date: _____

Name of Superintendent: _____

Name of School District: _____

District Address: _____

Re: Request to Join the District-level English Learner Advisory Committee and
for information on the Local Control Funding Formula

I write to you as a parent in your District. I am aware that the Local Control Funding Formula (LCFF) requires that districts develop a Local Control Accountability Plan (LCAP) and that parents must be involved in developing this plan. As a parent, I would like to participate and serve on the District-level English Learner Advisory Committee (DELAC), and join the committee which is creating the District's LCAP. I would like to be notified of all meetings concerning the DELAC and all meetings regarding the LCFF and LCAP. I also request that these meetings take place at night so that I, and other parents, can participate.

I would like to receive all notices regarding the DELAC, LCFF and LCAP in:

- ___ 1. English
- ___ 2. English & Spanish
- ___ 3. English & _____

I can be reached at:

Name: _____

Address: _____

Phone: _____

Email: _____

I look forward to hearing from you.

Sincerely,

(Your signature here)

Fecha: _____

Nombre del Superintendente: _____

Nombre del Distrito Escolar: _____

Dirección del Distrito: _____

Re: Solicitud para Unirme al Comité Consejero de Estudiantes de Inglés a nivel de Distrito y para Información sobre la Formula del Financiamiento de Control Local

Estimado Superintendente:

Me dirijo a usted como padre/madre de un estudiante(s) en su Distrito. Estoy consciente que la Formula de Financiamiento de Control Local (LCFF por sus siglas en inglés) requiere que los distritos desarrollen un Plan de Responsabilidad de Control Local (LCAP por sus siglas en inglés) y que los padres deben estar involucrados en el desarrollo de este plan. Como padre me gustaría participar y servir en el Comité Consejero de Estudiantes de Inglés a nivel de Distrito (DELAC por sus siglas en inglés), y unirme al comité que está creando el LCAP del Distrito.

Me gustaría recibir notificaciones de todas las reuniones concernientes al DELAC y todas las reuniones en relación al LCFF y LCAP. También solicito que estas reuniones se lleven a cabo por la noche para que otros padres, y yo, podamos participar.

Me gustaría recibir todas las notificaciones/avisos en relación a DELAC, LCFF y LCAP en:

- ___ 1. Inglés
- ___ 2. Inglés y Español
- ___ 3. Inglés y _____

Puede contactarme por este medio:

Nombre: _____

Dirección: _____

Teléfono: _____

Correo Electrónico: _____

En espera de su pronta respuesta.

Atentamente,

(Su firma aquí)

A.11. Sample Letter Request for Policies, Plans, or other Public Records

Date: _____

Name of Superintendent: _____

Name of School District: _____

District Address: _____

Re: CA Public Records Act Request

I am writing to request the following records pursuant to the California Public Records Act (Cal. Gov. Code § 6253).

1. Copies of all policies and procedures regarding:

(Check all that apply)

- Student discipline including suspension, expulsion, and involuntary transfer procedures
- Alternatives to suspension and expulsion that may be available in the District such as positive behavior interventions and supports (PBIS), restorative justice programs, trauma-informed practices, etc.
- Independent study
- Referrals or transfers to alternative education programs within the district
- Referrals or transfers to alternative education programs outside of the district
- Truancy and School Attendance Review Board referrals
- Bullying, harassment, and discrimination
- Students with disabilities including special education and Section 504 procedures
- Other: _____

2. Copies of the:

- School safety plan for (name of school(s)): _____
- Local Control Accountability Plan
- Budget for (name of school/district/program): _____
- County plan for expelled students
- Other: _____



I look forward to your response to this request within ten (10) days as required by Government Code § 6253(c). You may send the documents to my attention at the address listed below.

Thank you,

(Your signature here)

Name of Parent: _____

Parent phone number: _____

Parent email address: _____

Mailing Address: _____

APPENDIX B: ADMINISTRATIVE COMPLAINT FORMS

B.1. Sample Form Complaint for LCFF and LCAP Violations

Date: _____

Name of District: _____

District Address: _____

Re: Uniform Complaint for failure to comply with Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) mandates

Dear Administrator:

The District is out of compliance with state education laws with respect to school finance and Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) mandates. This complaint is filed pursuant to California Education Code § 52075.

I. VIOLATIONS

The specific violations are checked off below:

Budget

- Failure to adopt a local control accountability plan prior to adopting a budget. EC § 42127(a)(2).
- Failure to hold a public hearing on the budget to be adopted. EC § 42127(a)(1).
- Failure to comply with auditing requirements. EC Code § 41020.
 - Failure to conduct a timely audit.
 - Failure to make books and accounts available to the County or other arrangements to provide for auditing.

Local Control Accountability Plan (LCAP)

- Failure to develop a local control accountability plan in accordance with Cal. Educ. Code §52060 .
- Failure to comply with the LCAP template adopted by the State Board. EC §52060.
- Failure to include, for all pupils and each numerically significant subgroup of pupils, a description of:
 - Annual goals to be achieved for each of the eight state priorities and any additional local priorities.
 - Specific actions the school district will take to achieve the annual goals for each of the eight state priorities and any local priorities.
- This violation is with respect to the following state and/or local priority(ies):
 - State Priority #1: Appropriate teacher assignments, access to standards-aligned instructional materials, and school facilities maintained good repair.
 - State Priority #2: Implementation of academic content and performance standards adopted by the State Board of Education.
 - Failure to describe annual goals for how programs and services will enable English Learners to:
 - Access common core academic content standards.
 - Access English Language Development standards.
 - State Priority #3: Parental Involvement
 - Failure to describe annual goals for how the school district will seek parent input in making decisions for the school district and each individual school site.
 - Failure to describe annual goals for how the school district will promote parental participation in programs for low-income students, English Learners, foster youth, and students with exceptional needs.
 - State Priority #4: Pupil Achievement
 - Failure to describe annual goals for pupil achievement as measured by:
 - Statewide assessments.
 - Academic Performance Index.
 - Percentage of students who successfully complete courses that satisfy requirements for University of California and the California State University or courses that align with state-board approved career technical education standards.

- Percentage of English Learners who make progress toward English proficiency.
- English Learner reclassification rate.
- Percentage of students who pass an advanced placement examination with a score of 3 or higher. Percentage of students who demonstrate college preparedness after participation in the Early Assessment Program or subsequent to any assessment of college preparedness.

State Priority #5: Pupil Engagement

- Failure to describe annual goals for pupil engagement as measured by:
 - School attendance rates.
 - Chronic absenteeism rates.
 - Middle school drop-out rates.
 - High school drop-out rates.
 - High school graduation rates.

State Priority #6: School Climate

- Failure to describe annual goals for school climate as measured by:
 - Suspension rates.
 - Expulsion rates.
 - Other Local Measure(s): _____.

State Priority #7: Pupil access to, and enrollment in, a Broad Course of Study

- Failure to describe programs and services developed and provided to:
 - Low-income students
 - English Learners.
 - Foster Youth Students.
 - Students with Exceptional Needs.

State Priority #8: Pupil Outcomes

Local Priority(ies):

- Failure to describe annual goals for the following:

Failure to include annual goals for the following groups as required by EC § 52060(c)(1):

All students

Numerically significant student subgroups including:

Racial/ethnic subgroups: _____

English Learners

Low-income students

Foster youth

Homeless youth

Students with disabilities

Failure to explain how supplemental and concentration grand funds will be “principally directed towards” and “effective in” meeting the District’s goals for its unduplicated students. 5 C.C.R 15496.

Failure to consult all necessary parties in developing the LCAP. EC § 52060(g). The following parties were not consulted:

___ Parents

___ Students

___ Teachers

___ Principals

___ Administrators

___ Other School Personnel

Failure to adopt the LCAP in compliance with EC § 52062. The violations are with respect to the following:

Parent Advisory Committee

Failure to present the LCAP or annual update to the LCAP to the parent advisory committee for review and comment before the LCAP is considered by the governing board for adoption.

Failure of the Superintendent to respond in writing to comments received by the parent advisory committee.

English Learner Parent Advisory Committee

Failure to present the LCAP or annual update to the LCAP the English learner parent advisory committee for review and comment before the LCAP is considered by the governing board for adoption.

Failure of the Superintendent to respond in writing to comments received by the English learner parent advisory committee.

General Public

- Failure to notify members of the public of the opportunity to submit written comments regarding specific actions and expenditures to be included in the LCAP or annual update to the LCAP.

Individual School Plans

- Failure of the Superintendent to review individual school plans and ensure that specific actions included in the LCAP or annual update to the LCAP are consistent with strategies included in the individual school plans.

Public Hearing Requirements

- Failure of the governing board to hold at least one (1) public hearing to solicit recommendations and comments from the public regarding the specific actions and expenditures to be included in the LCAP or annual update to the LCAP.
- Failure to post the agenda for the public hearing at least 72 hours before the hearing.
- Failure to include in the agenda for the public hearing the location where the LCAP will be available for public inspection prior to the hearing.
- Failure to adopt the LCAP or annual update to the LCAP at a public hearing that is held after, not on the same day, as the public hearing to solicit recommendations and comments from the public.

Changes to LCAP

- Failure to follow the same process for adopting an LCAP to make a change
 - Failure to present the proposed changes to, and respond to comments by, the parent advisory committee
 - Failure to present the proposed changes to, and respond to comments by, the English Learner parent advisory committee
 - Failure to notify members of the public of the opportunity to submit written comments regarding the proposed changes
 - Failure to review individual schools plans and ensure that proposed changes to LCAP are consistent with strategies in school plans
 - Failure to hold a public hearing to solicit comments regarding the proposed changes
 - Failure to post the agenda 72 hours in advance and/or include the location where the LCAP will be available with the proposed changes for public inspection
- Failure by the governing board to adopt any changes to the LCAP at a public hearing

- Failure to update the LCAP annually in accordance with EC § 52061(a):
 - The District has failed to complete a timely update of the LCAP (deadline is July 1 of each year)
 - The annual update of the LCAP fails to include:
 - A review of any changes in the applicability of goals
 - A review of the progress toward the goals in the existing LCAP
 - An assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals
 - A description of changes to the specific actions the District will make as a result of the review and assessment
 - A listing and description of the expenditures for implementation of the specific actions in the updated LCAP
 - Explain material differences in estimated budgeted and actual expenditures of supplemental & concentration grand funds
 - A listing and description of the expenditures that will serve:
 - Low-income students
 - English Learners
 - Students Re-designated Fluent English Proficient (RFEP)
 - Foster Youth
- Failure of the Superintendent to ensure the implementation of a local control accountability plan. EC § 35035(d).

Parent Advisory Committee

- Failure to establish a parent advisory committee to provide advice to the governing board regarding the development, review, and implementation of the LCAP. EC § 52063(a)(1).
- Failure to include parents or legal guardians of students who are low-income, English learners, and/or foster youth on the parent advisory committee. EC § 52063(a)(2).
 - The parent advisory committee, if one has been established, fails to include any parents of students who are:
 - Low-Income
 - English Learners
 - Foster Youth

English Learner Parent Advisory Committee

- Failure to establish an English learner parent advisory committee where the District's English learner population exceeds 15% of total student enrollment and there are at least 50 students who are English learners § 52063(b)(1).
- Failure to involve the English Learner Parent Advisory Committee in the development, review, and implementation of the LCAP. EC § 52062.

Posting Requirements & Availability of Public Records

- Failure to post the agenda for public hearing(s) on the budget and/or LCAP at least 72 hours in advance. EC §§ 42127, 52062.
- Failure to make budget and supporting data available for public review. EC § 42127(a)(2).
- Failure to make LCAP, and any revisions or annual updates to LCAP available for public review prior to adoption by governing board. EC § 52062.
- Failure to post on the internet website for the District any LCAP approved by the governing board and any approved updates or revisions to the LCAP. EC § 52065.

Complaint procedures

- Failure to establish local policies and procedures for filing complaints. EC § 52075(f).
- Failure to include information regarding the complaint policies and procedures in the annual notification to students and parents. EC § 52075(e).

Other

II. EVIDENCE OR INFORMATION LEADING TO EVIDENCE IN SUPPORT OF THIS COMPLAINT

III. REQUEST FOR RELIEF

I am requesting that the District investigate this matter in accordance with the uniform complaint procedures and to provide a remedy to all affected pupils, parents, and guardians that includes, but is not limited to, the following:

I submit this complaint anonymously. EC § 52075(b).

Yes

No

I look forward to the District’s written decision within 60 days in compliance with the uniform complaint procedures. 5 CCR § 4631.

Sincerely,

(Your signature here)

Name of Parent: _____

Parent phone number: _____

Parent email address: _____

Mailing Address: _____

B.2. California Department of Education Model Compliance Complaint Form

(Available for download at <https://www.cde.ca.gov/sp/se/qa/documents/sedcomplaintform.pdf>)

California Department of Education
Procedural Safeguards Referral Service

Special Education Division
Revised 11/2006

REQUEST FOR COMPLAINT INVESTIGATION

PLEASE NOTE: A complaint may be filed through the use of this form or by a written letter sent by fax or postal mail. E-mails cannot be accepted as formal complaints because they do not meet signature requirements under 34 C.F.R. 300.153(b)(3). If upon analysis of a request, a complaint is opened, a complaint investigation will be completed within 60 days of receipt in the California Department of Education (CDE) Special Education Division Procedural Safeguards Referral Service (PSRS) of all required information.

The written complaint must specify at least one alleged violation of state and/or federal special education laws that occurred not more than one year prior to the date the complaint is received by the CDE. The party filing a complaint must forward a copy of the complaint to the LEA or public agency serving the child at the same time the party files a compliance complaint with the CDE. [34 Code of Federal Regulations (CFR) 300.153(d)]

Please return the completed form to: California Department of Education; Special Education Division; Procedural Safeguards Referral Service; 1430 N Street; Suite 2401; Sacramento, CA 95814; Phone: 800-926-0648; FAX: 916-327-3704

Name of School District or other Public Educational Agency that allegedly violated state and/or federal special education laws:

Complainant Contact Information:

Name _____

Address _____

City _____, CA Zip Code _____

Phone Numbers (Please note the best time to call):

(Day) _____ (evening) _____

(Work) _____ ext. _____ (fax) _____

Who have you contacted regarding the above issue(s)? What was the outcome?

Proposed Resolution (34 CFR 300.153(b) (4) (v)):
A complaint investigation would not be necessary if:

Has your child been referred for special education? Yes _____ No _____

Was your child ever identified for special education? Yes _____ No _____

Does your child have an individualized education program (IEP)? Yes _____ No _____ If yes, please include a copy of the most recently signed IEP.

Include copies of any other documents that apply to this request for complaint investigation, such as assessment plans, written correspondence or mediation and settlement agreements.

Signature of Complainant _____

Date _____

B.3. California Department of Education Sample Williams Complaint Form

(Available for download at <https://www.cde.ca.gov/re/cp/uc/documents/ucp6form31718.doc>)

Williams Complaint Form

FOR THE LEA (not to be on notice itself)

- This notice shall be in English, and when necessary, in the primary language, pursuant to EC section 48985.
- May either use the term 'pupil' or 'student' to mean a person who is studying at a school.
- This notice will no longer reference the California High School Exit Exam nor Intensive Instruction and Services at this time.

[Name of your Agency]

California Education Code (EC) § 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response, you must provide the following contact information.

Response requested: Yes No

Name (Optional):	Mailing Address (Optional):
Phone Number Day (Optional):	Evening Number (Optional):

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials

- A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

- A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage

creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.

- A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

3. Teacher Vacancy or Misassignment

- Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Date of Problem: _____ Location of problem (school name, address, and room number or location): _____

Course or Grade Level and Teacher Name: _____

Describe specific nature of the complaint in detail. You may include as much text as necessary (please use other side): _____

Please file this complaint with the principal of the school or his/her designee in which the complaint occurred:

Location: _____
Title of office

Address: _____
Street City Zip code

A complaint about problems beyond the authority of the principal shall be forwarded within 10 working days to the appropriate school district official for resolution.

May 2017

APPENDIX C: DATA RESOURCES

CALIFORNIA DEPARTMENT OF EDUCATION WWW.CDE.CA.GOV

1. [California School Dashboard Report \(https://www.caschooldashboard.org/#/Home\)](https://www.caschooldashboard.org/#/Home)
Reports showing how districts, schools, county offices of education, and student groups are performing on state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
2. [DataQuest \(http://dq.cde.ca.gov/dataquest/\)](http://dq.cde.ca.gov/dataquest/)
Reports for accountability (e.g. API, AYP), test data, enrollment, graduates, dropouts, discipline, truancy, course enrollments, staffing, and data regarding English learners.
3. [Ed-Data \(Outside Source\) \(http://www.ed-data.k12.ca.us/Pages/Home.aspx\)](http://www.ed-data.k12.ca.us/Pages/Home.aspx)
State, county, district, and school level reports covering topics such as students, staffing, finances, and performance rankings.
4. [Longitudinal Education Data Systems \(http://www.cde.ca.gov/ds/dc/es/index.asp\)](http://www.cde.ca.gov/ds/dc/es/index.asp)
California's statewide K-12 education data systems including the California Longitudinal Pupil Achievement Data System (CALPADS) and the California Basic Educational Data System Online Reporting Application (CBEDS-ORA).

US DEPARTMENT OF EDUCATION – OFFICE FOR CIVIL RIGHTS HTTP://OCRDATA.ED.GOV

1. [The Civil Rights Data Collection \(http://ocrdata.ed.gov/DistrictSchoolSearch\)](http://ocrdata.ed.gov/DistrictSchoolSearch)
School and district level reports based on data collected from public schools and districts in the United States every two years.

The CRDC includes data about:

- Enrollment Demographics
- Prekindergarten
- Math & Science Courses
- Advanced Placement
- SAT/ACT
- Discipline
- Bullying
- School Expenditures

APPENDIX D: SAMPLE ACTIVITIES FOR PARENT GROUPS

D.1. How to Inspire and Lead with Clarity

This is an example of an introductory group exercise to provide an opportunity for parents to practice their public speaking skills as well as create a sense of shared purpose and community within the group.

In this exercise, each group member will prepare a two minute speech about the goals they wish to accomplish as part of the group. The speech should be about what each person envisions for the future success of the entire group. Everyone gets 15 minutes to write a brief answer to each of the questions below and then each group member will have two minutes to give their speech.

In your speech share with us...

- What motivated you to join the group?
- What do you want to accomplish as part of the group?
- What positive change will take place if you are successful in achieving your goals?
- How does that positive change align to the entire group's mission OR how do your goals relate to your life and the greater needs of the community.
- What specific support do you need from others in the group to help achieve your goals?
- What talents, abilities, or qualities will you bring to the work you do?

This exercise should be repeated multiple times with the group. The purpose of the exercise is to bring clarity to the goals of the group as a whole, create a unified vision, and sustain a strong sense of direction for the group, and to highlight group members' strengths and abilities.

D.2. Alternative Education Sample One-to-One Conversation Agenda

Welcome (2 minutes)

Thank you for accepting my invitation, I really appreciate your time

Credential (3 minutes)

My name is (your name) and I am a parent from the PTA at (name of school). I am part of an effort that is meant to inform the community about school funds and the lack of a unified system to govern how our alternative schools should operate for the benefit of our students.

- Share your story here

Purpose of meeting (5 minutes)

Share about how alternative schools currently operate and the impact on our students.

Icebreaker (15 minutes)

Questions if you are speaking to a parent

- What are the thoughts shared by your child or other parents about alternative schools in our county?
- To your knowledge, what kind of services or resources do they offer? Which ones are missing?
- Have you had any experience or know someone with experience at one of these schools?

Questions if you are speaking to a student

- What are your dreams? What would you like to see more support for in your school to help motivate your goals for your future?
- Do you think there are enough supports and resources invested in alternative schools for the students who are referred to these schools?
- What would you do to make sure your friends, schoolmates, or even you, could achieve their dreams even when they go to an alternative school?
- What is the reputation of alternative schools? What is your opinion about them?

Share with your guest about biggest problems within our alternative school system. (20 minutes) Use personal notes that you prepared ahead of time to guide your conversation

Discuss questions after sharing the information with your guest (15 minutes)

- What priorities should be taken into account to establish a quality education in our alternative schools? For example, new policies to establish the roles of each type of alternative school, the county and the state in monitoring them, better monitoring the progress of students entering these schools, shared responsibility between alternative schools and comprehensive (original) schools of students, more counseling services...
- What if I told you that right now you have the power over \$33 million dollars to alleviate the problems you mentioned? How do you think that money should be spent?

Call to action (5 minutes)

Invite the person to a forum or board meeting and to the LCFF / LCAP public hearing of your school / district.

- Forum date 1
- Forum date 2
- Hearing (May/June __, 2019)
- Another event (Any)
- Do you know anyone else I should talk to about this or who would be interested in attending a forum or event to contribute their ideas on how school funds should be used to solve problems within alternative education?

Closing (10 minutes)

Final closing question: How do you feel after learning about LCFF and LCAP as an opportunity to improve the problems within alternative education? Do you think you will do something different after learning this information?

Closing activity: ask your guest to share a word that describes how he/she feels and you do the same

Total time: 1 hour 15 minutes

You should definitely practice role-playing your planned one-to-one conversation at least once for 10 minutes with another parent from the group you are representing so that you can get constructive feedback before you conduct your one-to-ones. You can use the evaluation sheet on the next page to collect that feedback.

One-to-one conversation reflection and evaluation

Name: _____ Date: _____

	Please circle the number that best represents your level of agreement with the following statements:	Completely agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Completely disagree	Not applicable
a.	Eye contact: maintained good eye contact, the other person feels that they are being heard.	1	2	3	4	5	6	n/a
b.	Focus: led the conversation according to the objectives, re-directed in a respectful and effective way if the person got distracted	1	2	3	4	5	6	n/a
c.	Clarity: did not have prolonged pauses, could be heard well (appropriate volume of voice), the conversation had logical order and flow (the conversation made sense).	1	2	3	4	5	6	n/a
d.	Credential: shared name, name of organization or employer, and name of community/city	1	2	3	4	5	6	n/a
f.	Purpose: explained objectives for the one-to-one conversation clearly	1	2	3	4	5	6	n/a
	Shared his/her story: briefly but in a genuine way to inspire trust	1	2	3	4	5	6	n/a
g.	Icebreaker questions: asked questions to get to know the person a little more and make them comfortable.	1	2	3	4	5	6	n/a
h.	Explored areas of concern: Listened adequately (70% listening/30% speaking) and asked relevant questions to the topic.	1	2	3	4	5	6	n/a
i.	Explored social and leadership networks: asked about others to talk to and acquired contact information	1	2	3	4	5	6	n/a
j.	Invitation: invited the person to take action in the community, to attend a meeting, to participate in an event, etc.	1	2	3	4	5	6	n/a



Additional comments:

D.3. How to Practice Advocating for Non-punitive Discipline Practices

In this activity parents will learn how to identify suspension and expulsion offenses and brainstorm alternative, non-punitive discipline practices to suggest to a school official. The activity is ideal for a large group of people, in this example a large group of 16 will break up into smaller groups of four.

To prepare for this activity, you will need to print out at least eight images depicting inappropriate student conduct at school. Some examples are:

- A student listening to music loudly in class
- A student sleeping in class
- A student throwing paper airplanes in class
- A student stealing school or other students' property
- A student damaging school property, such as by doing graffiti
- Students physically fighting
- An image of an inappropriate controlled substance such as marijuana
- An image of an object not allowed in school, such as a knife or explosive

You can also write these examples as sentences. The key aspect is to choose an array of examples from minor to major offenses that would trigger traditional discipline consequences at school. You will also need writing utensils for notes for each group, preferably a large flipchart paper and marker.

1. Ask your participants to break up into four groups of four.
2. Instruct each group to choose two leaders. Explain that these leaders will play the role of "parents" to two different children with discipline problems at school. Furthermore, that these parents requested a meeting with the school principal in order to propose a non-punitive approach to disciplining their children.
3. Hand out to each of the four groups a flipchart paper and marker. Also distribute three images reflecting the behavior of each of the two students that triggered a disciplinary action to be taken or planned to be taken by the school. You may wish to label each set of three images as "student one" and "student two".
4. Ask each group to analyze the images to identify the type of offense committed. They may reference Education code section 48900.
5. After identifying the types of offenses, have the parents generate ideas for alternative, restorative, non-punitive discipline measures in preparation for the meeting that the parents will have with the school principal.
6. Have the groups take note of their ideas on the flipchart paper. **(Refer to Chapter 2, pages 8 and 17, for some ideas on restorative discipline practices)**
7. After giving enough time to the group for discussion, have the two individuals initially assigned the role of the "parent" stand up to present to everyone their groups' ideas for alternative discipline practices, and how they would go about sharing those ideas with the school principal at the meeting.

You can take this activity a level up by having two volunteers role play the actual conversation between the school principal and one of the parents!

D.4. How to Prepare for a SARB Hearing

This is another role-play activity that can help your group of parents feel confident and prepared for a SARB hearing by knowing what to expect when they are called to one by the county.

For the activity you will need ten volunteers for the following roles (leading roles in bold):

- A **parent**
- A **student**
- A **rep. of school district**
- A rep. of county probation
- A rep. of county welfare department
- A **rep. of county superintendent of schools (possible hearing chair)**
- A rep. of law enforcement agencies
- A rep. of community based youth service centers
- A rep. of school guidance personnel
- A rep. of child welfare and attendance personnel
- A rep. of school or county health care personnel
- A rep. of school, county, or community mental health personnel
- A **rep. of county district attorney's office (possible hearing chair)**
- A rep. of county public defender's office

The leading roles are the parent, the student, the school representative, and the chair (this could be the county superintendent of schools representative or the district attorney's office representative). You want your group to imagine how it would be to be physically present at a SARB hearing. Have all volunteers except for the parent and student, sit on one side of the room facing the parent and student on the opposite end of the room or side of the table. Then ask them, how does this room feel? What do you think about the fact that all these different representatives are on one side of the table and the parent and student are alone in the other? These questions show that even our physical surroundings can impact how we feel when we step into a meeting. The setup of hearings in particular can be frightening, especially to a family that does not fully understand the purpose of the SARB hearing but attended because it was expected of them to attend. After having this discussion and having acknowledged these factors, you may proceed to explain the SARB hearing typical agenda and have the group role play the hearing. Explain to the group that the SARB hearing has the following main components:

1. Welcome and introductions.
2. Verification of the family's phone numbers and addresses.
3. A brief explanation of what a SARB hearing is, its purpose, and an explanation of the outcomes that could be expected from the hearing.
4. Presentation of the case against the child by a school representative.
5. The student and family are given an opportunity to respond and suggest ideas that could help them improve the child's attendance problems.

6. Deliberation of the case by the panel, at which point the family may be asked to leave the room.
7. Decisions made by the panel are shared with the family.
8. A summary of the meeting and expectations for the student and family are reinforced.

To role play, simply have either the county superintendent of schools' representative or the district attorney's office representative serve as the chair of the meeting and start leading the group through the main components of the hearing. When you arrive to number three (presentation of the case) then the chair invites the school representative to participate and the school representative should step in to build the case against the child by describing how a low attendance is impacting the child's performance in school. After the school representative, the volunteers playing the student and parent roles will respond to the allegations. The actors can be creative, the family for example could be homeless, or child could have a disability or have other hardships interfering with the child's ability to attend school. Finally the panel will discuss the facts presented and they can decide to:

- Dismiss the case (because the attendance problem has been resolved etc).
- Choose to monitor the case without any action other than to schedule a future date to reconvene and check in again on the child's attendance.
- Issue directives that the parent and student must follow under a contract. Failure to abide by the directives could result in prosecution.
- Immediate recommendation for prosecution to the District Attorney's office if the child has had chronic absenteeism, it is a second SARB hearing and there is no progress.

After the role play concludes, explain to the group that knowing the SARB hearing process can be a great advantage to any family that is called to one. The SARB process is meant to be helpful to the student by allowing one last chance to identify obstacles for the child as well as solutions to help the child improve attendance. The outcome can be the opposite however, as it can be intimidating to share information with all the different representatives involved. Families must do their best to take advantage of the opportunity by sharing any information about challenges that the family is having that could be impacting the child's attendance.



**A Basic Guide to Students' Rights
For Parents and Advocates
January 2020**



EDUCATION MANUAL

For more information and resources, visit
www.crla.org/edmanual