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## Board Cover Memorandum

<b>To</b>	Board of Education
<b>From</b>	VanCedric Williams, Director
<b>Meeting Date</b>	6/11/2025
<b>Subject</b>	Amendment to Board Policy 5144.1: Suspension and Expulsion-Due Process
<b>Ask of the Board</b>	Approval by the Board of Education of the amendment to Board Policy 5144.1: Suspension and Expulsion-Due Process to incorporate pre and post discipline process for Foster Youth students.
<b>Background</b>	<p>Students in foster care are more likely than their peers to face disciplinary action—10.4% of foster youth vs. 3% for non foster youth in the 2023-2024 school year in OUSD.</p> <p>Excluding foster youth from education as a means of discipline does not address the underlying needs of the students nor the needs of the schools. Furthermore, discipline actions that force students out of the classroom may increase school disengagement for youth that have already faced instability and inconsistency in their education. Alternative and restorative approaches to discipline would shift the focus from the infraction/punishment, to addressing the needs of the youth and providing support. See more background information below.</p>
<b>Discussion</b>	We ask that the Board approve the amendment to Board Policy 5144.1: Suspension and Expulsion-Due Process to assure that Oakland Unified Board Policies align with AB 740 and other best practices to support Foster Youth.

<b>Fiscal Impact</b>	No Fiscal Impact.
<b>Attachment(s)</b>	<ul style="list-style-type: none"> <li>• BP 5144.1: Suspension and Expulsion-Due Process Redline Version</li> <li>• BP 5144.1: Suspension and Expulsion-Due Process Clean Version</li> </ul>

## **PRE-SUSPENSION RECOMMENDATIONS**

**BACKGROUND:** Students in foster care are more likely than their peers to face disciplinary action—10.4% of foster youth vs. 3% for non foster youth in the 2023-2024 school year in OUSD.

Excluding foster youth from education as a means of discipline does not address the underlying needs of the students nor the needs of the schools. Furthermore, discipline actions that force students out of the classroom may increase school disengagement for youth that have already faced instability and inconsistency in their education. Alternative and restorative approaches to discipline would shift the focus from the infraction/punishment, to addressing the needs of the youth and providing support.

### **Pre-suspension Policy Recommendation #1:**

**Before any foster youth can be suspended, the school must provide evidence that they have undertaken interventions to support the possible causes of the suspendable behavior prior to the incident prompting the discussion of a suspension.**

### **Some Examples of Possible Interventions**

**Restorative Justice Process and Session(s) with any Needed Reparation Action (e.g. Community Service), Positive Reinforcements, Conflict Mediation, Guardian Consultation, IEP Amendment Meeting (eg. to add/change services, revise accommodations, revise a Behavior Intervention Plan etc.), Addition of Activities to Increase Student Connection to Peers and School, COST Team meeting to explore additional services through the Multi-Tiered System of Support, Behavior Contract, etc. If at all possible, staff must engage directly with the foster youth in deciding and implementing interventions.**

### **Exceptions to the Recommendation**

**Suspensions resulting from: Possession of any Weapon at School, Serious Physical Injury Except in Self-Defense (Fighting Level 3), Assault or Battery on a School Employee, Robbery, Selling of a Controlled Substance, Selling or Furnishing a Firearm, Sexual Assault or Battery, Brandishing a Knife, Possession of an Explosive**

**BACKGROUND:** The education experience for many foster youth is deeply impacted by their history of abuse and/or neglect, with many youth experiencing learning and/or health-related disabilities as a result of their trauma, or facing additional disabling experiences for those foster youth with pre-existing disabilities.

Approximately 40% of foster youth have disabilities and/or IEPs at every grade level, with many IEPs outlining accommodations and services related to behavior. Prior to a student being suspended, schools must confirm that the services/accommodations the student is entitled to have been implemented.

**Pre-suspension Policy Recommendation #2:**

**Before a foster youth with an IEP can be suspended, the school must provide evidence that they have implemented all accommodations and services outlined within the IEP.**

**POST-SUSPENSION RECOMMENDATIONS**

**BACKGROUND:** AB 740 is a law that mandates notification to the adult team when a foster youth is facing a suspension that would exclude them from their regularly assigned classroom or instructional space. AB 740 modified existing law in an effort to provide early intervention for foster youth and decrease recidivism. It aims to achieve these goals by having the adult team understand the nature of the incident and determine if the youth has unmet needs that may have contributed to the behavior.

Because much of the decision-making for foster youth occurs at the County level, engaging with parties outside of the school district is essential. It allows the permissions and access to make referrals for resources and supports.

The notification requirements of AB 740 are helpful but insufficient to fulfill the intent of the law and address the needs of foster students.

**Post-suspension Policy Recommendation #1: When a foster youth is suspended, a meeting between school staff, the adult team, and the foster youth (if possible) must be scheduled on or prior to the student's return to school to review the incident and discuss what web of support will be provided to address the suspendable behavior and ensure the student's successful reintegration into school.**

**Post-suspension Policy Recommendation #2: Any suspension of a foster youth will also result in a restorative re-entry meeting that can include (but is not limited to) the foster youth, the guardian, the relevant school site staff, and other members of the adult team.**

**Post-suspension Policy Recommendation #3: After the second suspension for a Foster Youth, a Student Support Team (SST) Meeting must be held including the members from the student's adult team and the foster youth whenever possible.**

**Post-suspension Policy Recommendation #4: If the suspended foster youth has an IEP or 504 plan, an IEP or 504 meeting MUST also be held with all the members of the adult team and the foster youth whenever possible, within 30 days of the suspension.**

## OAKLAND UNIFIED SCHOOL DISTRICT

### Board Policy

#### Students

#### BP 5144.1

#### Suspension and Expulsion / Due Process

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. In response to serious or repeated violations of established policies and standards, it may be necessary to suspend or expel a student from regular classroom instruction.

(cf. 5144 - Discipline)

The Board does not support a zero tolerance approach to discipline. The Board recognizes the importance of providing school-wide positive supports, using discipline strategies that keep students in school and in the classroom, and supporting students in learning to behave appropriately and solve conflicts peacefully.

Before subjecting a student to disciplinary sanctions that result in a loss of instructional time, the Superintendent or designee shall, to the extent allowed by law, first use alternative strategies as described in AR 5144 - Discipline. Except where suspension for a first offense is permitted by 48900.5, as further described in AR 5144.1, in-school and out-of-school suspension shall be imposed only when other means of correction fail to bring about proper conduct or the student's presence causes a danger to persons. (Education Code 48900.5) Expulsion is an action taken by the Board only for severe breaches of discipline by a student.

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

The teacher of any class from which a student is suspended pursuant to Section 48910 shall require the student to complete any assignments and tests missed during the suspension. The

school will monitor and address the educational needs of the student that arise due to the loss of instructional time. (Education Code 48913).

Suspension and expulsion may not be imposed for truancy, tardiness, or absence. Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

Effective January 1, 2015, as provided in California Education Code section 48900(k), no student enrolled in grades T-Kindergarten through third grade may be suspended for disrupting school activities or willfully defying the authority of school personnel ("disruption and willful defiance") and no student enrolled in grades TK through twelve (TK-12) shall be expelled for the same.

Effective July 1, 2016, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August 2015 and January 2016. If based on review of the data, it appears further steps should be undertaken to meet the goal of eliminating suspensions for disruption and willful defiance by July 1, 2016, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for disruption and willful defiance by July 1, 2016.

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be specified by administrative regulation and must be consistent with the requirements set forth here.

Effective January 1, 2015, the District may not involuntarily transfer a student in grades TK- 3rd grade to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Effective July 1, 2016, the District may not involuntarily transfer a student to another school based on a finding of disruption of school activities or willful defiance of the authority of school personnel (California Education Code section 48900(k)).

Involuntary transfers may only occur following a recommendation for expulsion and after a hearing before the District's Disciplinary Hearing Panel (DHP) consistent with the requirements in Education Code section 48918 and the notice and hearing procedures for expulsions. DHP shall recognize the use of a positive approach to student behavior and maximize instructional time for every student. An involuntary transfer to a continuation school must be made pursuant to Education Code section 48432.5.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, and in accordance with the district's nondiscrimination policies.  
(cf. 0410 - Nondiscrimination in District Programs and Activities)

#### **Pre- Suspension Requirements for Foster Youth**

**Before any foster youth may be suspended, school site staff must provide evidence that interventions were implemented to address the underlying causes of the student's behavior prior to the suspension-related incident. Interventions may include, but are not limited to: participation in a restorative justice process, positive reinforcement strategies, conflict mediation, consultation with the student's guardian or educational rights holder, amendment to the student's IEP (if applicable), school connection activities, a COST team meeting, or development of a behavior contract.**

**Suspensions of foster youth shall not occur unless these interventions have been attempted and documented, except in cases involving: possession of a weapon, serious physical injury (except in self-defense), assault or battery on a school employee, robbery, sales of controlled substances or firearms, sexual assault or battery, brandishing a knife, or possession of an explosive device.**

**Before a foster youth with an IEP may be suspended, the school must also document that all accommodations and services outlined in the IEP have been implemented.**

#### **Post Suspension Support for Foster Youth**

**In addition to AB 740 compliance, a meeting involving school staff, the foster youth (when possible), and the adult support team—including the educational rights holder, guardian, and**

relevant county agency representative—shall be scheduled prior to or on the student’s return to school. The meeting shall review the suspension incident and identify the support system to ensure successful reintegration.

A restorative re-entry meeting must be held after each suspension of a foster youth. Participants may include the student, the guardian, appropriate school staff, and members of the adult team.

Following a second suspension, the school must convene a Student Support Team (SST) meeting with the foster youth and the adult team.

If the student has an IEP or 504 Plan, an IEP or 504 meeting must be held within 30 days of the suspension. This meeting must include the adult team and the student whenever possible.

#### Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Expansion of Restorative Justice, the Manhood Development Program, PBIS and other restorative and youth development approaches

The Board recognizes that the District has made progress toward creating a positive school culture through various means, including through the use of Restorative Justice (RJ), Positive Behavioral Interventions and Supports, and the Manhood Development Program. The Board believes that the continued expansion of such programs is central to the creation of safe, healthy and supportive school environments for all students in the District. The Board supports and will prioritize funding for RJ, Manhood Development Program and PBIS programs and coordinators at school sites and professional development, coaching and support for teachers and administrators to successfully implement these programs.

#### Supervised Suspension Classroom

Supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)



The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

#### Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law and administrative regulation. (Education Code 48917)

#### Expungement of Student Disciplinary Records

As provided in Board Policy 5144.3, effective January 15, 2014, a student, parent, guardian, appointed advocate on behalf of the student, or Superintendent on behalf of a student, may apply for expungement of student disciplines record which meet the criteria set forth in BP 5144.3.

#### Monitoring the Use of Suspension and Expulsion

By July 1, 2015, the Superintendent shall promulgate Administrative Regulations that establish the procedures for regular, accurate, and public data reporting on disciplinary measures and interventions. The procedures will include at least a requirement that the District make available on the District's public website twice annually, within 60 days after the completion of each semester, data on school discipline, behavioral interventions, and student outcomes.

The data will include at least the following:

1. The aggregate number and rates of office referrals, teacher suspensions, supervised in-school and out-of-school suspensions, involuntary transfers, expulsion referrals, expulsions, on-campus citations, and school-based arrests (from both OPD and OSPD), and four-year graduation and drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English

Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.

2. The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions disaggregated by the aforementioned subgroups.

3. The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.

4. In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.

5. The procedures shall also include requirements that appropriate district and school officials regularly review this data and take action to address disparities or disproportionate use of punitive discipline measures for particular subgroups.

#### Convene Safe And Strong Schools Sub-Committee

The Superintendent shall convene a Safe and Strong Schools sub-committee as part of the Pathway to Excellence Strategic Plan Quality Community Schools Committee that will include parents, students, representatives from community organizations, teachers, administrators and partner organizations. The sub-committee will meet at least twice a year, one meeting to occur in January to review the annual report to OCR that is submitted in the fall of the prior year and review the District's progress in successful implementation of RJ, PBIS and Manhood Development programs and the Three Year Plan ("Transforming School Culture" Three Year Plan, OCR Compliance Review No. 09125001); and one meeting in October to review 1) the discipline data from the prior school year, 2) the District's progress in successful implementation of RJ, PBIS and Manhood Development programs and the Three Year Plan ("Transforming School Culture" Three Year Plan, OCR Compliance Review No. 09125001), and 3) through June 30, 2016, data regarding suspensions for defiance in Grades 4 through 12. In reviewing the suspension for defiance data, the sub-committee shall consider whether to recommend that the Superintendent undertake additional measures if it appears the District is not on target for the successful elimination of willful defiance as a basis for suspension or expulsion for all grade levels TK-12 effective July 1, 2016.

#### Annual Community Forum

The Superintendent will convene a community forum in the Spring of 2016 and 2017 to update the community on transforming school climate and disparities in school discipline, including but not limited to the implementation of the VRP and the Three Year Plan and to establish a dialogue with the community about the types of non-policing resources and interventions

needed to keep schools strong and safe and students out of the juvenile justice system. The Superintendent will report the results of the Community Forum to the Board during the Superintendent's report as a part of a regularly scheduled Board meeting. The need to continue an annual forum will be considered as part of the districts exit plan from the VRP with the OCR in 2017.

#### Complaint Process

The Superintendent shall develop a complaint form to allow members of the school community and public to raise concerns if restorative justice or another restorative approach is not available at a school site as an alternative to suspension. The complaint form will be available on the District's website, the District Discipline Office and the District Ombudsperson's Office. The Ombudsperson shall investigate such complaints and within 90 days of complaint submission develop a plan with the school site for addressing the complaint and provide a written response to the complaining party.

(cf. 9320 - Meetings and Notices)

#### Legal Reference:

##### EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48667 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

##### CIVIL CODE

47 Privileged communication

48.8 Defamation liability

##### CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors, or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7151 Gun-free schools

#### COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

#### ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

#### Management Resources:

##### CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

##### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Office for Civil Rights' (OCR) April 2011 Dear Colleague Letter: Sexual Violence

Civil Rights Data Collection Summary, March 2012

##### WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:  
<http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools:  
<http://www.ed.gov/about/offices/list/osdfs>

7/14/04; 4/23/14A; 4/1/15A; 5/13/15A; 6/11/25A

OAKLAND UNIFIED SCHOOL DISTRICT

Board Policy

Students

BP 5144.1

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#### Supervised Suspension Classroom



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#### Monitoring the Use of Suspension and Expulsion

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drop-out rates, disaggregated by all subgroups, including race, gender, ethnicity, English Language Learner status, socio-economic status, foster youth, homeless youth, and disability and by offense for the district and by school-site.

2. The number of instructional days and ADA funding lost to suspensions, transfers, and expulsions disaggregated by the aforementioned subgroups.

3. The school sites to which students were transferred after the Disciplinary Review Hearing procedure or through any involuntary transfer process, whether they enrolled subsequently, and the outcomes for such students, including, but not limited to, graduation and drop-out rates.

4. In reporting such data, the privacy of individual students and teachers shall be protected. Data will not be disaggregated in any manner that could reveal student identity to the public or to knowledgeable members of the school community. The data shall be reported for the district as a whole and for each school-site.

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#### Annual Community Forum

The Superintendent will convene a community forum in the Spring of 2016 and 2017 to update the community on transforming school climate and disparities in school discipline, including but not limited to the implementation of the VRP and the Three Year Plan and to establish a

dialogue with the community about the types of non-policing resources and interventions needed to keep schools strong and safe and students out of the juvenile justice system. The Superintendent will report the results of the Community Forum to the Board during the Superintendent's report as a part of a regularly scheduled Board meeting. The need to continue an annual forum will be considered as part of the districts exit plan from the VRP with the OCR in 2017.

#### Complaint Process

The Superintendent shall develop a complaint form to allow members of the school community and public to raise concerns if restorative justice or another restorative approach is not available at a school site as an alternative to suspension. The complaint form will be available on the District's website, the District Discipline Office and the District Ombudsperson's Office. The Ombudsperson shall investigate such complaints and within 90 days of complaint submission develop a plan with the school site for addressing the complaint and provide a written response to the complaining party.

(cf. 9320 - Meetings and Notices)

#### Legal Reference:

##### EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48667 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

##### CIVIL CODE

47 Privileged communication

48.8 Defamation liability

## CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

## GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

## HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

## LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

## PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors, or stun guns

868.5 Supporting person; attendance during testimony of witness

## WELFARE AND INSTITUTIONS CODE

729.6 Counseling

## UNITED STATES CODE, TITLE 18

921 Definitions, firearm

## UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7151 Gun-free schools

## COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

## ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

## Management Resources:

### CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Office for Civil Rights' (OCR) April 2011 Dear Colleague Letter: Sexual Violence

Civil Rights Data Collection Summary, March 2012

### WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:  
<http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools:  
<http://www.ed.gov/about/offices/list/osdfs>

7/14/04; 4/23/14A; 4/1/15A; 5/13/15A; 6/11/25A