



Believe ♦ Behave ♦ Become

Calendar Dates

Admissions Day	9/1
Labor Day	9/4
Student Recovery Day	9/14
Norm Day	9/15
Principals' Meeting	9/20
Assistant Principals Meeting	9/27
Safe Passages	9/28
After the Bell	9/28

What's Due

Child Abuse Awareness Training	9/30
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Friday's Operation's Brief

LAUSD Support for Hurricane Harvey Families



The recent catastrophic events of Hurricane Harvey have left thousands of students and families displaced from their homes. To assist the families impacted by this devastation, the L.A. Unified family is joining national organizations to offer its support for those in need.

The L.A. Unified District will collect donations of **children's clothing, uniforms, and school supplies** at two locations: Local District East offices and Carver Middle School.

All schools are encouraged to collect and deliver donated items along with Donation form to assigned location. Please see Attachment 1 for assigned location and Donation form.

Monetary Donations

To provide monetary donations the following organizational links may be used:

- Houston Independent School District: <http://www.houstonisd.org/Page/164281>
- Greater Houston Community Foundation Hurricane Harvey Relief Fund: <http://www.ghcf.org>
- Global Giving Hurricane Harvey Relief Fund: <http://www.globalgiving.org/harvey>

Save the Children: <http://www.savethechildren.org>
 American Red Cross: <https://www.redcross.org/donate/hurricane-harvey>

For additional information about protocols for donating and collecting items in response to natural disasters, please refer to Memorandum, **MEM-6194.2, Guidelines for Districtwide Fund Drives in Response to Natural Disasters** (Attachment 2).

For more information, please contact any of the three Local District Central contact people via email:

- ♦ Ricardo Lopez at ricardo.l.lopez@lausd.net
- ♦ Marco Flores at mflores@lausd.net
- ♦ Tony Cortez at tony.cortez@lausd.net

You may also call the Operations Office at 213-241-0167.

Potential Displacement of Hurricane Harvey families

To prepare for families who may be displaced to LAUSD due to Hurricane Harvey, all principals are asked to refer to District policy Bul-6718.0 (Attachment 3) which establishes that all students experiencing homelessness must be immediately enrolled in school regardless of the availability of school records, immunization records, proof of residence, etc.

Should a family displaced by Hurricane Harvey seek enrollment in LAUSD, please use Attachment 4 to follow District protocols. For more information, please contact the Office of Health and Human Services at (213) 241-3840.



Attendance Awareness Month

September is Attendance Awareness Month!

How is your school motivating students to come to school?

Share your ideas, events, pictures, etc. via email to Mario Vega at mvega@lausd.net



Create a Great Poster!

In order to increase awareness of the value of attending school regularly, the Pupil Services team in collaboration with Operations is sponsoring its 2nd annual attendance poster challenge. Teachers can use the poster challenge as an opportunity to promote and reinforce attendance in their classroom.

Poster Challenge Details:

All poster entries should include the following:

- ◇ Poster size, 8.5x11" to 11x17"
- ◇ Promote a positive attendance message
- ◇ Posters should represent student's artwork (no computer generated pictures)
- ◇ Cultivate a school-wide culture of attendance
- ◇ The back of the poster must include:
 - * student's name
 - * school name
 - * grade



Winners will be announced on October 3, 2017

- ◇ All participating students will receive a certificate for entering the poster contest
- ◇ Winners will be awarded a gift card

Point Person: Mario Vega (213) 241-0192 / mvega@lausd.net

All entries should be submitted via school mail or dropped off to:
LD Central, Beaudry Bldg., 11th Floor,
Attn: Pupil Services

***For ideas on Attendance Awareness Month, please visit, <http://www.attendanceworks.org/>**

School Mental Health: School-Based PSW Program Goals for 2017-2018 School Year

Local District Central has the largest number of School-Based Psychiatric Social Workers (PSWs) in LA Unified. Our mission, as a department, is to promote mental health, well-being and academic achievement of all LAUSD students.

For 2017-18, School-Based PSWs will focus on the following goals:

- Crisis Preparedness, Intervention and Recovery Services
- Implementation of Evidence Based/Informed Mental Health Interventions (EBPs)
- Promotion of Trauma Informed Awareness and Implementation of Trauma Informed Services Targeted Screening and Support
- Continued Support of School and Local District Initiatives

Every PSW will implement at least one complete EBP cycle at their school sites utilizing pre and post assessment tools. PSWs in 4-5 day/week, single-site assignments will also screen for trauma (exposure and symptomology) and implement the Resilience Classroom Curriculum (RCC), formerly known as FOCUS.

PSWs are required to document a minimum of 300 service minutes per day. The documentation is part of their accountability review and assists in creating data for determining best practices and targeted mental health strategies for school sites.

More than a Meal

Congratulations and many thanks to all Local District Central Schools for their effort on behalf of the More Than a Meal Campaign. All of the work during this 10 week campaign has a direct impact on the District's annual revenue from California through LCFF and schools' Title I rankings and allocation.

LAUSD has set targets for both Provision 2/CEP schools and Pricing Schools. Provision 2 schools have a 100% target for submitting a Household Income Form (HIF) for every student new to the District. Pricing schools have a variable target for meal application submission based on the two prior years' meal application submission. The majority of schools have realized a substantial uptick in submissions during the week ending August 31. Keep in mind that the actual submission rates are not static, but will change based on ongoing submissions and new student enrollments. LD Central's goal is to reach and/or exceed every schools' target. We are getting there!

For questions regarding this year's MTAM campaign, please contact Maria Martinez at m.s.martinez@lausd.net or 213-241-1919.

**Meal
Applications –
Due**

October 26!

Highest Submission Rates For the week of August 28

Pricing Schools		
School	% Actual MA Submission	Target
McAlister	77%	76%
Roybal LC	86%	95%
Sotomayor LA LARS	86%	96%
Lee El Med/ Hlth Magnet	79%	91%
Lockwood	80%	94%

Provision 2/CEP Schools		
School	% Actual HIF Submission	Target
Trinity	100%	100%
RFK UCLA	97%	100%
Poindexter LaMotte	97%	100%
Nava College Prep	94%	100%
Esperanza	94%	100%
Sally Ride	84%	100%
Aurora	84%	100%
Rosemont	80%	100%
Alexander Sci Ctr	80%	100%

Certificated Single Track/C-Basis Employees Being Evaluated

- ◆ Must be notified that they will be evaluated by September 15, 2017
- ◆ Objectives must be established by October 6, 2017
- ◆ Administrators must evaluate all non-permanent teachers, those who received a BSE last year, and those who had 13 or more absences last year.
- ◆ Attached you will find the job descriptions for the following positions:
 - * Elementary Teacher (Attachment 5)
 - * Secondary Teacher (Attachment 6)
 - * Special Education Teacher (Attachment 7)
 - * EEC Teacher (Attachment 8)
- ◆ Additional job descriptions can be found in the Human Resources website.



Restorative Schools

A restorative school is one which use restorative practices to resolve conflict and prevent harm.

Restorative practices enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible, to acknowledge this impact and take steps to put it right.

Restorative practices refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement.

Restorative Practices can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behavior, and disputes between pupils, their families, and members of staff.

To be effective, restorative schools adopt a whole-school approach to restorative practices. This means all students, staff (including non-teaching staff), administrators and the entire school community must understand what acting restoratively means and how they can do it. For more information about Restorative Practices, please contact Marco Flores, Local District Central Restorative Justice Adviser at mfloves@lausd.net.

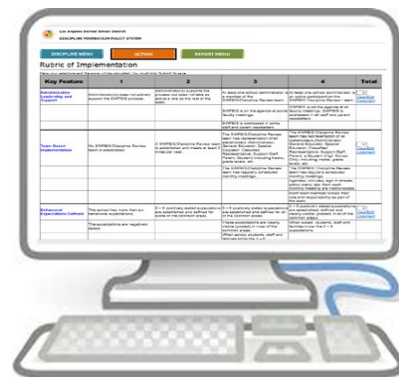


Rubric of Implementation (ROI)

Now that the school year is under way, school leaders are reminded to have Discipline Review /SWPBIS team review the school's Rubric of Implementation Spring 2017 results to determine this year's school goals to enhance their practice in establishing a safe school environment. In addition, school leaders are encouraged to share Discipline data from MiSiS and/or Get Data platforms to identify focus areas. The eight key features are referenced below as a reference for teams . ROI data scores can be accessed from the Principal's Portal under the Discipline Foundation Policy drop down menu. Feel free to contact your Operations Coordinator for support.

Eight Key Features:

1. Administrative Leadership and Support
2. Team Based Implementation
3. Behavioral Expectations Defined
4. Behavioral Expectations Taught
5. Acknowledge and Reinforce Appropriate Behavior
6. Monitor and Correct Behavioral Errors
7. Data-Based Decision Making
8. Family and Community Collaboration





**Just a
reminder...**



Reminders

Breaking the Silence

Child Abuse Awareness

If you suspect that a child is being abused...

REPORT

Physical Abuse

Neglect

Sexual Abuse

Exploitation



On-Line Child Abuse Training

The on-line Child Abuse training **must be completed** by **ALL staff** by **September 29, 2017**. It is a basic responsibility of an administrator to ensure that all staff has completed this and other mandatory trainings. For classified, this training should be on work time and you may want to consider, as part of a pupil-free day, utilizing school computers for that purpose.

New Integrated Safe School Plan

The new Integrated Safe School Plan online software program replaces the District's previous three volume Safe School Plan Creator system. The content of the three volumes has been streamlined into the new software program and the format follows the Federally-recommended six-step planning process. The new, Integrated Safe School Plan incorporates Federal recommendations, auto populates key information, eliminates redundant inputs, and has a shorter printout. All staff members assigned to a school are able to view their site's emergency plan online.

The guide attached is intended to provide guidance to school principals and designees on the use of Integrated Safe School Plan online software program to comply with annual update requirements (Attachment 9). It will explain the procedures and best practices for the correct use of the program. For quick tips for assigning user roles please refer to Attachment 10.

Employee Self Service

Please have all employees update contact information on the Employee Self Service page. The District utilizes this information to disseminate all District communications. Emergency contact information will also be captured from this system for the Integrated Safe School Plan.

Norm Day

Norm Day is September 15, 2017. Please refer to REF 1819.15 more information regarding norm day and procedures to follow to ensure accurate count for the allocation of services.

Los Angeles Unified School District
Local District Central
Operations Unit
Hurricane Relief Drop Off Areas

DELIVER TO: Anne Marie Gauto, OF Local District East 2151 N. Soto St. Los Angeles, CA 90032
School Name
Aldama EL
Alexandria EEC
Alexandria EL
Allesandro EL
Annandale EL
Aragon EL
Arroyo Seco Musm Sci
Atwater EL
Belmont SH
Buchanan EL
Burbank MS
Bushnell Way EL
Cahuenga EL
Castelar EEC
Castelar EL
Castro MS
Clifford EL
Commonwealth EL
Contreras LC - Global Studies
Contreras LC - Acad Ldshp Comm HS
Contreras LC - Business & Tourism
Contreras LC - Sch of Soc Justice HS
Cortines Sch Of VPA
Dahlia Heights EL
Dayton EEC
Dayton Heights EL
Del Olmo EL
Delevan Drive EL
Dorris Place EL
Downtown Magnets
Eagle Rock EL
Eagle Rock HS
Elysian Heights EL
Esperanza EL
Fletcher Dr EL
Franklin EL
Franklin SH
Garvanza EL
Glassell Park EEC
Glassell Park EL
Glenfeliz Blvd EL
Glenfeliz EEC

DELIVER TO: Ricardo L. Lopez, OF Carver Middle School 4410 Mc Kinley Ave Los Angeles, CA 90011
School Name
10th St EL
20th St EL
24th St EEC
24th St EL
28th St EEC
28th St EL
32nd/USC Visual Per Art Mag
37th St EEC
49th St EL
9th St EL
Adams MS
Alexander Jr Sci Ctr School
Angelou Comm SH
Ascot EL
Aurora EL
Berendo MS
Carver MS
Central HS/Tri-C CDS
Clinton MS
Cruz EEC
Early College Academy @ Trade Tech
Estrella EEC
Estrella EL
Foshay LC
Harmony EL
Hobart Blvd EL
Hobart EEC
Hooper EEC
Hooper EL
Hooper PC
Hoover EL
Huerta EL
Jefferson SH
Jones EL
Jones PC
Kahlo HS
King Jr EL
Lantermann HS
Lizarraga EL
Los Angeles Acad MS
Los Angeles EL
MacArthur Park VPA

Los Angeles Unified School District
Local District Central
Operations Unit
Hurricane Relief Drop Off Areas

DELIVER TO: Anne Marie Gauto, OF Local District East 2151 N. Soto St. Los Angeles, CA 90032
Gratts EEC
Gratts LA For YS
Highland Park HS
Irving MS
Ivanhoe EL
Kim Academy MS
Kim EL
King MS
Lafayette Park PC
Lake St PC
Lee Medical Mag EL
Lexington Ave PC
Liechty MS
Lockwood EL
Logan Academy of Global Ecology
Logan EEC
Los Feliz EL
Marshall SH
Mayberry EL
Meridian EEC
Micheltorena EL
Monte Vista EEC
Monte Vista EL
Mt Washington EL
Newmark HS @ Belmont HS
Plasencia EL
Riordan PC
Rockdale EL
Rosemont EEC
Rosemont EL
Roybal LC
San Pascual Steam Mag EL
Sotomayor LC - LA River School
Sotomayor LC - Hist & Drama
Sotomayor LC - Studio School MS
Toland Way EL
Union EL
Virgil MS
Yorkdale EL

DELIVER TO: Ricardo L. Lopez, OF Carver Middle School 4410 Mc Kinley Ave Los Angeles, CA 90011
Mack EL
Magnolia EL
Main St EL
Manual Arts SH
Maple PC
Mariposa-Nabi PC
McAlister HS
Menlo EL
Nava - Coll Prep Acad @ Jefferson
Nava - LA Bus & Tech MS
Nava - LA Sch Art & Cult MS
Nevin EL
Normandie EEC
Normandie EL
Norwood EL
Obama Global Prep Academy
Olympic PC
Orthopaedic Medical Mag
Poindexter Lamotte EL
Politi EL
RFK - Ambstdr Gbl Education
RFK - Ambstdr Gbl Leadership
RFK - LA HS of the Arts
RFK - New Open Wld Acad
RFK - Sch Vis Arts/Hum
RFK - UCLA Community School
Ride EL
Roberti EEC
Salvin Sp Ed Ctr
San Pedro EL
Santee Educ Complex
Trinity EEC
Trinity EL
Vermont EL
Wadsworth EEC
Wadsworth EL
Weemes EL
West Adams Prep SH
West Vernon EL
White EL
Widney Career Prep & Transition Ctr



Local District Central

333 S. Beaudry Ave
Los Angeles, CA 90017
(213) 241-0167

Hurricane Harvey Donations

Date:	
School:	Administrator:
# of Boxes	Item
	Clothing
	School supplies
	Food (Dry Foods only)

Please email this form to Ricardo L. Lopez, LD Central Organizational Facilitator, at ricardo.l.lopez@lausd.net to schedule donation delivery.



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

TITLE: Guidelines for Districtwide Fund Drives in Response to Natural Disasters

NUMBER: MEM-6194.2

ISSUER: Darneika Watson-Davis, Ph.D., Executive Director
Division of District Operations

DATE: August 29, 2017

ROUTING

All Employees
All Locations

PURPOSE: The Superintendent and Members of the Board of Education may periodically authorize Districtwide fundraising campaigns to provide much needed assistance to victims of natural disasters. In past years, the District has given generous support to victims in other countries and our own country following horrible natural disasters. When special fundraising campaigns are authorized, we encourage everyone to be generous in offering support to those who are in such dire need. The goal of our relief drives is to collect funds for the American Red Cross. We encourage all schools and offices to set up their own relief efforts.

MAJOR CHANGES: This Memorandum replaces MEM-6194.1, Guidelines for Districtwide Fund Drives in Response to Natural Disasters, dated April 30, 2015, issued by School Operations and the Office of Educational Services.

GUIDELINES: The following guidelines for participation apply:

I. Schools

Principals are encouraged to plan and carry out a program that will help students and staff learn about the tragic aftermath of a natural disaster, the human care needs that have resulted, and how they can help to alleviate some of the suffering by participating in this drive to raise funds for the victims.

Students and interested staff members are to be involved in planning and implementing the drive. Because time will usually be of the essence, schools can simply collect donations during non-instructional time or hold specific fund-raising activities such as dances, etc., during non-instructional time. If parents or other community persons are interested in participating, they may do so by contributing through the local school.

II. Offices

Administrators and supervisors in District offices are requested to establish an appropriate procedure for all interested employees to take part in the fundraising.



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

III. Office of Communications Support

The District will provide media releases in support of school-site efforts. Should your school have a fund-raising event worthy of media coverage, please call the Office of Communications at (213) 241-6766.

IV. Processing of Contributions for Schools and Offices

All money that is raised shall be deposited in the school's student body bank account with the amount recorded in a clearing account on the student body books. When the fundraising drive is concluded, a check payable to Auxiliary Services Trust Fund indicating the specific disaster (i.e. Hurricane Harvey) should be drafted. Send the check, with the accompanying Attachment A, via School Mail to:

Auxiliary Services Trust Fund
Student Body Finance Section
Beaudry Building, 26th Floor
Attention: Sally Ngov

Please retain a copy of the attachment for your records. The school's Student Body Account cannot retain any of the funds raised. One hundred percent of the proceeds must be remitted.

Individuals who wish to participate can mail their checks directly to the aforementioned address.

**RELATED
RESOURCES:** Publication 465
Publication 464

ASSISTANCE: For assistance or further information, please contact your Local District Operations Coordinator or the Division of District Operations-Emergency Services – Dr. Jill Barnes, Executive Emergency Strategist, at (213) 241-5337. For assistance with accounting for the funds on the school's Student Body books, please contact your Coordinating Financial Manager housed in the Local District office.



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

ATTACHMENT A

LOS ANGELES UNIFIED SCHOOL DISTRICT Division of District Operations

NOTIFICATION OF CONTRIBUTION RELIEF DRIVE FOR VICTIMS OF _____

Please complete this form and send it via school mail to the address indicated below. All donations should be made payable to Auxiliary Services Trust Fund. Please do not send cash through school mail.

School/Office _____ Location Code _____

Amount Collected _____ Check Number _____

Telephone No. () _____ Local District _____

Name _____ Title _____

Signature _____ Date _____

Via School Mail: Auxiliary Services Trust Fund
 Student Body Finance Section
 Beaudry Building, 26th Floor
 Attention: Sally Ngov



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System

NUMBER: BUL-6718.0

ISSUER: Rene Gonzalez, Interim Executive Director
Student Health and Human Services

DATE: August 8, 2016

MAJOR CHANGES: This Bulletin consolidates BUL-1570.3, BUL-5553.1, and BUL-787.2 serving as a comprehensive updated policy incorporating changes in both the law and policy, related to the educational rights of identified Specialized Student Populations. The following guidelines apply to all specialized student populations, as defined below:

ROUTING

All Schools
All Offices

I. SCHOOL RESPONSIBILITIES RELATED TO ALL SPECIALIZED STUDENT POPULATIONS

- A. Designated School Site Advocate/Liaison (P. 8)
- B. Educational Rights Holder (P. 9)
- C. Immediate Enrollment and Enrollment Procedures (P. 11)
- D. School of Origin (P. 15)
- E. Records Transfer (P. 16)
- F. Partial Credits (P. 18)
- G. Exemption from District Graduation Requirements AB 167/216/1806 (P. 22)
- H. Student Discipline Procedures (P. 30)
- I. Uniform Complaint Procedures (P. 32)

Some guidelines and requirements only apply to distinct specialized student populations. The following information is specific to the identified specialized student population(s):

II. SCHOOL RESPONSIBILITIES RELATED ONLY TO STUDENTS RETURNING FROM JUVENILE JUSTICE FACILITIES

- A. Juvenile Hall-to-School Re-Entry Process (P.32)
- B. Camp-to-School Re-Entry Process (P.33)
- C. Students with Special Circumstances (P.34)

III. SCHOOL RESPONSIBILITIES RELATED ONLY TO STUDENTS EXPERIENCING HOMELESSNESS

- A. Annual Identification (P. 35)



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- B. Removal of Barriers: Transportation Assistance (P. 37)
- C. Dispute Resolution Regarding School Enrollment (P. 39)

POLICY:

The Los Angeles Unified School District (LAUSD) is responsible for ensuring the identification, enrollment, attendance, and removal of barriers to academic success for students. This policy bulletin outlines the rights of children and youth in foster care, experiencing homelessness, and/or involved in the juvenile justice system. In addition, this policy aligns with recent legislation by clarifying that educational rights afforded to foster youth also apply to youth involved in the juvenile justice system and/or those who are experiencing homelessness.

The legal requirements and procedures outlined in this policy are applicable to all schools, centers and offices within the District, including, but not limited to early education centers; preschools; elementary, middle and high schools; magnet schools and centers, educational options schools; adult schools, continuation schools; special education schools; and charter schools.

This bulletin sets forth guidelines for all schools to ensure that these students have access to the same opportunities to meet high academic achievement standards, maintain stable school placements, be placed in the least restrictive educational setting, and have access to the same academic resources, services and extra-curricular activities as all other students. All education and school placement decisions shall comply with the law and are dictated by the best interest of the student as determined by the student's educational rights holder (ERH) (refer to P. 9). This policy applies to all District employees.

Students that fall under one of these categories are defined as the following and will be referred to as Specialized Student Populations throughout this bulletin:

STUDENTS IN FOSTER CARE OR INVOLVED IN THE JUVENILE JUSTICE SYSTEM (applies to all students regardless of where they live)

- Youth who are currently the subject of a petition filed in the dependency and/or delinquency court(s) (i.e., are under the jurisdiction of the juvenile court); and/or
- Youth who have been declared a dependent or ward of the dependency and/or juvenile courts, with a case supervised by a child welfare and/or probation agency. *Education Code (EC) § 48853.5(a) and EC § 51225.2*; and/or
- This includes children who have been abandoned, abused or neglected, as well as youth who violate a state or federal law while they were under the age of 18; and/or
- Have an open delinquency court case due to allegations violated a state or federal law while under the age of 18 (Welfare Institutions Code 602 offense); and/or



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- Have an open delinquency court case and determined by a judge to have violated a state or federal law while under age 18 (Welfare and Institutions Code 602 offense) and are on probation; and/or
- A youth in foster care and/or involved with juvenile justice system may be living in a foster home, group home, with biological parents or relatives under court supervision, or in juvenile hall or camp.

STUDENTS EXPERIENCING HOMELESSNESS

Federal and State Law mandate that all school districts identify Homeless students annually. The LAUSD uses the Student Residency Questionnaire (SRQ) to identify eligible homeless students and provide support services. The SRQ establishes the parent/student's rights under the federal McKinney-Vento Homeless Assistance Act. Pursuant to the McKinney-Vento Homeless Assistance Act (42 USC. Sec. 11301 et seq.) "Homeless" is defined as individuals who lack a fixed, regular, and adequate nighttime residence, including but not limited to:

- A primary nighttime residence that is a shelter designated to provide temporary living accommodations including, but not limited to, motels/hotels, family shelters, domestic violence shelters, and transitional housing.
- Living in a car, park, abandoned building, garage, substandard housing, or other public or private places not designed for, or ordinarily used as a regular sleeping accommodation, for human beings.
- Temporarily living in a trailer park or camping area because of lack of adequate living accommodations.
- Living "doubled-up." These are children and youth who are temporarily sharing the housing of other families due to loss of housing, stemming from financial problems (e.g., loss of job, eviction, or natural disaster). *Families who share housing due to cultural preferences or convenience would not be considered homeless.*
- Youth abandoned at a hospital.
- Residing in a home for unwed mothers as a school-aged, unwed mother, or mother-to-be, if there are no other available living accommodations.
- Placed by the State in an emergency shelter.
- Abandoned, runaway, or pushed out youth or a migratory child living in circumstances as described above.
- Awaiting foster care placement.
- Unaccompanied youth are defined as youth who are not in the physical custody of a parent/guardian and includes youth who have run away from home, have been told to leave, or pregnant or parenting teens not living with their parents or guardian.

BACKGROUND: In the Greater Los Angeles Area, an alarming number of children and youth live in extreme poverty, with struggling and isolated families, and in neighborhoods where



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

entrenched violence threatens the safety and well-being of all residents. As a result, many of our children and youth end up in the County's child welfare, health, mental health, human services, and juvenile justice systems. A significant number of youth attending schools in the Los Angeles Unified School District (LAUSD) are experiencing hardships associated with foster care, homelessness and/or juvenile court proceedings.

Many of these vulnerable young people have a significant history of adverse childhood experiences, including, exposure to trauma, school and home instability, poor school attendance, and present emotional, social, and behavioral challenges. Alarming low academic achievement, mental health and/or substance abuse issues, negative peer networks, and lack of appropriate parental supervision put these students at extremely high risk for school failure and dropout. These students are often in need of intensive academic intervention, social-emotional support, credit recovery programs, and dropout prevention services. Historically, these students have been denied enrollment and turned away from schools, further compounding their academic struggles and isolating them from educational opportunities that must be afforded to all students. In efforts to address some of the barriers to academic success for these students, programs and support services have been developed to support them so all students graduate college-prepared and career-ready.

STUDENTS IN FOSTER CARE AND/OR INVOLVED IN THE JUVENILE JUSTICE SYSTEM

Educational rights afforded to youth in foster care also apply to youth involved in the juvenile justice system. In other words, students involved in the juvenile justice system are considered "foster youth" for educational purposes in the State of California (Education Code 51225.2).

The District serves students in foster care and/or involved in the juvenile justice system through several specialized programs within Pupil Services. Each program addresses different needs of foster youth and their families or provides distinct designated services depending on students' age, placement, court status, or other factors. The following section provides an overview of each specialized program serving foster youth.

- 1) Foster Youth Achievement Program;
- 2) Group Home Scholars Program;
- 3) Juvenile Hall/Camp Returnee Program; and
- 4) The FamilySource Partnership Program

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LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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- 1) Foster Youth Achievement Program;
- 2) Group Home Scholars Program;
- 3) Juvenile Hall/Camp Returnee Program; and
- 4) The FamilySource Partnership Program

1. FOSTER YOUTH ACHIEVEMENT PROGRAM

In alignment with the District’s Local Control and Accountability Plan (LCAP), the Pupil Services, Foster Youth Achievement Program (FYAP) was established during the 2014-2015 school year to provide comprehensive services to improve attendance, educational achievement and the social emotional well-being of youth in foster and/or probation care. Program services include: comprehensive academic assessments, advocacy for educational rights, including school stability, coordination of services, collaboration with school programs and community agencies, participation in multi-disciplinary educational meetings, development of goals and interventions, and referrals to District and community resources.

Education Code 42238.01(b) defines “foster youth” for the purposes of the Local Control Funding Formula (LCFF), which provides additional funding to LEAs for priority subgroups of students. It should be noted that the LCFF definition is a narrower definition than for other laws outlined in this policy.

In alignment with the LCFF definition, the Pupil Services, Foster Youth Achievement Program serves the following specific students in grades K-12 in foster care and involved in the juvenile justice system:

- Students with an open child welfare court case (dependency court), regardless of where they live;
- Students on probation (open delinquency court case) living in a suitable placement with an open juvenile court case;
- Students between ages 18-21 who are enrolled in high school, or are eligible for enrollment in any district high school or other district education program, are under the responsibility of child welfare, probation or a tribal organization;



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- Students participating in a transitional independent living program under court supervision.

The Foster Youth Achievement Program also serves system involved students in the District's early education schools and programs, including students receiving special education services. Both the Pupil Services, Foster Youth Achievement Program and Group Home Scholars Program support these student populations.

For more information about the program please visit the Pupil Services website <http://pupilservices.lausd.net> or [click here](#) for a program brochure. Please contact the Pupil Services, Foster Youth Achievement Program at (213) 241-3552 to identify the Foster Youth Counselor assigned to support students in foster care at your school site.

2. GROUP HOME SCHOLARS PROGRAM

The Pupil Services, Group Home Scholars Program (GHSP) collaborates with the Foster Youth Achievement Program, Department of Children & Family Services (DCFS), and the Probation Department in order to provide targeted case management, counseling services, tiered support services and interventions for students residing in group homes. Pupil Services and Attendance (PSA) Counselors and all other program staff work to remove barriers that impact student achievement to ensure that all students in group homes have equal access to reach their full potential in education and a brighter future. Program staff are housed in selected schools, group homes, probation offices, DCFS offices and central LAUSD office.

For more information about the program please visit the Pupil Services website <http://pupilservices.lausd.net> or [click here for a program brochure](#). Please contact the Pupil Services, Group Home Scholars Program at (213) 241-3844 to identify the Group Home Liaisons assigned to support foster youth residing in group home placements.

3. JUVENILE HALL/CAMP RETURNEE PROGRAM

The Pupil Services, Juvenile Hall/Camp Returnee (JHCR) Program provides comprehensive support services to youth involved in the juvenile justice system. The program supports successful re-enrollment and transition of LAUSD students into school placement following juvenile detention. Program services include assisting youth with re-entry into school, stability of enrollment, attendance and academic achievement, reduction in reoffending, progress toward a high school diploma, and college and/or career readiness.

For more information about the program please visit the Pupil Services website <http://pupilservices.lausd.net> or [click here](#) for a program brochure. Please contact the Pupil Services, Juvenile Hall/Camp Returnee Program at (213) 241-3522 to identify the Pupil Services and Attendance (PSA) Counselor assigned to support youth involved with the juvenile justice system.



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4. FAMILYSOURCE PARTNERSHIP PROGRAM

The Pupil Services, FamilySource Partnership Program (FSPP) provides outreach support services to students and families who are receiving Voluntary Family Maintenance (VFM) services through the Department of Children and Family Services (DCFS). VFM is a voluntary, non-court, time-limited service for families whose children are in potential danger of abuse, neglect, or exploitation and can safely remain in the home with DCFS services. It is important to note that none of the rights afforded to the identified specialized student populations are applicable to students with VFM cases. (They only apply if they are identified as one of the defined specialized student populations) (For definitions refer to P. 2-3 of this bulletin).

The FSPP is a partnership between the District and the City of Los Angeles where Pupil Services and Attendance (PSA) Counselors, who are housed in FamilySource Centers throughout the City, work with parents and students to provide psycho-social academic assessments and linkage to resources and referrals at FamilySource Centers, community agencies and programs throughout the District. FamilySource Centers are community agencies that provide services to families, such as case management, parenting classes, financial literacy, tax preparation, tutoring, mentoring, counseling and recreational activities.

For more information about the program please visit the Pupil Services website <http://pupilservices.lausd.net>. Please contact the Pupil Services, FamilySource Partnership Program at (213) 241-3844 for additional information regarding support to families who are receiving VFM services through DCFS.

STUDENTS EXPERIENCING HOMELESSNESS

The McKinney-Vento Homeless Assistance Act authorizes the federal [Education for Homeless Children and Youth \(EHCY\) Program](#) and is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness. It was reauthorized in 2001 by Title X, Part C, of the No Child Left Behind Act. The education subtitle of the McKinney-Vento Act was reauthorized by the Every Student Succeeds Act of 2015, which was signed into law by President Obama on December 10, 2015. This law entitles all homeless school-aged children equal access to the same free, appropriate public education that is provided to non-homeless students. Accordingly, schools and centers are required to identify homeless students, inform them of their rights, remove barriers to enrollment, attendance or academic success and are not to stigmatize homeless students. The basic educational protections of the reauthorization apply to all school districts in the United States. The McKinney-Vento Homeless Assistance Act, as federal law, supersedes state and local educational law and policy.



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The District serves students experiencing homelessness through its specialized Homeless Education Program. The following section provides an overview of the Homeless Education Program.

HOMELESS EDUCATION PROGRAM

In order to support the significant number of homeless youth attending schools within the District, the Homeless Education Program works to implement its homeless education policy, which includes monitoring compliance to ensure the proper identification of homeless students, arranging transportation, and resolving school disputes. In addition, the Homeless Education Program connects identified students with supplemental support services designed to enhance educational achievement. These services include collaboration with city and county homeless service agencies, parent education workshops, as well as professional development for school administrators and staff.

For more information about the program please visit the Pupil Services website <http://pupilservices.lausd.net> or [click here for a program brochure](#). Please contact the Pupil Services, Homeless Education Program at (213) 202-7581 for additional information regarding support to students and families who are experiencing homelessness.

GUIDELINES:

I. SCHOOL RESPONSIBILITIES RELATED TO ALL SPECIALIZED STUDENT POPULATIONS

A. Designate School Site Advocate or Liaison

At the beginning of the school year, the principal shall designate and certify, via the Principal's Portal, a School Site Homeless Liaison and School Site Foster Care Advocate. The designee must be a certificated, school site person who, as part of his or her duties, will support these identified specialized student populations as needed. The liaison assigned must be an employee who is not in the classroom and is on site at the school 5 days per week. Designees will be automatically enrolled in the School Site Homeless Liaison and/or School Site Foster Care Advocate online trainings via the Learning Zone. It is highly recommended that the person responsible for enrollment/withdrawal procedures (e.g., records clerk, School Administrative Assistant (SAA), Office Technician or other office personnel) also be enrolled and participate in the School Site Advocate Trainings. At the time of enrollment and/or identification, school personnel shall inform the student, enrolling adult, and Educational Rights Holder (ERH) of the name, telephone number, office hours and location of the designated School Site Advocate/Liaison.

Per federal law, all schools are responsible for the annual identification of



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homeless students. Therefore, designated advocates/liaisons shall ensure that their school site annually identifies all homeless students and accurately inputs in MiSiS for accounting.

In addition, designated advocates/liaisons will support all identified specialized student populations and work with school site staff to ensure compliance with this policy:

1. Immediate enrollment;
2. Appropriate educational placement (e.g., school of origin);
3. Proper withdrawal from school, which includes the timely awarding and transfer of credits (full or partial), records, and grades;
4. Identification of all identified specialized student populations, including SRQ;
5. Awareness and training for school site staff on working with the identified specialized student populations; and
6. Contact and collaboration with the Counselors of each specialized program

IMPORTANT NOTE: While it is important to identify all specialized student populations to provide necessary supports to ensure they succeed in school, it is **equally** important to understand that the identification of these specialized student populations is a personal and sensitive matter. School site staff shall treat this information with sensitivity, keeping the identification of these specialized student populations confidential, unless required to disclose.

B. Educational Rights Holder

Educational Rights Holder (ERH) Responsibilities

The majority of our students have parents and/or legal guardians who retain the right to make educational decisions. Under some circumstances, a court appoints an ERH, other than a parent, legal guardian and/or unaccompanied youth. ERHs are individuals with the legal authority to make education decisions and access education records. ERHs shall be notified of and make decisions regarding:

1. School enrollment including, school of origin and transfers to or dual enrollment in an alternative school (continuation school, adult school, independent study, option school);
2. Individual Graduation Plan including AB 167/216/1806 Exemption from District Graduation Requirements (described below).
3. Special education including decisions regarding assessments, participating in IEP meetings and consenting to eligibility, placement, and services; and



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4. School discipline affecting school placement including expulsions, Opportunity Transfers, and Community Day School referrals.

Refer to Consent Matrix for Serving Identified Specialized Student Populations (Attachment E).

Who Can Hold Educational Rights for Identified Specialized Student Populations?

- Biological parents retain educational rights for their children unless the court limits or terminates their rights. There is no supporting court documentation if a biological parent retains educational rights.
- When parental rights are limited/terminated, a court must simultaneously appoint a new ERH. An appropriate ERH may include a: (1) relative caregiver; (2) foster parent; (3) Court Appointed Special Advocate (CASA); or (4) community member who has a relationship with the youth. Appropriate ERH documentation may include a JV-535 (Order Designating Educational Rights Holder) or a minute order from the court.
- Adoptive parents and legal guardians automatically hold educational rights. Documentation will include an Adoption Order, an adoption birth certificate, or Letter of Guardianship.
- Prospective adoptive parents automatically hold educational rights once parental rights are terminated. Documentation will be an adoptive placement agreement.
- Youth automatically hold their own educational rights when they turn 18. There will be no documentation for this other than proof of the youth's birth date. (Youth 16 years or older have a right to access their own education records.)
- Any person who might have a conflict of interest or receives financial payments for the care of a foster youth (except foster parents) may not be appointed by the court to serve as a youth's ERH. This includes: (1) social workers/probation officers; (2) group home staff; (3) therapists; (4) attorneys; or (5) school staff. If an inappropriate person appears to be exercising educational rights on behalf of a youth, contact the Pupil Services. If you are having trouble determining who the ERH is for a particular youth or the ERH is unresponsive, contact Pupil Services.
- Surrogate: A surrogate parent is the last option to be utilized by the District after all other options have been exhausted and after consulting with the specialized program counselor.

Surrogate Parents: A surrogate parent is an adult appointed by the school district to represent a youth's special education needs. The youth is appointed a surrogate when they do not otherwise have a parent who holds



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educational rights or a court appointed ERH. A surrogate parent is required when the youth is adjudicated a dependent or delinquent ward of the court and the court has specifically limited the right of the parent or guardian to make education decisions but has not appointed an ERH.

For more information on appointing a surrogate parent, contact the Division of Special Education at (213) 241-6701.

Note: Consenting to mental health services is different from consenting to education services. An ERH may only consent to mental health services if those services are provided through a youth's IEP. Prior to consenting to mental health services, it should be verified that the person giving consent is legally authorized to do so. Cal. Family Code § 6924; Cal. Health & Safety Code § 24260.

17 C.C.R. § 52175; Cal. Gov't Code § 7579.5.
20 U.S.C. § 1436; Cal. Educ. Code §§ 48432.3, 48432.5, 48853.5, 51225.1, 56028, 56321, 56346; Cal. Gov't Code § 95020; Cal. Welf. & Inst. Code § 361.

C. Immediate Enrollment for Transferring Students and Enrollment Procedures

1. Overview of the Law (Cal. Educ. Code §§ 48432.5, 48853, 48853.5)
All students, including these identified specialized student populations, must be immediately enrolled in school regardless of the availability of school records, immunization records, proof of residence, school uniforms, and existence of fines from a previous school or any other documentation. In addition, youth who are 18 years of age or older shall not be denied enrollment in a school program solely on the basis of age. Immediate means on the spot or at the time the student or family is present in the school office. The family should not be told to return on another day or at another time. Enrollment means that the student is attending classes and participating in all school activities.

School personnel shall provide affidavits for any missing but required documents at the time of enrollment. The following affidavits shall be provided by school personnel as alternative documentation:

- a. Affidavit of Temporary Residence (Attachment A)
- b. Affidavit for Proof of Age of Minor (Attachment B)
- c. Affidavit of Parent/Legal Guardian Information (Attachment C)
- d. Caregiver Authorization Affidavit (Attachment D)

Please note: If the family is residing in a domestic violence shelter, the school shall enroll the student as homeless with a confidential address



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in accordance with the California Confidential Address Program. See [BUL 6591.0 California Confidential Address Program Implementation](#), dated October 5, 2015.

If a family is residing in a shelter (not due to domestic violence), the school shall enter the shelter address in the address field or place an alternative mailing address or P.O. Box address preferred by the family in the address field.

If a family is residing in their automobile and does not have a temporary address to put in MiSiS address field, the school shall temporarily put the school address in this field. Address field should be updated as the family finds temporary housing.

Note: Schools could list the nearest address or cross streets on the Student Residency Questionnaire (SRQ). Schools should also ensure that night time residency is marked in the Census Tab.

Unaccompanied homeless youth have a right to enroll in school without a parent, guardian or caregiver when the school has determined the child is mature enough to consent to disclosure in accordance with the Family Educational Rights and Privacy Act (FERPA). Contact the Homeless Education Program for assistance.

Schools should work closely with the youth's assigned specialized program counselor, ERH, Children's Social Worker (CSW), last enrolled school, and/or any other appropriate stakeholder to obtain documentation.

For assistance with identification of students in foster care or experiencing homelessness in MiSiS or if there is a concern or dispute regarding enrollment of any of these identified specialized student populations, school personnel shall enroll immediately and contact the Pupil Services at (213) 241-3844 for support.

2. Enrollment Procedures

- a. Determining the Appropriate School: These identified specialized student populations have a right to remain in their School of Origin; please see section below on School of Origin (P. 15). In addition, they also have a right to immediate enrollment in their local comprehensive public school, unless the education rights holder determines it is in the student's best interest to attend another school or the student's Individualized Education Program (IEP) requires a different school placement.



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The parents, legal guardians, unaccompanied youth and/or the ERH are the ultimate decision makers regarding what is in the best interest of the student; please see the section on ERH (P. 9).

Inability to reach parents, legal guardians and/or educational rights holder shall **not**, under any circumstance, delay enrollment to a public local school of any student. Students cannot be required to attend a continuation school, adult school, or independent study program, even if they transfer mid-semester, are not on track for high school graduation, have failing grades, and/or have behavior problems.

b. Notification to School of Pupil's Foster Care (DCFS 1399 form):

The DCFS 1399 document will assist in enrollment, but is not required prior to enrollment. It contains important information such as the School of Origin, identifies the ERH, and provides special education information and more, if known. The school should ask the youth's caregiver, social worker, and/or other adult enrolling the child for this form upon enrollment.

c. Grade Placement and Equivalent Course Scheduling: Upon enrollment, identified specialized student populations shall be placed in the most appropriate grade level based upon the following, in descending priority:

1. Available school records (if records are unavailable, youth must still be immediately enrolled and placed in classes),
2. Information provided by the youth and the adult enrolling them, or
3. The youth's age.

School personnel shall review the youth's transcript or school records for prior course information and any assessment reports documenting standards the youth has mastered.

The school shall conduct an Individual Graduation Plan (IGP) conference and evaluate the youth's transcripts for graduation requirements and determine placement in same/equivalent courses/graduation requirements or exemption of graduation requirements (refer to P. 22), within 30 days of enrollment. If necessary, contact the sending school to request course descriptions and standards in order to identify an equivalent LAUSD course.

Youth shall be immediately enrolled in same/equivalent courses, unless: 1) the youth has already met the graduation requirements



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in that area, or 2) the youth's ERH determines it is in the youth's best interest to be enrolled in different courses. Grade level placement and course enrollment is tentative until accurate records have been obtained and evaluated. They must be enrolled in the same or equivalent (meeting same graduation requirement) classes as those they were enrolled in at their previous school, even if they are transferring mid-semester. Students cannot be enrolled in all, or a majority of, elective classes.

- d. Identified Specialized Student Populations with an Individualized Education Program (IEP): These identified specialized student populations with IEPs must be immediately enrolled and placed in an appropriate school program with services that most accurately reflect the programs and services identified on the youth's most recent IEP. If the youth is transferring from outside LAUSD, use the youth's IEP, or if the IEP is unavailable, utilize information from the youth, ERH, caregiver, and placing agency to enroll the youth in appropriate school programs and services.

Within 30 days of the youth's enrollment, school personnel shall schedule a 30 day IEP to review assessments and records, to determine the appropriate offer of Free and Appropriate Public Education. Students may not be enrolled in a nonpublic school unless there is an IEP requiring such placement. The school's Assistant Principal, Bridge Coordinator, Program Specialist or Division of Special Education at (213) 241-6701 will provide technical assistance regarding the implementation of the IEP. Cal. Educ. Code §§ 56157, 56342.1.

- e. Immunization Records: Any identified specialized student population must be immediately enrolled in school regardless of the availability of school records. These identified student populations are exempt from vaccination requirements for purposes of immediate enrollment. School staff shall secure proof of vaccination from the youth's caregiver, social worker, or prior school of enrollment, within 30 days. Students who are transferring mid-year from another school in California will have been subject to vaccination requirements, including Tdap at the prior school. See [BUL-1660.8, Immunization Guidelines for School Admission, dated January 11, 2016](#), issued by Student Health and Human Services. Cal. Educ. Code §



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48853.5; Cal. Health & Safety Code § 120325.

- f. Access to Extracurricular Activities: These identified specialized student populations have a right to equal participation in extracurricular activities regardless of try-outs or sign-up deadlines (e.g., after school activities, sports, tutoring).

D. School of Origin

1. Overview of the Law (Cal. Educ. Code §§ 48204, 48853, 48853.5)
These identified specialized student populations experience much higher rates of school mobility and absenteeism. Schools shall allow these identified specialized student populations to remain in their School of Origin, in order to promote school stability, and in accordance with the law. Parents, legal guardians and/or the Educational Rights Holder (ERH) are the ultimate decision maker regarding whether a student remains or re-enrolls in their School of Origin; please see section above on ERH. School of Origin rights apply to all schools including preschools, magnet programs, options programs, and charter schools. For placements in Special Education settings, including Non-Public Schools please refer to Special Education Operations.
2. Definition
These identified specialized student populations may have multiple Schools of Origin including:
 - a. The school the youth attended when they entered the dependency and/or delinquency court systems and/or became homeless; and/or
 - b. The school in which the youth was last enrolled; and/or
 - c. Any other school the youth attended in the last 15 months to which they have a connection (e.g., favorite teacher, peer relationship, participation on a sports team); and/or
 - d. Identified specialized student populations have a right to matriculate with their classmates based upon the School of Origin's established feeder patterns from elementary to middle school and middle to high school.
3. Length of Right
These identified specialized student populations have a right to remain in their School(s) of Origin, as follows:
 - a. Change in Residence and/or Placement: Students have a right to remain or re-enroll in their School of Origin despite any subsequent changes in residential placement, regardless if new placement is outside the school's or district's



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attendance boundaries.

- b. Closed Court Cases or No Longer Homeless: For elementary and middle school youth, the legal right to remain in the school of origin extends until the end of the academic school year in which their court case closes and/or in which they become permanently housed. For high school youth, the legal right extends until high school graduation.
- c. School(s) of Origin and IEPs
Youth with IEPs are entitled to remain in their School of Origin. This right lasts as long as the IEP team determines the School of Origin continues to be appropriate for the youth. Placement can be changed at any time through the IEP, and after ERH consents to the school transfer. For youth in non-public schools, contact the Division of Special Education at (213) 241-6701 for further technical assistance regarding this issue.
- d. Transportation Assistance
Many parents, legal guardians and/or caregivers of identified specialized student populations including relatives are eligible for funding from their local child welfare agency if they transport a youth to their School of Origin after a placement change. Students experiencing homelessness may also be eligible to ride on an established LAUSD School Bus Route as determined by the Transportation Services Division, for more information refer to (P. 37).
- e. Dispute Resolution:
If at any time, there is a dispute regarding a youth's right to enroll or remain in a School of Origin, the ERH shall make that determination. The youth shall remain enrolled or the school shall enroll the youth until the dispute is resolved. Please contact the specialized program counselor if you have any questions or require further support. For more information on the Dispute Resolution process for students experiencing homelessness refer to P. 39.

For any other concerns or assistance regarding School of Origin, please contact the Pupil Services at (213) 241-3844.

E. Records Transfer

- 1. Requesting Records Upon Enrollment (Cal. Educ. Code §



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48853.5)

Upon enrollment, school personnel shall gather previous school information from the youth, ERH, caregiver, or social worker/probation officer. For youth in foster care, this information can also be identified from the DCFS 1399 form. For youth experiencing homelessness, school personnel shall request the annual SRQ from the sending school.

The pupil's records must be requested by the receiving school from the previous school within two (2) business days. These records should be provided by the sending school within an additional two (2) business days. If these records are not received within this timeline, follow up with the school to ensure their prompt receipt.

2. Forwarding Records to New School (Cal. Educ. Code § 48853.5)

Upon request, a copy of the youth's entire education file including cumulative records, the Student Withdrawal Worksheet (Attachment F), full and/or partial credits, special education records, and immunization records shall be sent within two (2) business days of receipt of a request by the receiving school, to ensure appropriate placement and scheduling. Pupil records shall not be withheld from the requesting school or school district because of any fees, fines, or books owed by the youth or his/ her caregiver.

3. Releasing Records to Educational Rights Holder (Cal. Educ. Code § 49069)

Anyone holding educational rights for a youth has a right to access a copy of the youth's complete education file within five (5) business days of a written request. Copying fees cannot be charged if doing so would prevent the Educational Rights Holder from accessing the records.

4. Releasing Records to Other Parties (Cal. Educ. Code § 49076, Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g, 34 Code of Federal Regulations Part 99, Uninterrupted Scholars Act (AB 643))

Under federal and state confidentiality laws, these identified specialized student populations school records may be released to a third party only by written permission of the parent/legal guardian/ERH or by subpoena or court order. Written permission is not required to release records to a county



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placing agency (e.g., DCFS, Department of Probation) as necessary to fulfill the requirements of the Health and Education Passport, or for the purpose of fulfilling educational case management responsibilities and to assist with the school transfer or enrollment of a youth.

For more information, refer to [BUL- 2469, Pupil Records: Access, Confidentiality, and Notice of Education Rights](#).

5. Procedures for Releasing Records to Social Worker/Probation Officer (Cal. Educ. Code § 49076, 48647)

A DCFS Children's Social Worker (CSW) or Deputy Probation Officer (DPO) who comes to the school requesting school records must show a DCFS/Probation identification badge. School personnel shall make a copy of the identification badge. A written request may also be made so long as it is on County letterhead.

School personnel shall give copies of all requested records including, but not limited to, the cumulative record folder, attendance record, report card/transcript, the most recent IEP and/or intervention information to the CSW/DPO.

F. Partial Credits

1. Overview of the Law (Cal. Educ. Code §§ 48853.5, 49069.5, 51225.2, 48645.5)

These identified specialized student populations who transfer high schools mid-semester have a right to receive full or partial credits, based on in-seat time, for all work satisfactorily completed before transferring schools.

Upon withdrawal, a sending school must issue grades and full/partial credits on an official transcript. A youth's grades may **not** be lowered because of absences caused by placement changes, court appearances or court ordered activities. The official transcript must be sent to the receiving school within 2 business days of receiving a request for records. The receiving school must accept all grades and full/partial credits upon enrollment, apply them to the same or equivalent (meeting the same graduation requirement) courses, and enroll the youth in the same or equivalent courses. Youth may not be required to retake any portion of a course already completed if it would prevent them from remaining on track for high school graduation.



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2. Procedures for Sending School: Awarding Partial Credits Upon Withdrawal

a. Work with Teachers to Gather Grades

When notification is provided that a student will be transferring schools, disenrolls, or the caregiver, ERH or CSW indicates that the youth will not be returning to that school site, the school should gather a list of all classes/courses the youth is/was enrolled in and each course's corresponding graduation requirement.

School personnel shall verify that each teacher has issued a final grade evaluating the youth's work while enrolled in the course. Final grades shall be determined as of the student's last day of actual in-seat attendance. There shall be no reduction in grades due to absences associated with the student's change in placement (e.g., if the student is not properly disenrolled on their last day of in-seat attendance), or verified presence at court hearings or other court-mandated activities. School personnel shall input the course name, corresponding graduation requirement, and check out grades into the Student Withdrawal Worksheet (Attachment F).

b. Determine Attendance and Length of Class Periods

School personnel shall review the student's attendance record to determine the number of actual days of attendance for each class period. School personnel should input the number of periods attended into the Student Withdrawal Worksheet (Attachment F).

For more information on block or variable length period calculations, refer to Awarding and Accepting Partial Credits (Attachment G).

c. Calculate How Many Partial Credits Were Earned

For each class the youth received a passing grade in (D or higher), school personnel shall use the Calculation Table below to determine how many credits were earned based on the number of class periods attended and the length of each class period. A general guide of 12 hours of instruction is equivalent to 1 credit. The number of hours is based on a 60 minute hour. School site staff shall be cognizant of the instructional hours for each course based on the school's schedule and calendar (e.g., year-round/multi-track calendar, Copernican schedule, Block schedule) in order to determine



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the partial credits earned, following the guidelines below:

Calculation Table by Hours of Instruction

Hours of Instruction (In-Seat Time)	# of Credits Earned 5 Credits/Grading Period
0-5	0
6-11	0.5
12-17	1
18-23	1.5
24-29	2
30-35	2.5
36-41	3
42-47	3.5
48-53	4
54-59	4.5
60+	5

For information on how to input partial credits in MiSiS visit the MiSiS website <http://achieve.lausd.net/misis> and click on Job Aids to find *Entering Partial Credits for District Courses to Transcripts* and *Entering Partial Credits for Out of District Courses to Transcripts* for instructions.

d. Update Official Transcript

School personnel shall add all grades and partial credits earned to the student's official transcript. This should be completed either upon withdrawal (and given to the student and the adult disenrolling them) and/or forwarded to a student's new school within two (2) business days of receipt of the request for records

3. Procedures for Receiving School: Accepting Partial Credits Upon Enrollment

a. Request Records

Within two (2) business days of the student's enrollment, school personnel shall request all records from the sending school. For high school students who have attended more than one previous high school, school personnel shall request an official transcript from each high school attended. The enrolling school is responsible for overseeing the compilation of past credits from previous schools to provide a comprehensive high school transcript.



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- b. Review Official Transcript(s) for Partial Credits
School personnel shall review the student's official transcripts from all prior schools and compare all transcripts to the student's school history, including their attendance records, to determine whether partial credits were correctly issued for all time frames in which the student attended each high school.
- c. Gather Missing Partial Credits
If the student was not properly awarded partial credits from any prior high school, the school shall send the Receiving School Partial Credit Request Letter (Attachment H) and follow up with the sending school's counselor, registrar or the school's Foster Youth Education and/or Homeless Education Liaison to ensure a new official transcript is issued, which includes the proper full and/or partial credits.
- d. Transfer Grades/Credits to LAUSD Transcript
School staff shall transfer all grades (check out and final) and full or partial credits earned from a student's previous high school(s) to an LAUSD official transcript, applying grades and full or partial credits to the same/equivalent courses. If a previous school considered a class or grade as satisfying a state graduation requirement, the receiving school must apply the partial credits to the same/equivalent courses.

The receiving school may not count core class credits as elective credits (unless the youth has already completed the graduation requirement). All credits and grades issued by prior schools shall be recorded on the youth's cumulative record, in the student information system (MiSiS), and on the youth's official LAUSD transcript.

- e. Enroll Youth in Same/Equivalent Classes
School personnel shall enroll the youth in the same/equivalent classes as those attended at the sending school. If it is unclear as to which class is equivalent, school personnel shall contact the sending school's registrar or counselor and ask for the course equivalent. The receiving school may request a written description or syllabus for any such classes. Per district policy, school staff may consult the UC Doorways website (www.ucop.edu/doorways), which provides A-G course listings. For more information refer to BUL-6566.1, [Graduation Requirements for Classes of 2016-2019](#), issued January 14, 2016.



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If the youth has partial credits (fewer than 5 credits) in any course, school personnel shall make every attempt to assist him or her with completing the course(s) to receive full credit at the local high school (e.g., online credit recovery programs, summer school). A youth can enroll full-time or concurrently at an alternative school site (e.g., adult school, continuation school, or community college) with the consent of the ERH. A youth cannot be required to attend a continuation or alternative school to complete any remaining partial credits. Schools may not require a youth to retake any portion of a course already completed if it would prevent the youth from remaining on track for high school graduation. ERH permission must be received prior to requiring a youth to retake any portion of a course previously completed. Schools must not prevent a youth from taking or retaking any A-G required course for purposes of UC/CSU admissions eligibility. (Education Code Sections 48853.5, 48432.3, 48432.5, 51225.2.)

For more information on available online credit recovery programs please contact the Division of Instruction and the Director of Secondary Instruction at 213-241-5333.

f. Issue Additional Grades and Partial Credits at the End of the Semester

At the end of the current grading period, once final grades are posted, school personnel shall calculate the remaining partial credits owed based on the number of periods attended per class after the youth's enrollment in the receiving school. Add all grades and partial credits earned to the youth's official transcript. Grades and partial credits previously awarded by the sending school for the current grading period should not be removed or averaged with the youth's grades and partial credits at the receiving school. Youth shall be awarded credits and grades for all courses passed at the receiving school, even if the youth did not earn a passing grade or any partial credits at the sending school. Refer to MiSiS Job Aid – *Entering Partial Credits for District Courses to Transcripts* and *Entering Partial Credits for Out of District Courses to Transcripts*.

G. Exemption From District Graduation Requirements AB
167/216/1806

1. Overview of the Law (Cal. Educ. Code §§ 51225.1, 51225.3)



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Assembly Bill 216 (AB 216), approved by the Governor on September 23, 2013, and effective immediately, amended section 51225.1 and 51225.3 of the California Education Code. AB 216 amends AB 167, which was enacted on October 11, 2009. In addition Assembly Bill 1806, signed into law on September 29, 2014, later extended these rights to youth experiencing homelessness. The identified specialized student populations often experience school instability, and the intention of AB 167/216/1806 is to remove any additional barriers to high school graduation. **AB 167/216/1806 requires that an eligible pupil who transfers after their second year of high school shall be notified of their eligibility to be exempt from all coursework and other requirements adopted by the governing board of the school district that are in addition to the statewide coursework requirements**, unless the school district makes a finding that the youth is reasonably able to complete the additional requirements within 4 years of high school. Any LAUSD graduation requirements that are in addition to the California Department of Education (CDE) requirements (e.g., additional course completion, service learning requirements, or the requirement of a grade above a D, etc.) do not apply to youth graduating under AB 167/216/1806.

Overview of AB 167/216/1806:

- a. Provides that the Educational Rights Holder for a youth who qualifies for the exemption is not required to accept it, but may choose to accept it at any time;
- b. Prohibits the District from revoking an exemption;
- c. Prohibits the District from requiring that a youth graduate before the end of the fourth year;
- d. Ensures that youth who do not take the exemption can remain in attendance at the school.

2. Procedures to Determine AB 167/216/1806 Eligibility

Schools are responsible for following the procedures for AB 167/216/1806 graduation outlined below. These procedures include identifying and providing notification to all eligible youth of their eligibility for the AB 167/216/1806 exemption. These procedures shall be started as soon as the youth transfers to the school to ensure compliance with the 30-day notification requirement. For additional guidance refer to the Quick Reference Guide: Exemption Laws: AB 167/216 & AB 1806 (Attachment I) and the Graduation Exemption for AB 167/216 and AB 1806 Eligible Youth: Course of Study Evaluation Worksheet (Attachment J).



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a. Eligible Youth

The exemption from District graduation requirements applies to all of the identified specialized student populations, defined in this bulletin (Refer to P. 2-3) if the following criteria are satisfied:

- i. Youth has completed their 2nd year of high school (enrolled 4 semesters, earned 105 credits, or completed the equivalent of two years of coursework, whichever makes the youth eligible).

LAUSD defines second year of high school as enrollment in 4 semesters or 105 credits. When determining eligibility for AB 167/216/1806 graduation, school personnel shall use whichever method would qualify the youth for the exemption. This information can be determined using the youth's official high school transcripts and/or credit count. Review the youth's transcript to ensure that partial credits were awarded for all work completed for youth who transferred schools in the middle of a semester. See Partial Credits section of this bulletin for more information. If a youth has not completed their second year of high school then no further action is needed.

- ii. Youth transfers into the district, or transfers from one high school to any other high school within the district.

Youth must also have transferred between schools any time after the completion of their 2nd year of high school. This transfer must occur while the youth was in foster care, involved in the juvenile justice system or identified as homeless to be eligible for the AB 167/216/1806 exemption. Transfer between schools is defined by enrollment in a different high school with a separate location code, site, or district. A leave code or release of youth must be recorded at the prior school to officially receive transfer status between schools. If the youth has not transferred schools after the second year of high school then no further action is needed.

- iii. If youth would not be reasonably able to complete the additional district requirements within four total years of high school enrollment.



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The receiving school shall assess whether the youth is able to meet the LAUSD graduation requirements within 4 years of high school. This assessment shall be completed as follows:

- 1) Count the number of remaining District credits required prior to graduation;
- 2) Count the number of semesters remaining prior to the expected graduation date;
- 3) Determine if, carrying a normal class schedule, the youth can complete the remaining credits in the remaining semesters. **Please note that for purposes of determining whether a youth could complete all LAUSD graduation requirements within 4 years of high school, schools cannot count additional classes a youth may enroll in through adult school, continuation school, or independent study.**

If school personnel determine that the youth is reasonably able to complete the additional requirements in time for the youth to graduate within 4 years of high school, then the youth is **not** eligible for the AB 167/216/1806 graduation exemption and must complete the LAUSD graduation requirements for his or her graduating class.

If the youth is unable to reasonably complete additional LAUSD requirements within 4 total years of high school, then the youth is eligible for the AB 167/216/1806 graduation exemption.

Youth entering from outside the District who have previously been found eligible and been qualified for the AB 167/216/1806 graduation exemption will also be considered eligible by LAUSD. School staff are responsible for locating appropriate documentation of eligibility from a student's prior school.

If the school district finds that the youth is not initially eligible for the AB 167/216/1806 graduation exemption, the youth or ERH may request a re-evaluation at any time.



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3. Length of Eligibility for AB 167/216/1806

Once determined eligible, the youth remains eligible regardless of any subsequent school transfer, change in residence/home placement (even if the youth returns to biological parents), or whether their foster care or probation case closes or the student becomes permanently housed. The youth does not need to have an open court case or be homeless at the time of graduation.

4. Notification Requirement

Within 30 days of a youth's transfer and enrollment at the new school, the school shall notify in writing all identified specialized student populations who transferred after their second year of high school, the youth's ERH, and social worker and/or probation officer (students experiencing homelessness will usually not have a CSW or DPO and the ERH is usually the parents) utilizing AB167/216/1806 Notification Letter and Exemption Verification Form (Attachment K& K-1). As required by law and District policy, this notification letter includes:

- a. Whether or not the youth qualifies for the exemption;
- b. The youth's right to attend a 5th year of high school if doing so would allow the youth to complete local and/or state graduation requirements, even if the youth would be older than 18 years old during the 5th year;
- c. The impact of graduating under AB 167/216/1806 on the youth's eligibility to apply directly to a University of California or California State University; and
- d. Information about transfer opportunities available through California Community Colleges.

Youth entering from outside the District that have previously been found eligible and qualified for the AB 167/216/1806 graduation exemption may present documentation as proof of prior qualification. School staff are responsible for locating appropriate documentation of eligibility from a student's prior school. The District should again notify them of their eligibility and how it will impact the programming of their course scheduling. The District cannot revoke a youth's eligibility. This documentation should be placed in the student's cumulative record file and noted in MiSiS. For more information on how to indicate graduation exemption eligibility in MiSiS visit the MiSiS website <http://achieve.lausd.net/misis> and click on job aids to find *Indicating Graduation Exemption Eligibility in MiSiS* for instructions.



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If a youth is receiving special education services, the applicability of the AB 167/216/1806 exemption should be addressed in the youth's IEP team meeting. However, the ERH will have the ultimate decision-making authority regarding whether a youth should accept the AB 167/216/1806 exemption.

5. Graduation Options for Eligible Youth

Once determined eligible, the youth's ERH may choose to have the youth graduate under any of the following options:

- a. Graduate under LAUSD graduation requirements within 4 years of high school;
- b. Graduate under LAUSD graduation requirements within 5 years of high school. These identified specialized student populations who can complete all LAUSD graduation requirements within 5 years have the right to remain in their comprehensive high school, or in their school of attendance for a 5th year, even if they are over 18 years old during the additional year;
- c. Graduate by completing only the minimum California Department of Education (CDE) graduation requirements. The minimum graduation requirements for eligible students, identified as Specialized Student Populations, as required by the CDE are the following number of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:
 - i. Three years in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in Economics.
 - ii. Three years in English.
 - iii. Two years in mathematics. Algebra 1 or advanced Algebra course must be completed in grades 6-12.
 - iv. Two years in science, including biological and physical sciences.
 - v. One year in visual or performing arts, foreign language, or career technical education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language.
 - vi. Two years in physical education, unless the pupil has been exempted pursuant to the provisions of this



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code. Refer to Bul-2457.1, *Physical Education Exemptions* for guidelines.

Students must complete the CDE requirements with a grade of “D” or better.

- d. LAUSD also provides the option to allow a specialized student to remain in high school for a 5th year to complete the CDE graduation requirements, if the student’s ERH determines that is in their best interest. If a placement at the comprehensive high school is not in the best interest of the student as determined by the Educational Rights Holder, the Principal or designee is responsible for facilitating enrollment in the local LAUSD Adult School or other appropriate educational program.
 - e. If a youth in foster care, involved in the juvenile justice system or identified as homeless is not exempted or has previously declined the exemption and later requests the exemption and qualifies, the school district shall exempt the pupil.
 - f. If the school fails to provide timely notice, the pupil shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the pupil is no longer in foster care, involved in the juvenile justice system or homeless (Cal. Educ. Code §§ 51225.1).
6. Procedures to Notify Youth, ERH, and CSW of AB 167/216/1806 Eligibility and their Graduation Options

Within 30 calendar days of the youth’s enrollment in the new school/district, the school must send written notification to the youth, ERH, and CSW/DPO of the youth’s eligibility (or ineligibility) for AB 167/216/1806 graduation. A notification letter outlining the youth’s eligibility, their graduation options, their right to attend school for a 5th year to complete local graduation requirements, the option to remain in high school for a 5th year to complete minimum CDE graduation requirements, the impact of AB 167/216/1806 graduation on admissions to a four year university, and transfer opportunities through California Community Colleges must be mailed and recorded on their electronic transcript. The AB 167/216/1806 Notification Letter and Exemption Verification Form is the District’s required standard letter to be sent out to all stakeholders (Attachment K).



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A copy of the notification letter, including the date sent, should be retained in the youth's cumulative record folder. Eligibility for the AB 167/216/1806 exemption must also be recorded in the cumulative record and the student information system (MiSiS). Refer to REF-6566.1 Graduation Requirements for Classes of 2016-2019. The APSCS of designee will write in the notes section of the paper cumulative "Student eligible for AB 216/167/1806 has met the state requirements for graduation for the year ____."

7. Procedure for ERH to Accept AB 167/216/1806 Eligibility
Upon receiving the AB 167/216/1806 Notification Letter and Exemption Verification Form (Attachment K), the youth's ERH can accept or decline the AB 167/216/1806 exemption or defer the decision to a later time. ERHs also have the right to change their decision regarding acceptance or rejection of the exemption at any time. Once a student is found eligible for AB 167/216/1806 graduation, the student remains eligible until high school graduation, and the District cannot revoke the exemption.

The original notification must be provided to the youth, ERH, and CSW/DPO and a copy must be retained for the school's record in the youth's cumulative folder along with a copy of the IGP, if one has already been completed. Upon receiving signed notification from the ERH, schools shall file the signed copy in the youth's cumulative record folder.

8. Course Enrollment for AB 167/216/1806 Youth
Once an ERH accepts AB 167/216/1806 eligibility, school personnel shall enroll the youth in classes to meet the state course requirements. Please note that although LAUSD graduation requirements describe a full year of a course as 2 semesters of the same course (e.g., Geometry A and B), this rule does not apply for CDE's graduation requirements for AB 167/216/1806 graduation. Under CDE, two courses within the same subject area (e.g., Geometry A and Algebra 2B) can be combined to satisfy a year-long course (refer to www.cde.ca.gov/ci/gc/hs/hsgrfaq.asp).

If a youth could complete state course graduation requirements before the end of 4 years of high school, the school cannot request or require a youth to graduate before they complete 4 years of high school. Schools may require a youth to remain in high school until they turn 18 years old under compulsory education law. The school and ERH should identify the youth's academic deficits or strengths, and determine appropriate additional courses to schedule the youth in to meet those needs (e.g., if the youth has academic deficits in math but



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has already met state math graduation requirements, remedial math courses should still be considered). If an ERH determines that it is not in the student's best interest to accept the exemption, then the student has a right to continued enrollment at the current school, and cannot be forced to transfer to another comprehensive or alternative school.

9. Failure to Determine Eligibility for the Exemption from District Graduation Requirements Within the 30 Day Timeline

If an eligibility determination is not completed within the 30 day required timeline after a student transfer, the school should take all necessary steps to complete the analysis as quickly as possible thereafter. If the transfer occurred at some point in the past, the school remains responsible for retroactively conducting an eligibility analysis and providing the required written notification (AB1166).

H. Student Discipline: Notification Requirements of Expulsion Recommendations For Specialized Student Populations **Non-Mandatory Recommendation to Expel Specialized Student Populations with an IEP**

If a youth with an IEP is recommended for a change of placement due to a non-mandatory expulsion recommendation:

- School official will notify the parent/guardian/ERH and counselor of the specialized program supporting the student of the Pre-expulsion Manifestation Determination IEP meeting.
- The District's specialized programs coordinators supporting these identified student populations and the school official **shall** coordinate to notify the parent/guardian/ERH, attorney and an appropriate representative of the county child welfare and/or probation juvenile justice system, as applicable, to participate in the Pre-expulsion Manifestation Determination IEP meeting. (E.C. 48915.5)

Non-Mandatory Recommendation to Expel

(Category II or Category III offenses of the Matrix for Student Suspension and Expulsion Recommendation)

If a youth is recommended for expulsion for a non-mandatory offense:



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- Pursuant to E.C. 48918.1 and LAUSD policy, the Student Discipline and Expulsion Support (SDES) Unit **shall** provide notice of the expulsion hearing to the student's parent/guardian/ERH, attorney and an appropriate representative of the county child welfare and/or probation juvenile justice system, as applicable, at least 10 calendar days before the date of the hearing.
- School official must provide the contact information of the parent/guardian/ERH and representatives of the specialized program supporting these identified student populations to the SDES Unit when the expulsion referral is made.

Mandatory Recommendation to Expel

(Possession of a Firearm, Brandishing a Knife, Selling a Controlled Substance, Sexual Assault or Battery, Possession of an Explosive)

If a youth is recommended for expulsion for a mandatory offense:

- Pursuant to E.C. 48918.1 and LAUSD policy, the Student Discipline and Expulsion Support Unit **may** provide notice of the expulsion hearing to the student's parent/guardian/ERH, attorney and an appropriate representative of the county child welfare and/or probation juvenile justice system, as applicable, at least 10 calendar days before the date of the hearing.
- School official must provide the contact information of the parent/guardian/ERH and representatives of the specialized program supporting these identified student populations to the SDES Unit when the expulsion referral is made.

Extension of Suspension

In a case where expulsion is recommended, the Superintendent may extend the suspension until the Board renders a decision in the action. If the pupil is a foster child or youth involved in the justice system, in addition to the student's parent/guardian, the ERH, the pupil's attorney and an appropriate representative of the county child welfare and/or probation juvenile justice system, as applicable, **shall** also be invited to participate in the extension-of-suspension meeting. (E.C. 48911).



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I. Uniform Compliant Procedures (UCP)

The District's Uniform Complaint Procedures (UCP) may be used to report noncompliance with applicable state and federal laws and regulations and/or to appeal District decisions regarding such complaints. UCP brochures and complaint forms are available at all school sites and on the District's website at <http://achieve.lausd.net/Page/3655> in the primary languages of the school community. Complainants are encouraged, where possible, to try to resolve their complaints directly at the school or work site or with their Local District. A UCP complaint must be filed by way of the Uniform Complaint Procedures as written in Title 5 of the California Code of Regulations §§4600-4687.

For more information regarding filing a complaint under the District's Uniform Complaint Procedures, the District's Educational Equity Compliance Office can be reached at (213) 241-7682.

II. SCHOOL RESPONSIBILITIES RELATED ONLY TO STUDENTS RETURNING FROM JUVENILE JUSTICE FACILITIES

Every school site is responsible for ensuring the **immediate** and **appropriate** enrollment support for all students transitioning out of juvenile hall or camp facilities into an LAUSD school. The school re-entry process is designed to provide a continuum of support services and a smooth transition from juvenile justice facilities back into schools. The District collaborates with all agency stakeholders while students are detained and after they are released, in efforts to ensure that students returning from camp and/or juvenile hall facilities receive the support they need to succeed. Pupil Services and Attendance (PSA) Placement Counselors work with collaborative teams to identify school placement options while supporting a smooth transition from juvenile halls (as needed) and camp facilities to schools.

A. Juvenile Hall-to-School Re-Entry Process

LAUSD PSA Counselors provide coordinated support services to LAUSD students returning from Juvenile Hall facilities. The following steps outline the process for students being released from juvenile hall and returning to an LAUSD school.

1. Upon the student's release the Courts refer and collaborate with LACOE and LAUSD Juvenile Hall PSA Counselors for school placement and/or linkage to support services, if required.
2. Juvenile Hall PSA Counselors provide intensive support, aftercare



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services and on-going case management for students, as required. PSA Counselors connect students/families to recommended resources, monitor attendance/graduation plans, and other necessary supports to ensure a successful transition and positive educational outcomes.

B. Camp-to-School Re-Entry Process

PSA Counselors provide intensive coordinated support for students who are in Camp Placements for 5-9 months. The following steps outline the extensive support provided by multiple stakeholders for students both while detained in Camp and upon release, in efforts, to minimize the disruption to their educational path.

1. Los Angeles County Office of Education (LACOE) provides LAUSD with a list of LAUSD students detained and released from camps.
2. While students are detained PSA Counselors actively collaborate with LACOE, L.A. County Department of Probation, Student Discipline and Expulsion Support Unit, and parent/guardian/Educational Rights Holder, to develop a transition plan. PSA Counselors collaborate with Local Districts Operations Teams and meet monthly as a Coordination of Services Team (COST) to review school placements and finalize School Enrollment/Transition Plan.
3. Every Camp Returnee student has a Transition Multi-Disciplinary Team (T-MDT) meeting, which takes place 45-60 days prior to release. All stakeholders participate in the T-MDT including the student, parents/guardians/ERH, Probation Officer, LACOE Counselor, County Mental Health Clinician, and LAUSD Juvenile Hall / Camp Returnee PSA Counselor. During the T-MDT meeting, all members provide pertinent information regarding the finalization of the student's Transition Plan.

In most cases upon release, the Transition plan will include a school placement recommendation, School Enrollment/Transition Letter and School Transition Plan (Attachment L).

Students returning from Camp, may or may not, present a School Enrollment/Transition Letter and School Enrollment Transition Plan to enroll. School personnel shall immediately enroll and then contact the Local District Juvenile Hall/Camp Returnee PSA Counselor, as appropriate.

4. LAUSD Aftercare PSA Counselors provide intensive case



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management services and on-going academic support for students returning from Camp Placement. PSA Counselors recommend resources, monitor attendance/graduation plans, and provide other necessary supports to ensure a successful transition and positive educational outcomes.

C. Students with Special Circumstances

Students identified with an active expulsion and/or receive Individualized Education Plan (IEP) services are provided additional supports for placement and enrollment. The process for students with IEP and/or with Expulsions is as follows:

Active Expulsions and Other District Expulsions:

School placements and enrollment for students with an active expulsion or Other District Expulsions are supported by the Student Discipline and Expulsion Support Unit. Refer to [BUL-6050.1 *Expulsion of Students – Policy and Procedures* dated August 19, 2013.](#)

Special Education Students:

a. Interim Placement

- i. When an IEP team determines that there may be a delay in arranging the recommended placement, the student shall remain in their current placement unless a temporary placement is agreed to by the IEP team, including parental or ERH consent.
- ii. An interim placement should only be used when the IEP team determines that remaining in the current placement would be detrimental to the student or others, and the use of supplementary aides and services or program modifications would not alleviate the concern.
- iii. To provide an interim placement, the IEP team must determine a date by which the student will attend the placement recommended by the IEP team. Refer to [Special Education Policy and Procedure Manual – Temporary Placement for Students with Disabilities, dated 7/2/07.](#)

- b. If Nonpublic School (NPS) and/or NPS/Residential Treatment Center (RTC) are being considered the IEP team should follow [BUL: 5757.3 *Nonpublic School \(NPS\) Placement Policies and Procedures for Individualized Education Programs \(IEP\)*](#)



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[Teams dated June 4, 2013.](#)

For additional assistance, contact the Division of Special Education Operations at (213) 241-6701.

If you have any questions regarding the enrollment of a student please contact the Pupil Services, Juvenile Hall/Camp Returnee Program at (213) 241-3522. A Juvenile Hall/Camp Returnee Program [directory](#) may be accessed on the Pupil Services program website.

III. SCHOOL RESPONSIBILITIES RELATED ONLY TO STUDENTS EXPERIENCING HOMELESSNESS

A. Annual Identification

Every school site is responsible for ensuring the proper identification of homeless students. **All schools are required to have an Student Residency Questionnaire (Attachment M) in every enrollment packet and distribute the form to all students at least one other time during each school year to identify Homeless students in MiSiS by October 1st annually.**

1. Schools shall ensure that students, who become homeless at any time during the school year, are identified at the school sites via the SRQ.
 - a. The Student Residency Questionnaire (SRQ) must be completed annually and faxed to The Homeless Education Program to establish eligibility and ensure protections under the McKinney-Vento Homeless Assistance Act. The SRQ provides information about the students' nighttime residence. If any selection is checked other than "none of the above applies," the student meets the federal definition of homelessness.
 - b. For any choices *except* "none of the above" the SRQ shall be faxed to the Homeless Education Program for identification and requested services.
 - c. A separate SRQ form is needed for each child in the family, including children under the age of five.
 - d. The SRQ shall be included in the enrollment packet as part of the registration procedure.
 - e. The SRQ of homeless students shall not be placed in the student's permanent record (cumulative folder). It should be placed in a confidential student file maintained by the Designated School Site Homeless Liaison.
 - f. Blank SRQ forms shall be available in the main office,



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- attendance office, parent centers, and other locations where parents can easily access the form.
 - g. The SRQ should be sent out at least one other time during the school year.
 - h. The SRQ shall be provided to any parent/guardian/unaccompanied youth at any time during the school year per their request.
 - i. Families can self-identify to the Homeless Education Program at any time.
 - j. Note: If “none of the above apply” is checked, then the family does not meet the federal definition of homelessness and the school administrator and enrolling staff are to follow the standard enrollment procedure.
2. Schools are required to regularly enter the data from SRQ’s that qualify eligible homeless students. Schools must identify a homeless student in MiSiS. In MiSiS, homeless students are identified in the “Census” tab. by filling in the Homeless “Begin Date” and the “Primary Nighttime Residence” in the census tab.
- a. The “Begin Date” should be the student’s enrollment date to the school. Note: Schools should NOT enter an “End Date.”
 - b. The Night time Residence needs to be selected from the drop down menu to note the selection chosen on the SRQ from the following selections:
 - A - Shelter
 - B - Motel/Hotel
 - H - Car, Trailer or Campsite
 - L - Renter trailer/motor home in private property
 - M - Another family’s house or apartment
 - O - Transitional Housing Program
 - S - Adult that is not the Parent or Guardian
 - T - In a rented garage
 - U - Other substandard housing or other public or private places not designed for, or ordinarily used as a regular sleeping accommodation, for human beings.
3. Schools shall review page 2 of SRQ with parent/guardian/unaccompanied youth to determine needed services.
4. Any SRQ identifying a student as homeless shall be faxed to the Homeless Education Program for identification and requested services. Fax number (213) 580-6551.
5. At the time of enrollment and/or identification school personnel shall



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inform the student and parent/guardian of the name, contact information, office location and hours of the designated school site homeless liaison.

B. Removal of Barriers: Transportation Assistance

The District shall ensure that transportation is provided, at the request of the parent/guardian/unaccompanied homeless youth, to and from the school of origin, if the student is eligible. Eligible students and families will be provided with tokens or a pass from a local public transit agency. Students may also be eligible to ride on an established LAUSD school bus route as determined by the LAUSD Transportation Division. The Homeless Education Program transportation is designated solely for homeless students who have been approved to receive transportation assistance from the HEP office and is not to be used for other purposes.

1. Eligibility Criteria for Transportation Assistance
 - a. Elementary: Homeless student must reside two (2) or more miles from the school of origin.
 - b. Secondary: Homeless student must reside three (3) or more miles from the school of origin.
2. Homeless students residing within their school's residence boundaries are not eligible for transportation services.
3. Under special circumstances, shorter distances may be eligible for transportation assistance. Please consult with the Homeless Education Program staff to see if the student's individual circumstances may qualify for an exception to policy. Contact Homeless Education Program at (213) 202-7581.
4. Transportation assistance will not be provided for extensive commutes due to feasibility and the best interest of the child. Please contact the Homeless Education Program staff regarding any special circumstances.
5. Only currently enrolled LAUSD students may receive transportation assistance. This transportation assistance will not be provided until the Homeless Education Program has given approval. Once eligibility is determined, transportation arrangements will be made.
6. Students under 12 years of age are not permitted to ride alone on public transit. Parents/guardians of eligible students under 12 years of age will be provided with transportation services until the student turns 12.



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7. A parent/guardian or designated adult must ride with student, under the age of 12, to and from school each day. Parent/guardian must sign in daily to continue to receive transportation assistance.
Transportation assistance for both student and parent will be changed to daily tokens if parent fails to sign in daily and ride with student(s).
8. If a student is attending sporadically at their school of origin, regular attendance protocols should be followed. The School can consult with the Homeless Education Program to determine feasibility of continuing transportation services.
9. Student Residency Status Changes
 - a. Schools shall notify the Homeless Education Program when there are changes in a student's residency status. Status updates may include change of residence (permanent or temporary) or change of school (new school or unknown).
 - b. If a homeless student moves into the boundaries of another district, the student has the right to continue attending the school of origin, and may be eligible for transportation. Schools can contact the Homeless Education Program for consultation.
10. If a student experiencing homelessness becomes permanently housed transportation will continue until the end of the current semester.
11. Processing Transportation Requests
To make a request for transportation assistance, the School Site Homeless Liaison shall fax to the Homeless Education Program:
 - a. Student Residency Questionnaire (Attachment M)
 - b. Approved Signatures form - Tokens and TAP forms (Attachment N)
 - c. The MTA Transit Access Pass (TAP) Application per student (Attachment O). Please allow 6-8 weeks for permanent TAP card to be processed.
12. Once permanent TAP card is issued, the Homeless Education Program will load card monthly.
13. Lost or stolen TAP cards should be immediately reported to the Homeless Education Program.

Note: Temporary TAP cards are provided to eligible students and expires 30 days after the first use. Schools must notify the Homeless Education Program for replacement 10 days prior to expiration of the



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temporary card.

14. Homeless Special Education and Magnet students will continue to participate in their program specific transportation, according to District guidelines.

C. Dispute Resolution Regarding Enrollment

If a dispute arises over school selection or enrollment of a homeless student, the student must be immediately enrolled, pending the resolution of the dispute and the Homeless Education Program must be contacted. Schools must utilize all of the following steps to adhere with the Dispute Resolution Process:

1. Prior to initiating the Dispute Resolution Process, schools must conduct a thorough investigation that should include the following:
 - a. Parent conference
 - b. Parent contact (phone and/or letters)
 - c. Home visit
 - d. Collect any other relevant documentation
 - e. Consult the Homeless Education Program
2. Based on the findings the school will make an enrollment decision (Attachment Q). If the parent does not agree with this enrollment decision, then the school must contact the Homeless Education Program that a dispute will be initiated. The student should remain enrolled during this time until the dispute is resolved.
3. The parent/guardian/unaccompanied youth must be provided with the Dispute Resolution Process form (Attachment P), School Notification of Enrollment Decision form (Attachment Q) and a copy of Parent Dispute Resolution Appeal form (Attachment R).
4. The Principal or designee must fax the following to the Homeless Education Program within the same day the dispute was initiated:
 - a. Written Notification of Enrollment Decision (Attachment Q)
 - b. Parent Dispute Resolution Form (Attachment R)
5. Upon receipt of the appeal form (Attachment R), the Homeless Education Coordinator must make a decision within five (5) working days.
6. The Homeless Education Coordinator will provide a written notification of the decision to the parent/guardian/unaccompanied youth.



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7. If the parent/guardian/unaccompanied youth is not satisfied with the Homeless Education Program decision an appeal may be filed within three (3) working days to LACOE.

Los Angeles County Office of Education (LACOE)
Division of Student Support Services
c/o Los Angeles County Homeless Coordinator
9300 Imperial Highway
Downey, CA 90242
(562) 922-6301

8. The LACOE homeless liaison will notify the school selection or enrollment decision within five (5) working days of receipt of the documents. The LACOE homeless liaison will notify the District and the parent of the decision.
9. If the parent/guardian or unaccompanied homeless youth is not satisfied with the LACOE decision, an appeal may be filed within three (3) working days to the California Department of Education (CDE):

California Department of Education
c/o Homeless State Coordinator
1430 N. Street, 6th Floor, Suite 6208
Sacramento, CA 95814
(916) 319-0383

10. The CDE will notify the parent/guardian or unaccompanied youth experiencing homelessness of the final school selection or enrollment decision.

AUTHORITY: This is a policy of the Superintendent of Schools. The following legal standards are applied:
McKinney-Vento Homeless Assistance Act, 42 U.S.C. Section 11431 et seq.
Individuals with Disabilities Education Improvement Act, 20 U.S.C. Section 1400 et seq.
Title 20 United States Code Section 1436
California Education Code Sections 44810, 44811, 48204, 48432.3, 48432.5, 48850, 48853, 4864.5, 48853.5, 48911, 48915.5, 48918.1, 49061, 49069, 49069.5, 49076, 49500, 51224.5, 51225.1, 51225.2, 51225.3, 56028, 56321, 56346
California Family Code Section 6924, 6550 et seq.
Penal Code Sections 626.6 and 626.8
District Board Rules 1265 and 2002



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Pub. L. 100-77, July 22, 1987, 101 Stat. 482, 42 U.S.C. 11431 et seq.
California Health and Safety Code Sections 24260, 120325
Title 17 California Code of Regulations Section 52175
California Government Code Section 7579.5, 95020
California Welfare and Institutions Code Section 361
Family Educational Rights and Privacy Act (FERPA S. 347)
Uninterrupted Scholars Act (AB 643) 56155.7, 56157, and 56342.1
Family Educational Rights and Privacy Act, 20 U.S.C. section 1232 (1) (L)
C.C. R. Title 5, Sec. 438
California Assembly Bills 1806, 652, 167, 216

RELATED RESOURCES:

- BUL-4926.2, *Attendance Manual: Policy and Procedures for Elementary, Secondary and Option Schools*, dated 03-01-13, issued by Student Health and Human Services.
- BUL: 1229.2, *Home, Hospital & Tele-Teaching Instructional Services (Carlson Home Hospital School)* May 7, 2015.
- BUL-6050.1 *Expulsion of Students – Policy and Procedures* dated August 19, 2013 issued by School Operations.
- BUL: 5901.3, *Determining the Appropriate Educational Placement for Students with Disabilities in the Least Restrictive Environment* March 30, 2015.
- BUL: 5757.3, *Nonpublic School (NPS) Placement Policies and Procedures for Individualized Education Programs (IEP) Teams* June 4, 2013.
- BUL-2060.1, *Pregnant and Parenting Students Educational Rights*, dated March 11, 2016, issued by Student Health and Human Services and Office of General Counsel
- BUL-2469, *Pupil Records: Access, Confidentiality, and Notice of Educational Rights*, dated 04-24-06, issued by Office of the Chief Operating Officer.
- REF-5679.0, *Procedure for Notifying Students in Foster Care of the Exemption to Graduation Requirements (AB 167)*, dated 05-10-12, issued by the Office of Curriculum, Instruction and School Support.
- BUL 1660.8, *Immunization Guidelines for School Admission*, dated 1-11-16 issued by Student Health and Human Services.
- BUL-5347.1, *Intra-district (School to School) Permits and Student Transfers in Elementary and Secondary Schools*, dated 06-10-13, issued by Student Health and Human Services.



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- BUL-5341.2, *Inter-district Permits (District to District) and Student Transfers in Elementary and Secondary Schools*, dated 01-22-13, issued by Student Health and Human Services.
- REF-5259.0, *Use of New Student Enrollment Form*, dated 10-11-10, issued by Student Health and Human Services.
- BUL-6303, *Student Emergency Information Form*, dated June, 16, 2014, issued by Student Health and Human Services.
- Cumulative Record Handbook for Secondary Schools, dated April 12, 2012 Revision 5.1, issued by Office of Data and Accountability.
- BUL-3878.2, *Assisting Students with Prescribed Medication at School*, dated 07-30-12, issued by Student Health and Human Services.
- BUL-1077.1, *Information Protection Policy*, dated 12-05-06, issued by the Office of General Counsel.
- *Notice of Privacy Practices (HIPPA)*, Notice, dated 04-02-07, issued by Student Health and Human Services.
- BUL-1347.2, *Child Abuse and Neglect Reporting Requirements*, dated 07-01-2011, issued by the Office of General Counsel.
- “A Parent’s Guide to Special Education Service (Including Procedural Rights and Safeguards)”, LAUSD. (revised 2009)
- “The IEP and YOU: A Pocket Guide for Parents with Fingertip Facts about the Individualized Education Program (IEP)”, LAUSD, 2000 (Publication No. GC-172). The IEP and You (booklet-revised 2008)
- “Special Education Compliance Guide,” dated 04-12 2000. Special Education Policies and Procedures Manual (revised 2007)
- BUL-5655.2, *Guidelines for Student Suspension*, dated 08-19-13, issued by Office of the Superintendent.
- BUL 6591.0, *California Confidential Address Program Implementation*, dated October 5, 2015, issued by School Operations.
- BUL-6566.1 *Graduation Requirements for Classes of 2016-2019*, dated January 14, 2016, issued by Division of Instruction.

ASSISTANCE: For assistance or further information, please contact Pupil Services at (213) 241-3844.

For special education information, please contact the Division of Special Education



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at (213) 241-6701 or your Local District.

For legal information, contact the Office of the General Counselor at (213) 241-7600.

ATTACHMENTS:	A	Affidavit of Temporary Residence
	A-1	Affidavit of Temporary Residence SPANISH
	B	Affidavit for Proof of Age of Minor
	B-1	Affidavit for Proof of Age of Minor SPANISH
	C	Affidavit for Parent/Legal Guardian Identification
	C-1	Affidavit for Parent/Legal Guardian Identification SPANISH
	D	Caregiver Authorization
	D-1	Caregiver Authorization SPANISH
	E	Consent Matrix for Serving Identified Specialized Student Populations
	F	Student Withdrawal Worksheet
	G	Awarding and Accepting Partial Credits
	H	School Partial Credit Request Letter
	I	Quick Reference for AB 167/216/1806 Graduation Requirements Exemption
	J	Course of Study Evaluation Worksheet for AB 167/216/1806 Graduation Requirements Exemption
	K	AB 167/216/1806 Notification Letter and Exemption Verification Form
	K-1	AB 167/216/1806 Notification Letter and Exemption Verification Form – SPANISH
	L	School Enrollment/Transition Plan
	M	Student Residency Questionnaire
	M-1	Student Residency Questionnaire – SPANISH
	N	Approved Signatures for – Tokens and Tap Forms
	O	MTA Transit Access Pass Application
	P	Dispute Resolution Process Form
	P-1	Dispute Resolution Process Form – SPANISH
	Q	Notification of Enrollment Decision
	Q-1	Notification of Enrollment Decision – SPANISH
	R	Parent Dispute Resolution Form
	R-1	Parent Dispute Resolution Form – SPANISH
	S	Educational Policy – Quick Reference for Students Who are Homeless, in Foster Care and/or Involved in the Juvenile Justice System



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ATTACHMENT A

AFFIDAVIT OF TEMPORARY RESIDENCE

I, _____, declare as follows:

I am the (check one) ☐ parent ☐ legal guardian ☐ caregiver of

Name: First Middle Last Date of Birth

a school age minor who is seeking admission to _____
School
in the Los Angeles Unified School District.

Since _____ our family has not had a permanent address; however,
(date)
we do reside within the attendance area of _____.
School

For school purposes, I can receive mail at and maintain regular contact with:

Name: Phone #:

Address: Street City/State Zip Code

In case of emergency, please contact:

Name: Phone #:

Address: Street City/State Zip Code

I declare under penalty of perjury under the law of California that the above is true and correct and that if called upon to testify, I would be competent to testify thereto.

Signature of Parent/Legal Guardian/Caretaker

Date

Witnessed by: _____
School administrator's signature or his/her designee

Affidavit of Temporary Residence - English



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ATTACHMENT A-1

DECLARACIÓN JURADA SOBRE EL DOMICILIO PROVISIONAL

Yo, _____, declaro:

Soy el/la (marque la casilla apropiada) ☐ padre/madre ☐ tutor legal ☐ persona a cargo de ☐ estudiante

Nombre nacimiento	Segundo nombre	Apellido	Fecha de
----------------------	----------------	----------	----------

un menor de edad escolar que solicita ingresar a la Escuela
_____ en el Distrito Escolar Unificado de Los Ángeles.

A partir del _____, nuestra familia no ha tenido un domicilio fijo; sin embargo,
actualmente vivimos en la zona de asistencia escolar de la Escuela _____.

Si la escuela desea comunicarse conmigo, puedo recibir correo y mantenerme en contacto
regularmente con:

Nombre	Teléfono
--------	----------

Dirección	Ciudad y Estado	Zona postal
-----------	-----------------	-------------

Declaro bajo pena de falso testimonio, conforme a lo establecido por las leyes del Estado de
California, que lo anterior es verdadero y correcto y que si se solicitara que testifique, atestiguaría a
ello con competencia.

_____ Firma del padre, tutor legal o persona a cargo del alumno	_____ Fecha
--	----------------

Presenciado por: _____

Firma del administrador de la escuela o de la persona designada por él



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT B

AFFIDAVIT FOR PROOF OF AGE OF MINOR

COUNTY OF LOS ANGELES)

) SS

STATE OF CALIFORNIA)

I, _____ declare:

I am (check one) ☐ parent of ☐ legal guardian of ☐ caregiver of ☐ self/student

_____ and hereby affirm
Name: First Middle Last

That he/she/I was born on _____ in _____.
Month/Day/Year City

_____, _____, _____
State, Province, Country

I further affirm that a certificate of birth is not available for said minor or self.

I declare under penalty of perjury under the laws of California that, of my own personal knowledge, the above is true and correct and that if called upon to testify, I would be competent to identify thereto.

Print Name of Parent/Legal Guardian/Caregiver

Signature of Parent/Legal Guardian/Caregiver

Date



DECLARACION JURADA PARA COMPROBAR LA EDAD DEL MENOR

CONDADO DE LOS ANGELES)
ESTADO DE CALIFORNIA) SS
)

Yo, _____ declaro:

Yo soy el/a ☐ padre/madre de ☐ tutor legal de ☐ persona a cargo de ☐ Yo mismo/ estudiante

Nombre: Primer Segundo Apellido Y afirmo

que él/ella nació _____ en _____.
mes/día/año Ciudad/Estado

_____, _____, _____
Estado Provincia País

También afirmo que no hay certificado de nacimiento disponible para el dicho menor o yo mismo.

Declaro bajo pena de perjurio, conforme a las leyes de Estado de California, que lo antedicho es verdadero y correcto y que si se solicitara que testifique, atestiguaría a ello con competencia.

Escriba el nombre y apellido del padre de familia/tutor/persona a cargo del cuidado del menor

Firma del padre de familia/tutor/persona a cargo

Fecha



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ATTACHMENT C

AFFIDAVIT FOR PARENT/LEGAL GUARDIAN IDENTIFICATION

I, _____, declare as follows:

I am the (check one) ☐ the parent ☐ legal guardian ☐ caregiver of the following
child/children

Name: First Middle Last Date of Birth

A school age minor who is enrolling at _____
School

In the Los Angeles Unified School District.

Name: First Middle Last Date of Birth

A school age minor who is enrolling at _____
School

In the Los Angeles Unified School District.

Name: First Middle Last Date of Birth

A school age minor who is enrolling at _____
School

In the Los Angeles Unified School District.

I do not own or possess a birth certificate, driver's license, state ID, or baptism certificate
verifying my status as a parent. I declare under penalty of perjury the laws of California that the
above is true and correct.

Date

Print Name of Parent/Guardian

Signature of Parent/Guardian/Caregiver

*NOTE: Please make one copy of signed affidavit per student and place in individual student's
cumulative record.*



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ATTACHMENT C-1

DECLARACION JURADA DE IDENTIFICACION DE LOS PADRES O GUARDIANES

Yo, _____, declaro
que soy el/la (marque la casilla apropiada) ☐ padres/madre ☐ tutor legal ☐ persona que cuida
al/los siguiente(s) niño(s)

Nombre	Segundo Nombre	Apellido	Fecha de Nacimiento
un joven de edad escolar que se está inscribiendo en			
_____			Escuela
dentro del Distrito Escolar Unificado de Los Ángeles.			

Nombre	Segundo Nombre	Apellido	Fecha de Nacimiento
un joven de edad escolar que se está inscribiendo en			
_____			Escuela
dentro del Distrito Escolar Unificado de Los Ángeles.			

Nombre	Segundo Nombre	Apellido	Fecha de Nacimiento
un joven de edad escolar que se está inscribiendo en			
_____			Escuela
dentro del Distrito Escolar Unificado de Los Ángeles.			

No tengo en mi poder el acta de nacimiento, ni la licencia de conducir, ni el documento de identidad, ni el certificado de bautismo, como para verificar la paternidad. Declaro, bajo pena de perjurio, conforme a las Leyes del Estado de California, que lo antedicho es verdadero y correcto.

Nombre de los padres/tutores/encargados	Firma de los padres/tutores/encargados
Fecha: _____	

OBSERVACION: Por favor, por cada estudiante haga una copia de la declaración jurada firmada, y adjúntela al registro escolar acumulativo individual de cada uno de ellos.



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ATTACHMENT D

CAREGIVER'S AUTHORIZATION AFFIDAVIT

Use of this affidavit is authorized by Part 1.5 (commencing with Section 6550) of Division 11 of the California Family Code.

Instructions: Completion of items 1-4 and the signing of the affidavit is sufficient to authorize enrollment of a minor in school and authorize school-related medical care. Completion of item 5-8 is additionally required to authorize any other medical care. Please print clearly. The minor named below lives in my home and I am 18 years of age or older.

1. Name of Minor: _____
2. Minor's Birth Date: _____
3. My name (adult giving authorization): _____
4. My home address: _____
5. I am a grandparent, aunt, uncle, or other qualified relative of the minor (see back of this form for a definition of "qualified relative.") _____ other: _____
6. Check on or both boxes (for example, if one parent was advised and the other cannot be located).
☐ I have advised the parent/s or other person/s having legal custody of the minor of my intent to authorize medical care, and have received no objection.
☐ I am unable to contact the parent/s or other person/s having legal custody of the minor at this time, to notify them of my intended authorization.
7. My date of birth: _____
8. My California driver's license or identification card number: _____

WARNING: do not sign this form if any of the statements above are incorrect, or else you will be committing a crime punishable by a fine, imprisonment or both.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Signature _____ Date _____

Notices:

1. A person who relies on this affidavit has no obligation to make any further inquiry or investigation.
2. This declaration does not affect the rights of the minor's parents or legal guardian regarding the care, custody, and control of the minor, and does not mean that the caregiver has legal custody of the minor.
3. This affidavit is not valid for more than one year after the date on which is executed.

This affidavit is for enrollment purposes only and does not grant educational rights.



CAREGIVER'S AUTHORIZATION AFFIDAVIT

TO CAREGIVERS:

1. "Qualified relative," for purposes of item 5, means a spouse, parent, stepparent, brother, sister, uncle, aunt, nephew, first cousin, or any person denoted by the prefix "grand" or "great," or the spouse of any of the persons specified in this definition, even after the marriage has been terminated by death or dissolution.
2. The law may require you, if you are not a relative or a currently licensed homeless parent, to obtain a homeless home license in order to care for a minor. If you have any questions, please contact your local department of social services.
3. If the minor stops living with you, you are required to notify any school, health care provider, or health care service plan to which you have given this affidavit.
4. If you do not have the information requested in item 8 (California driver's license or I.D.), provide another form of identification such as your social security number or Medi-Cal number.
5. If above criteria is not met use "other" and specify relationship to child(ren).
6. Affidavit must be renewed on a yearly basis.

TO SCHOOL OFFICIALS:

1. Section 48204 of the Education Code provides that this affidavit constitutes a sufficient basis for a determination of residency of the minor, without the requirement of a guardianship or other custody order, unless the school district determines from actual facts that the minor is not living with the caregiver.
2. The school district may require additional reasonable evidence that the caregiver lives at the address provided in item 4.

TO HEALTH CARE PROVIDERS AND HEALTH CARE SERVICE PLANS:

1. No person who acts in good faith reliance upon a caregiver's authorization affidavit to provide medical or dental care, without actual knowledge of facts contrary to those stated on the affidavit, is subject to criminal liability or to civil liability to any person, or is subject to profession disciplinary action, for such reliance if the applicable portions of the form are completed.
2. This affidavit does not confer dependency for health care coverage purposes.



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ATTACHMENT D-1

DECLARACION JURADA DE AUTORIZACION PARA EL CUIDADOR

El uso de esta declaración está autorizado por la Parte 1.5 (comenzando con la Sección 6550) de la División 11 del Código Familiar de California.

Instrucciones: Al llenar los puntos del 1 al 4 y con la firma de la declaración jurada es suficiente para autorizar la inscripción de un menor en la escuela y autorizo que se le de atención médica relacionada en la escuela. Además de la autorización, es preciso llenar los puntos 5 al 8 para autorizar cualquier otra atención médica. Por favor escriba claramente. El menor nombrado a continuación vive en mi casa y tengo 18 años de edad o más.

1. Nombre del menor: _____
2. Fecha de nacimiento del menor: _____
3. Mi nombre (adulto que otorga la autorización): _____
4. Mi dirección particular: _____
5. Yo soy un abuelo/a tía, tío, u otro pariente calificado del menor de edad (vea el reverse de este formulario para una definición de “pariente calificado) Otro: _____
6. Marque las casillas correspondientes (por ejemplo, si un padre fue avisado y el otro no puede ser localizado).
☐ He avisado a los padres u otra(s) persona(s) que tienen la custodia legal del menor sobre mi intención de autorizar la atención médica, y no he recibido ninguna objeción.
☐ No puedo ponerme en contacto con los padres u otra(s) persona(s) que tienen la custodia legal del menor en este momento, para notificarles de mi autorización prevista.
7. Mi fecha de nacimiento: _____
8. Licencia de conducir o tarjeta de identidad del Estado de California: _____

ADVERTENCIA: No firme este formulario si alguna de las afirmaciones son incorrectas o de lo contrario estará cometiendo un crimen punible con una multa, encarcelamiento o ambas consecuencias.

Declaro bajo pena de perjurio bajo las leyes del Estado de California que lo anterior es verdadero y correcto.

Firma _____ Fecha _____

Avisos:

1. Una persona que se basa en esta declaración jurada no tiene obligación de realizar cualquier consulta o investigación más a fondo.
2. Esta declaración no afecta los derechos de los padres del menor o el tutor legal con respeto al cuidado, custodia y control del menor, y no significa que el cuidador tiene la custodia legal del menor.
3. La ejecución de esta declaración jurada no es válida por más de un año después de la fecha en que se ejecuta.

Esta declaración jurada es solo para propósitos de inscripción escolar y no otorga derechos educacionales del menor.



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ATTACHMENT D-1

DECLARACIÓN JURADA DE LA PERSONA A CARGO DEL CUIDADO Y LA PROTECCIÓN DEL ALUMNO QUE FIRMA LA AUTORIZACIÓN

PARA GUARDIANES

1. "Pariente calificado," para el propósito de artículo 5, quiere decir cónyuge, padre, padrastro, hermano, hermana, hermanastro, hermanastra, medio hermano, media hermana, tío, tía, sobrino, primo hermano o otra persona que sea abuelo/a, Bisabuelo/a o el cónyuge de cualquiera de las personas especificadas en esta definición, aunque el matrimonio ha sido terminado por muerte o disolución.
2. La ley requiere que usted, si no es pariente o un padre de crianza con licencia actual, que obtenga un licencia para cuidado de crianza en su hogar para poder cuidar al menor. Si tiene preguntas, por favor póngase en contacto con su departamento de servicios sociales.
3. Si el menor deja de vivir con usted, se requiere que usted le notifique a la escuela, proveedor de servicios de salud, o el plan de servicios de salud a quienes usted ha entregado este Afidávit.
4. Si no tiene la información requerida en el artículo 8, (Licencia de manejar en California o I.D.), necesita proveer otra forma de identificación tal como su número de seguro social o número de Medi-Cal.
5. Si los criterios anteriores no se cumplen, utilizar "otro" y especifique la relación con el(los) hijo(s).
6. La Declaración Jurada deberá ser renovada anualmente.

PARA OFICIALES DE LA ESCUELA

1. Sección 48204 del Código de Educación provee que este afidávit constituye suficiente base para determinación de residencia del menor, sin el requisito de tutela o otra orden de custodia, a menos que el distrito escolar determine basado en hechos que el menor no vive con el guardián.
2. Puede ser que el distrito escolar necesite más evidencia que el guardián vive en el domicilio proveído en el artículo 4.

PARA PROVEEDORES DE SALUD Y PLANES DE SERVICIO DE SALUD

1. Ninguna persona que actúa en buena fe confianza por el affidavit de autorización para proveer cuidado médico o dental, sin el conocimiento de hechos contrarios a los declarados en este affidavit, será sujeto a obligación criminal o obligación civil a ninguna persona, o es sujeto a acción disciplinaria, por tal confianza si las secciones aplicables están completas.
2. Esta Declaración Jurada no confiere dependencia para propósitos de protección.



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ATTACHMENT E

CONSENT MATRIX FOR SERVING IDENTIFIED SPECIALIZED STUDENT POPULATIONS

<i>Type of Service</i>	<i>Who Can Consent? (students 18 and older who are in foster care or on probation)</i>
All services (educational, mental health, or other services)	If student is 18 or older, student can consent and sign all documentation.
<i>Type of Service</i>	<i>Who Can Consent? (students <u>under 18</u> who are in foster care or on probation)</i>
Education decisions	<ul style="list-style-type: none"> • Biological parent, or • Education Rights Holder (ERH) if parents' rights have been limited and an ERH has been appointed by the court
Special education decisions, including DIS Counseling	<ul style="list-style-type: none"> • Biological parent, or • Education Rights Holder (ERH) if parents' rights have been limited and an ERH has been appointed by the court, or • Surrogate Parent if no ERH is available and court has requested that a surrogate be appointed by the school district
Mental Health Counseling (not provided through an IEP)	<ul style="list-style-type: none"> • Biological Parent • Social worker, if court has authorized social worker to consent to treatment after finding parent is unavailable or unable to make treatment decisions. • Student 12 and older that provider deems "mature enough" to participate and there is sufficient justification for excluding minor's parent or guardian
Psychotropic Medications	Court must approve medication request submitted by treating doctor (FOR FOSTER AND PROBATION YOUTH IN PLACEMENT ONLY)
Routine Medical/Dental care (check-ups, immunizations, etc.)	<ul style="list-style-type: none"> • Biological Parent (if living at home) • Foster parent (if living in foster care) • Group home (if living in residential placement) • Caregiver with Affidavit on file
Field trips, sports, extracurricular activities	<ul style="list-style-type: none"> • Biological parent (if living at home) • Foster parent (if living in foster care) • Group home (if living in residential placement) • Caregiver with Affidavit on file
Media release (permission to film or photograph)	<ul style="list-style-type: none"> • Biological parent (if living at home) • Court approval required (foster youth status is considered confidential) • Caregiver with Affidavit on file
Out of county travel	Must obtain court approval, CSW recommendation required (FOR FOSTER AND PROBATION YOUTH IN PLACEMENT ONLY)

Please contact the Pupil Services for consultation regarding consent and services for foster youth at 213-241-3844.



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ATTACHMENT F

STUDENT WITHDRAWAL WORKSHEET

School Name: _____ School District: _____
Registrar/Counselor Name: _____ Phone Number: _____
Student Name: _____ Date of Birth: _____ Age: _____ Gender: _____ Grade: _____
Student State ID #: _____ Permanent ID #: _____
Enrollment Date: _____ Withdrawal Date: _____ Last Day Attended: _____
Reason for Withdrawing: _____
Next School/District: _____

Full/Credit Log

Type of Grading Period: ☐ Semester ☐ Trimester Total # of Credits Available/Grading Period: ☐ 1 ☐ 5

Course Name	Corresponding Graduation Requirement	Check Out Grade**	# of Periods Attended	Length of Each Period	# of Credits Earned

** A check out grade is the final grade issued by an individual teacher based on youth's cumulative work over the entire grading period up until the last day of in-seat attendance, including exam scores, home and class work, participation, and attendance. Youths' grades may not be lowered for absences caused by placement changes, court appearances, or participation in court-ordered activities. Teachers should be informed of the last day of actual attendance so that they may issue proper check out grades.

Teacher Comments

Teachers can provide additional information that may be useful for the youth's teachers at the new school, including information on the strengths and weaknesses of the youth.

Course	Teacher Name	Comments

Signature School Registrar/Counselor: _____ Date Official Transcript Issued: _____



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

ATTACHMENT G (1 of 2 pages)

AWARDING AND ACCEPTING PARTIAL CREDITS (Cal. Educ. Code §§ 48853.5, 49069.5, 51225.2)

Upon receiving notification that a youth is transferring schools, a sending school must issue check out grades and full or partial credits on an official transcript. The official transcript must be sent to the receiving school within (2) business days of receiving a request for records. The receiving school must accept all check out grades, apply them to the same or equivalent (meeting the same graduation requirement) courses, and enroll the youth in the same or equivalent courses. Youth may not be required to retake any portion of a course already completed if it would prevent them from remaining on track for high school graduation.

Procedures for Sending School: Awarding Partial Credits Upon Disenrollment

When notification is provided that a youth will be transferring schools, the school should gather a list of all classes/courses the youth is/was currently enrolled in and each class's corresponding graduation requirement.

1. Inform each teacher of the youth's impending transfer and anticipated last day of attendance. If the youth has already transferred, identify the youth's last day of in-seat attendance. The counselor, administrator, or designee should circulate the clearance/checkout form to each teacher on the youth's class schedule.
2. Verify that each teacher has issued a final grade evaluating the youth's work and demonstration of mastery of standards while enrolled in the course. Final grades shall be determined as of the youth's last day of actual in-seat attendance. Input the course name, corresponding graduation requirement, and check out grades into the Student Withdrawal Report.

Determine Attendance and Length of Class Periods

1. Gather the youth's attendance record to determine the number of actual days of attendance for each class period. Input the number of periods attended into the Student Withdrawal Report, along with the length of each period, in minutes. This is essential for schools on block or variable length period schedules.
2. For each class that the youth was receiving a passing grade in, use the Calculation Table below to determine how many credits were earned based on the number of class periods attended and the length of each class period. Class periods lasting 1-89 minutes count as 1 class period for purposes of calculating partial credits. Class periods lasting 90 minutes or longer count as 2 class periods for purposes of calculating partial credits. Input the number of partial credits earned into the Student Withdrawal Report.

Calculation Table by Hours of Instruction

Hours of Instruction (In-Seat Time)	# of Credits Earned 5 Credits/Grading Period
0-5	0
6-11	0.5
12-17	1
18-23	1.5
24-29	2
30-35	2.5
36-41	3
42-47	3.5
48-53	4
54-59	4.5
60+	5



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

ATTACHMENT G (2 of 2 pages)

Update Official Transcript

Add all grades and partial credits earned onto the youth's official transcript. This should be completed either upon disenrollment (and given to the youth and the adult dis-enrolling them) and/or forwarded to a youth's new school within two (2) business days of receipt of their request for records.

Procedures for Receiving School: Accepting Partial Credits Upon Enrollment

Within two (2) business days of the youth's enrollment, request all records. For high school youth who have attended more than one previous high school, request an official transcript from each high school attended. The school is responsible for overseeing the compilation of past credits from previous schools to provide a comprehensive high school transcript.

- 1. Review Official Transcript(s) for Partial Credits**

Review the youth's official transcripts from all prior schools. Compare it with the youth's school history to determine whether partial credits were issued for all periods in which the youth attended each high school.

- 2. Gather Missing Partial Credits**

If the youth was not properly awarded partial credits from any prior high school, the school should send the Receiving School Partial Credit Request Letter and follow up with the sending school's counselor, registrar to ensure a new official transcript is issued which includes the proper full and/or partial credits.

- 3. Transfer Grades/Credits to LAUSD Transcript**

Transfer all grades (check out and final) and full or partial credits earned from a youth's previous high school(s) to an LAUSD official transcript. Apply grades and full or partial credits to the same/equivalent courses. If a previous school considered a class or grade as satisfying a state graduation requirement, the receiving school must apply the partial credits to the same/equivalent courses. The receiving school may not count core class credits as elective credits (unless the youth has already completed the graduation requirement). All credits and grades issued by prior schools shall be recorded on the youth's cumulative record, in MiSIS, and on the youth's official LAUSD transcript.

- 4. Enroll Youth in Same/Equivalent Classes**

Enroll the youth in the same/equivalent classes as those attended at the sending school. If it is unclear as to which class is equivalent, contact the sending school's registrar or counselor and ask for the course equivalent. The receiving school may request a written description or syllabus for any such classes. You can also consult the UC Doorways website (www.ucop.edu/doorways), which provides A-G course listings. If the youth has partial credits (fewer than 5 credits) in any course, make every attempt to assist him or her with completing the course(s) to receive full credit (e.g., APEX, summer school). A youth can enroll full-time or concurrently enroll at an alternative school site (e.g., adult school, continuation school, community college). A youth cannot be required to attend continuation/alternative school to complete any partial credits. Schools may also not require a youth to retake any portion of a course already completed if it would prevent the youth from remaining on track for high school graduation. Schools must not prevent a youth from taking or retaking any A-G required course for purposes of UC/CSU admissions eligibility.

Issue Additional Grades and Partial Credits at the End of the Semester

At the end of the current grading period, once final grades are posted, calculate the remaining partial credits owed based on the number of periods attended per class after the youth's enrollment in the receiving school. Add all grades and partial credits earned to the youth's official transcript. Grades and partial credits previously awarded by the sending school for the current grading period should not be removed or averaged with the youth's grades and partial credits at the receiving school. Youth should be awarded credits and grades for all courses passed at the receiving school, even if the youth did not earn a passing grade or any partial credits at the sending school.

BUL-6718.0

Student Health and Human Services

Page 2 of 2

August 8, 2016



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT H

PARTIAL CREDIT REQUEST LETTER

Date: _____

TO: Registrar/Counselor: _____ School: _____

Address: _____

Re: Withdrawal Grades and Partial Credits Request

Student Name: _____ D.O.B.: _____

Dear Registrar/Counselor _____:

Please be advised that _____, a youth in foster care, experiencing homelessness and/or involved in the juvenile justice system, recently enrolled in _____.

Following the student's enrollment, we sent a records request to _____ on the following date: _____.

After reviewing the student's records, it appears that your school did not include grades and partial credits on the official transcript provided to our school.

Pursuant to Education Code Sections 48853.5 and 49069.5, sending school districts have a responsibility to award partial or full credit to foster youth for all work satisfactorily completed while in attendance, enter them onto an official transcript, and forward the updated transcript to the student's new school within 2 business days. In order to ensure that we enroll the student in the appropriate courses, we request that you work with the student's previous teachers and your school's registrar to determine the appropriate grades and partial credits.

Please compile, complete and forward to our school an updated transcript for the student, which includes all grades and partial credits. We look forward to working with you to ensure that the student receives the support he/she needs to succeed in school. If you have any questions, please contact me at _____ or your district's Foster Youth/AB 490 or Homeless Education Liaison. Thank you in advance for your assistance.

Sincerely,

School Registrar/Counselor



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

ATTACHMENT I

Quick Reference Guide

Graduation Exemption Laws: AB 167/216 & AB 1806

Overview of the Graduation Exemption Laws:

- AB 167/216 (California Education Code § 51225.1) applies to students who are in foster care or involved with **the juvenile justice system** and transfer to a new school after completing their 2nd year of high school.
- Assembly Bill 1806 became law on January 1, 2015 (California Education Code § 51225.1) and extended the same rights to **homeless youth** who transfer to a new school after completion of their 2nd year of high school.
- Such students are eligible to graduate under the California Department of Education (CDE) graduation requirements if the district determines they are not reasonably able to complete the Los Angeles Unified School District (LAUSD) graduation requirements within 4 years of high school.

Eligible Youth:

1. Student must be identified as a foster, homeless or youth involved with juvenile justice system, as defined below, regardless of where they live:
 - A student is considered a foster youth if they are subject to Welfare and Institutions Code (WIC) Sections 300 or 309 petition.
 - To be considered a youth involved in the juvenile justice system for purposes of AB 167/216, the student must be subject to a petition under WIC Section 602. A student is considered a WIC 602 youth so long as they are charged with a crime in delinquency court; they do not need to already be found guilty or placed on probation.
 - The McKinney-Vento Homeless Assistance Act defines “homeless” as individuals who lack a fixed, regular, and adequate nighttime residence. The Student Residency Questionnaire (SRQ) provides more details on students who qualify as homeless and must be completed annually and faxed to the Homeless Education Program to establish eligibility and ensure protections under the McKinney-Vento Homeless Assistance Act.
2. Student has completed 2 years (or the equivalent) of high school based on credits or length of enrollment; whichever makes the student eligible.
3. Student with an open foster care/juvenile court case or identified as homeless transfers within LAUSD schools or transfers between school districts.
4. Student would not be reasonably able to complete the additional district graduation requirements within 4 total years of high school enrollment.

Please note that if a student meets the first 3 eligibility criteria, they should receive the Graduation Exemption Notification Letter, informing them of the eligibility determination made by the school/school district.

Notification Requirement:

- Within **30 days** of enrollment, the school must notify in writing all foster, homeless, and youth involved in the juvenile justice system who transfer after their second year of high school whether or not they qualify for the exemption. The notification must be sent to the student, the education rights holder, and county social worker (if applicable). A copy of the notification letter must be kept in the student’s cumulative record and recorded in MiSiS under “Counseling Communication.”
- The written notification must include: 1) the student’s right to attend a 5th year if doing so will allow the student to complete the District and/or CDE graduation requirements; 2) if the District requirements are waived, that it will affect the student’s ability to gain admission to a four year college, and 3) information about transfer opportunities available through the California Community Colleges.

Length of Eligibility:

- Once determined eligible, the student remains eligible regardless of any subsequent school transfers, changes of residential placement, and/or if their court case is terminated; or they are no longer homeless.
- If the student is not initially found eligible for the graduation exemption, they may request a re-evaluation at any time.
- Students and their education rights holders who decline the exemption should be advised they may later decide to accept the exemption.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT J

GRADUATION EXEMPTION FOR AB 167/216 AND AB 1806 ELIGIBLE YOUTH

Course of Study Evaluation Worksheet

Student [Last, First, Middle Initial]:						
Date of birth:				Grade:		
Current school of attendance:						
Mandatory evaluation timeline:	Date of school entrance/transfer in date: _____ 30 day deadline to notify student of eligibility: _____ Date of this evaluation: _____					
Prior high school(s) attended:	Grade: ____ School: _____ Grade: ____ School: _____ Grade: ____ School: _____					
AB 167/216/1806 eligibility criteria: (all three boxes must be checked to be eligible)	<input type="checkbox"/> Changed schools and/or districts while court case is open and/or identified as homeless (SRQ) <input type="checkbox"/> Completed at least 2 years of high school <input type="checkbox"/> Would not reasonably be able to complete the district's graduation requirements by the end of the 4 th year of high school.					
AB 216/1806 Transcript Evaluation						
COURSE	Each box = 1 semester of coursework (5 credits) 1 course = 1 full year of study (10 credits) ***ELECTIVE CREDITS DO NOT COUNT TOWARDS GRADUATION REQUIREMENTS.					
English 3 courses	English	English	English	English	English	English
Social Studies 3 courses	World History	World History	U.S. History	U.S. History	Gov.	Econ.
Science 2 courses	Physical	Physical	Life	Life		
Mathematics 2 courses	Algebra I	Algebra I	Math	Math		
Physical Education 2 Courses	PE	PE	PE	PE		
Visual & Performing Arts, Foreign Language, or Career Technical Education 1 course	VPA, FL, or CTE	VPA, FL, or CTE				
130 Total credit requirement per CDE - ____ Total credits earned = ____ Credits needed to meet CDE graduation requirements			210 Total credit requirement per district - ____ Total credits earned = ____ Credits needed to meet district's requirements for graduation			



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

ATTACHMENT K

AB 167/216/1806 NOTIFICATION LETTER AND EXEMPTION VERIFICATION FORM

TO: Educational Rights Holder: _____

Address: _____

TO: Student: _____

Address: _____

TO: Social Worker/Probation Officer (if applicable): _____

Address: _____

Student's Name: _____ Date of Birth: _____

School of Attendance: _____

Dear Student, Educational Rights Holder, and Social Worker/Probation Officer:

On January 1, 2010, Assembly Bill 167 (AB 167) became law, which impacts graduation requirements for youth in foster care or involved with the juvenile justice system. On January 1, 2014, AB 167 was amended by AB 216. AB 167/216 applies to students who are in foster care or involved with the juvenile justice system and transfer into a new school after completing their 2nd year of high school. On January 1, 2015, Assembly Bill 1806 became law (California Education Code § 51225.1) and extended the same rights to students experiencing homelessness who transfer to a new school after completion of their 2nd year of high school. Such students are eligible to graduate under the California Department of Education (CDE) graduation requirements if the district determines they are not reasonably able to complete the Los Angeles Unified School District (LAUSD) graduation requirements within 4 years of high school.

It has been determined that the above names student ☐ is / ☐ is not eligible for the AB 167/216 and/or ☐ is / ☐ is not eligible for the AB 1806 graduation exemption based upon their ability to reasonably complete the district requirements within 4 years.

If the above named student is eligible for the exemption as indicated in the box above, the student has the following graduation options:

- ☐ Refuse the exemption from District graduation requirements and complete coursework under LAUSD graduation requirements with **four** years.
- ☐ Refuse the exemption from District graduation requirements and complete coursework under LAUSD graduation requirements within **five** years.
- ☐ Accept the exemption from District graduation requirements and complete the coursework under the California Department of Education (CDE) graduation requirements within **four** or **five** years.
- ☐ Decline to refuse or accept the AB 167/216/1806 exemption at this time.

NOTE: Once a student is deemed eligible for the AB167/216/1806 graduation exemption, this student remains eligible for the exemption, and may opt in or out at any time.



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

ATTACHMENT K

Please be aware that if the additional LAUSD graduation requirements are waived, this might affect the student's ability to gain admission to a postsecondary educational institution, specifically UC or CSU schools, with the exception of the California Community Colleges. Students enrolling in California Community Colleges may transfer to a four year university, once completing all pre-requisite courses.

Counselor/Administrative Designee Name: _____ Title: _____

Signature: _____ Date: _____

Phone: _____ Email: _____

Cal. Educ. Code §§ 51225.1, 51225.3

To the student's Educational Rights Holder:

If your student is eligible for AB 167/216/1806 graduation, please check which option you wish to implement at this time and return this form to the student's school counselor at your earliest convenience. Doing so will assist the counselor in ensuring the student is enrolled in the appropriate classes. Please note that you can change your decision regarding utilizing the AB 167/216/1806 exemption at any time, up until graduation.

Please check one of the options below:

- ☐ **Refuse** the exemption from District graduation requirements and complete coursework under LAUSD graduation requirements with **four** years.
- ☐ **Refuse** the exemption from District graduation requirements and complete coursework under LAUSD graduation requirements within **five** years.
- ☐ **Accept** the exemption from District graduation requirements and complete the coursework under the California Department of Education (CDE) graduation requirements within **four** or **five** years.
- ☐ **Decline to refuse or accept** the AB 167/216/1806 exemption at this time.

Student's signature: _____ Date: _____

Educational Rights Holder's Signature: _____

Print Educational Rights Holder's Name _____

Relationship to Student: _____ Date: _____

If you have any additional questions, please contact your Counselor at your school site.



AB 167/216/1806 Carta de Notificación y forma de Verificación de Exención

Para: Titular de los derechos educativos del estudiante: _____

Dirección: _____

Para: Estudiante: _____

Dirección: _____

Para: trabajador Social o Agente de Libertad Condicional (si es aplicable): _____

Dirección: _____

Estudiante: _____ Fecha de Nacimiento: _____

Escuela de asistencia: _____

Estimado alumno, titular de los derechos educativos y trabajador social:

El 1° de enero de 2010, la ley de Asamblea 167 (167 AB) se convirtió en ley, que afecta los requisitos de graduación para los jóvenes en cuidado de crianza o envueltos el sistema judicial juvenil. El 1 de enero de 2014, AB 167 fue enmendado por AB 216. AB 167/216 (código de Educación de California § 51225.1) se aplica a los estudiantes que están en cuidado de crianza o envueltos el sistema judicial juvenil y traslado a una nueva escuela después de completar su 2do año de la escuela secundaria. Estos estudiantes son elegibles para graduarse bajo los requisitos de graduación del Departamento de Educación de California (CDE) si el distrito determina que no son razonablemente capaces de completar los requisitos de graduación del Distrito Escolar Unificado de Los Ángeles (LAUSD) dentro de 4 años de escuela secundaria.

Se ha determinado que el estudiante nombrado arriba ☐ es / ☐ no es elegible para la exención de graduación AB 167/216 o ☐ es / ☐ no es elegible para la exención de graduación AB 1806 basada en su capacidad para completar razonablemente los requisitos del distrito dentro de 4 años.

Si el estudiante nombrado arriba es elegible para la exención como se indica en la caja anterior, el estudiante tiene las siguientes opciones de graduación:

- ☐ Denegar la exención y graduarse bajo los requisitos de LAUSD y permanecer en la escuela secundaria por **cuatro** años.
- ☐ Denegar la exención y graduarse bajo los requisitos de LAUSD y permanecer en la escuela secundaria por **cinco** años.
- ☐ Aceptar la exención y completar los mínimos requisitos de graduación de CDE/AB 167/216/1806 para recibir un diploma de escuela secundaria dentro de **cuatro** o **cinco** años.
- ☐ Negarse a denegar o aceptar la exención AB 167/216/1806 en este momento.

NOTA: Una vez que un estudiante se considera elegible para la exención de la graduación de AB 167/216/1806, este estudiante sigue siendo elegible para la exención y podrá optar en o fuera en cualquier momento.



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

ATTACHMENT K-1

Por favor esté consciente que si los requisitos adicionales de graduación de LAUSD son renunciados, esto podría afectar la capacidad del estudiante de ganar la admisión a una institución educativa postsecundaria, específicamente las escuelas UC o CSU, con excepción de los colegios comunitarios de California. Los estudiantes que se matriculan en colegios comunitarios de California pueden transferirse a una Universidad de cuatro años, una vez que completan todos los cursos pre-requisito.

Consejero/a o Persona designado Administrativo

Nombre: _____ Título: _____

Firma: _____ Fecha: _____

Teléfono: _____ Correo electrónico: _____

Cal. Educ. Code §§ 51225.1, 51225.3

Al titular de los derechos educativos del estudiante:

Si su hijo es elegible para la graduación de AB 167/216/1806, marque la opción que desea aplicar en este momento y regrese esta forma al consejero/a del estudiante tan pronto sea posible. Hacerlo le ayudará al consejero/a asegurar que el alumno está matriculado en las clases apropiadas. Tenga en cuenta que puede cambiar su decisión sobre la utilización del AB 167/216 exención en cualquier momento, hasta la graduación.

Por favor marque una de las siguientes opciones:

- ☐ Graduará bajo requisitos de LAUSD y permanecer en la escuela secundaria por **cuatro** años.
- ☐ Graduarse bajo los requisitos de LAUSD y permanecer en la escuela secundaria por **cinco** años.
- ☐ Graduará bajo AB 167/216/1806 requisitos de graduación para recibir un diploma de escuela secundaria (high school) dentro de **cuatro** o **cinco** años.
- ☐ Negarse a tomar una decisión con respecto a la graduación en este momento.

Firma del estudiante: _____ Fecha: _____

Firma del titular de los derechos educativos: _____

Nombre del titular de los derechos educativos: _____

Relación al estudiante: _____ Fecha: _____

Si tiene alguna pregunta adicional, por favor póngase en contacto con el Consejero/a de la escuela.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT L

SCHOOL ENROLLMENT/TRANSITION LETTER

Date: _____

Dear Principal,

The presenting family is being served by the Los Angeles Unified School District (LAUSD) Juvenile Hall/Camp Returnee Program and shall be immediately enrolled at your school site, _____. Our program assists students by eliminating barriers to enrollment and providing aftercare services to the student and their family.

Recent legislation clarifies that students involved in the juvenile justice system are considered “foster youth” for educational purposes in the State of California. Education Code 48853.5 states all students must be immediately enrolled in school regardless of the availability of school records, immunization records, proof of residence, school uniforms, and existence of fines from a previous school or any other documentation. Education Code 48645.5 states that students shall not be denied enrollment or readmission solely on the basis that they have had contact with the juvenile justice system (e.g., arrest, adjudication by juvenile court, formal or informal supervision by a probation officer and/or detention for any length of time in a juvenile facility or prior enrollment in a juvenile court school).

Immediate enrollment requires that within the same day, the student shall attend class and participate in all school activities. The family should not be dismissed or asked to return on another day or time.

Attached is the Enrollment/Transition Plan for this student. If you have questions or concerns that may delay the enrollment of this student, please contact _____, the Pupil Services and Attendance (PSA) Counselor at _____.

Best regards,

Erika F. Torres, Director
Pupil Services
Student Health and Human Services
Los Angeles Unified School District

<<NAME>>
Operations Administrator
Local District << LD NAME>>



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

SCHOOL ENROLLMENT/TRANSITION PLAN

ATTACHMENT L

STUDENT INFORMATION			
Name:		DOB:	Grade:
LAUSD ID:		SSID:	
Parent/Guardian #1 Name:		Telephone:	
ERH/Guardian #2 Contact:		Telephone:	
Parent/Guardian #1 Address:		Parent/Guardian #2 Address:	
IEP Yes <input type="checkbox"/> No <input type="checkbox"/>		RSP <input type="checkbox"/>	SDC <input type="checkbox"/> Other <input type="checkbox"/> AB 216 Eligible: Yes <input type="checkbox"/> No <input type="checkbox"/>
School of Residence:			

LOS ANGELES COUNTY OFFICE OF EDUCATION (LACOE) INFORMATION	
LACOE Transition Counselor:	Date first contacted by LACOE:
LACOE Transition Counselor Contact Number:	

PROBATION INFORMATION		
Camp/Juvenile Hall:	Entry Date: Click here to enter a date.	Projected Release Date: Click here to enter a date.
Probation Officer:		Contact Number:
Supervisor's Name:	Area Office:	Contact Number:

AB 922 PROGRAM : EXPULSION STATUS No <input type="checkbox"/>	Yes <input type="checkbox"/> *If Yes, then contact SDES (213) 202-7555
Expelling District:	Out of District Expulsion
AB 922 Counselor:	LAUSD Admitted <input type="checkbox"/> LAUSD Denied <input type="checkbox"/>

LAUSD ENROLLMENT/TRANSITION PLAN – DEVELOPED AND SHARED WITH ON THE FOLLOWING DATE(S):		
<input type="checkbox"/> Transitional Multi-Disciplinary Team (TMDT) Date: Click here to enter a date.	<input type="checkbox"/> Juvenile Hall/Court Date: Click here to enter a date.	<input type="checkbox"/> Other Date:
School: 1) 2)		
School Administrator/Designee Name:	Title/Email:	
School Address:	Phone:	
On Campus Support Staff:		
<input type="checkbox"/> PSA Counselor <input type="checkbox"/> School Dean <input type="checkbox"/> Psychiatric Social Worker (PSW)	<input type="checkbox"/> Special Ed. Coordinator <input type="checkbox"/> School Based DPO <input type="checkbox"/> School Nurse/Health Office	<input type="checkbox"/> Foster Care Advocate <input type="checkbox"/> School Police Officer <input type="checkbox"/> Restorative Justice

NOTES

Enrollment shall not be delayed. Please notify LAUSD-PSA Counselor immediately of any changes to the Enrollment/Transition

LAUSD, PUPIL SERVICES AND ATTENDANCE STAFF INFORMATION		
PSA Counselor:	Phone:	Email:
Attachments: <input type="checkbox"/> Transcripts <input type="checkbox"/> Enrollment/Transition Plan <input type="checkbox"/> MyData- Comprehensive Student History Report-Summary <input type="checkbox"/> IEP		



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

STUDENT RESIDENCY QUESTIONNAIRE

ATTACHMENT M

The McKinney-Vento Homeless Assistance Act, part of No Child Left Behind, entitles all homeless school-aged children access to the same free, appropriate public education that is provided to non-homeless youth. Schools are required to remove barriers to the enrollment, attendance, and success of homeless students in school. To determine eligibility please complete this form. For additional information, please contact the Homeless Education Program at (213) 202-7581.

School: _____ Local District: _____
 Student First Name: _____ M.I.: _____ Last Name: _____ D.O.B.: _____ ☐ Male ☐ Female
 Grade: _____ **STUDENT DISTRICT ID NUMBER** _____
 Address: _____ Apt #: _____ City: _____ Zip Code: _____
 Parent/Guardian Name: _____ Contact Number: _____

Is the student a teen parent? ☐ Yes ☐ No Is the student an unaccompanied youth? ☐ Yes ☐ No Is the student a runaway? ☐ Yes ☐ No

Has the student transferred schools any time after completing the second year of High School? ☐ Yes ☐ No
If yes, forward copy of SRQ to academic counselor for AB1806 eligibility.

CHECK THE ONE OPTION THAT BEST DESCRIBES YOUR NIGHT TIME RESIDENCE:

- ☐ **In** a shelter (name of shelter) _____
- ☐ **In** a motel or hotel (name of motel/hotel) _____
- ☐ **In** a transitional housing program (name of program) _____
- ☐ **In** a car, trailer or campsite, **temporarily due to inadequate housing**
- ☐ **In** a trailer/motor home on private property
- ☐ **In** a garage **due to loss of housing**
- ☐ **Temporarily** in another family's house or apartment **due to loss of housing, due to financial problems (e.g. loss of job, eviction, or natural disaster)**
- ☐ **Temporarily** with an adult that is not the parent/legal guardian **due to loss of housing**
- ☐ **Other** places not designed for, or ordinarily used as a regular sleeping accommodation for human **beings (explain)** _____



IF YOU
CHECKED
ANY OF
THESE BOXES,
PLEASE
COMPLETE
BOTH SIDES
OF THIS
FORM.



- ☐ **NONE OF THE ABOVE APPLY – NO FURTHER INFORMATION REQUIRED AT THIS TIME.**
***If your housing situation changes, please notify your child's school.**

-----AFFIDAVIT-----

By signing this form, I declare under penalty of the laws in the State of California that the foregoing is true and correct. In addition, I understand that the District reserves the right to verify the above listed residence information.

Signature of Parent/Legal Guardian/Caregiver: _____ Date: _____

UPON RECEIPT, FAX BOTH SIDES TO HOMELESS EDUCATION PROGRAM 213-580-6551

*****COMPLETE REVERSE SIDE*****



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT M

Student Name _____ School _____
All school aged siblings must have a separate SRQ and be identified in MISIS to receive services. List all siblings between the ages of birth and 22 years old.

Name	Birthdate	Grade	School

Please check areas of need, if any (homeless school site liaison may be able to facilitate referral to some of these resources):

- | | |
|--|--|
| <input type="checkbox"/> Backpack/School Supplies | <input type="checkbox"/> Hygiene Kits |
| <input type="checkbox"/> Clothing Assistance (Shoes, Clothing, Uniforms) | <input type="checkbox"/> Assistance for a Homeless Teen Parent |
| <input type="checkbox"/> Tutoring | |
| <input type="checkbox"/> Transportation Assistance | <input type="checkbox"/> No Services Requested |

*****IF YOU ARE REQUESTING TRANSPORTATION ASSISTANCE, SIGN THE AFFIDAVIT BELOW.**

I need assistance from LAUSD, as I have no alternate means to deliver my child to school. I agree to have my child attend school every day and on time. I also agree to notify the District if our situation changes or we no longer require this assistance. I understand that my child must meet the eligibility criteria for transportation assistance and I must comply with sign-in and supervision requirements.

Parent/Guardian's Signature: _____ Date: _____

ATTENTION SCHOOL SITE HOMELESS LIAISON

School Site Homeless Liaison: Name _____ Title _____ Phone _____

The School Site Homeless Liaison shall provide needed referrals for school clothing/uniforms, tutoring, counseling, medical/dental/health, and food pantries. If you need assistance with referrals, please refer to the Homeless Liaison Training Manual. **The liaison is responsible for arranging the pick up of resources provided for homeless students by the Homeless Education Program.** For additional assistance and resources such as temporary housing, families can be referred to 211 which is accessible 24 hours a day in all languages.

The Homeless Liaison Training Manual and other resources can be found at: <http://homelesseducation.lausd.net>

SCHOOLS PLEASE NOTE:

- ✓ The Student Residency Questionnaire (SRQ) must be kept in a confidential file, which is separate from the Permanent Student Record **(DO NOT PLACE THIS FORM IN CUMULATIVE FILE).**
- ✓ For any choices except none of the above applies, please fax this form (both sides) to the Homeless Education Program at (213) 580-6551.

(For Homeless Education Program Use Only)

1. Student is living within his/her school's residence boundaries? ☐ NO ☐ YES - If yes, student does not qualify for transportation assistance.

2. Student is eligible for transportation? ☐ NO _____ ☐ YES

Transportation Request Processed by _____ Date _____

If transportation is denied, a denial letter will be sent to the School-Site Homeless Liaison. Parent/guardian can appeal.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

CUESTIONARIO SOBRE LA RESIDENCIA ESTUDIANTEL ATTACHMENT M-1

La Ley McKinney-Vento sobre la Ayuda a las Personas sin Hogar, como parte de la ley Que Ningún Niño Quede Atrasado, les da el derecho a todos los niños sin hogar en edad escolar a tener acceso a la misma educación pública gratuita y apropiada que se les proporciona a los alumnos que sí tienen hogar. Las escuelas tienen la obligación de suprimir las barreras a la matriculación, asistencia y éxito de los alumnos de la escuela sin hogar. Para determinar si es elegible por favor llene este formulario. Pará mayores informes, haga el favor de comunicarse con el Programa de Educación para los Alumnos sin Hogar al (213) 202-7581.

Escuela: _____ Distrito Local: _____
Nombre del alumno(a) _____ Apellido: _____ Fecha de Nacimiento: _____ ☐ Masculino ☐ Femenino
Grado _____ **NUMERO ESTUDIANTEL DEL DISTRITO** _____
Dirección: _____ Ciudad: _____ Código Postal: _____
Nombre y apellido del padre/madre o tutor: _____ Número de teléfono para contactos: _____

El estudiante es un padre adolescente? ☐ Sí ☐ No
El estudiante a huido de tu hogar sin permiso? ☐ Sí ☐ No
El estudiante es un joven no acompañado por adultos? ☐ Sí ☐ No

El estudiante se ha transferido de escuela después de haber completado el segundo año de la secundaria (high school)?
☐ Sí ☐ No

****If Yes, forward copy of SRQ to academic counselor for AB1806 eligibility.*

RESIDENCIA DE NOCHE (MARQUE SOLAMENTE UNA RESPUESTA):

- ☐ En un refugio (nombre del refugio) _____
- ☐ En un motel o hotel (nombre del motel o hotel) _____
- ☐ En un programa de vivienda de transición (nombre del programa) _____
- ☐ En un auto, tráiler o lugar de campamento, **debido a vivienda inadecuada**
- ☐ En un tráiler/caravana fija, ubicados en propiedad privada
- ☐ En un garaje **debido a la pérdida de alojamiento**
- ☐ Temporalmente en la casa o apartamento de otra familia **debido a la pérdida del alojamiento o problemas económicos.** (Por ejemplo, pérdida del empleo, desalojamiento o desastre provocado por la naturaleza)
- ☐ Temporalmente con un adulto que no sea el padre, la madre o el tutor legal, **debido a la pérdida del alojamiento**
- ☐ Otros lugares no diseñados para el uso normal de un ser humano
(Por favor explique) _____
- ☐ Viviendo solo sin adulto (joven no acompañado)



SI USTED MARCÓ CUALQUIERA DE ESTAS CASILLAS, HAGA EL FAVOR DE LLENAR AMBOS LADOS DE ESTE FORMULARIO
⇒ ⇒ ⇒

☐ NINGUNA DE LAS SITUACIONES DESCRITAS ARRIBA CORRESPONDE – NO SE NECESITA INFORMACIÓN ADICIONAL POR AHORA. Si la situación de su vivienda cambia, haga el favor de avisarle a la escuela.

-----AFFIDÁVIT-----

Al firmar este formulario, declaro de vajo pena de perjurio de conformidad con las leyes del Estado de California que la información proporcionada arriba es cierta y correcta. Entiendo que el Distrito se reserva el derecho de verificar la información sobre la vivienda que figura arriba.

Firma del padre de familia, tutor legal o persona que proporciona servicios: _____ Fecha: _____

UPON RECEIPT, FAX BOTH SIDES TO HOMELESS EDUCATION PROGRAM 213-580-6551
*** **LLENE LA SEGUNDA PAGUINA AL REVERSO**



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

ATTACHMENT M-1

Nombre y apellido del alumno _____ Escuela _____

Por favor note a todos los hermanos entre las edades de recién nacido hasta los 22 años. Llene un formulario por cada niño.

Nombre y apellido	Fecha de Nacimiento	Grado	Escuela

Haga el favor de marcar los aspectos que necesita, si los hay:

- | | | |
|---|--|--|
| <input type="checkbox"/> Materiales escolares | <input type="checkbox"/> Mochilas | <input type="checkbox"/> Botiquines de higiene |
| <input type="checkbox"/> Ayuda para obtener ropa (zapatos, ropa, uniformes) | <input type="checkbox"/> Ayuda para un padre o madre adolescente sin hogar | <input type="checkbox"/> Tutoría |
| <input type="checkbox"/> Ningún Servicio | <input type="checkbox"/> Asistencia con transporte | |

****SI USTED SOLICITA AYUDA CON EL TRANSPORTE, SÍRVASE FIRMAR EL AFFIDÁVIT DE NECESIDAD A CONTINUACIÓN.**

Yo necesito la ayuda del LAUSD puesto que no tengo otro medio de llevar a mi hijo(a) a la escuela. Acepto hacer que mi hijo asista a la escuela todos los días puntualmente. También acepto notificarle al Distrito si nuestra situación cambia o si ya no necesitamos ayuda. Entiendo que mi hijo(a) debe cumplir con los requisitos pertinentes para recibir ayuda con el transporte y que debo cumplir con la obligación de firmar mi asistencia y las obligaciones de supervisión.

Firma del padre, madre o tutor: _____ Fecha: _____

ATTENTION SCHOOL SITE HOMELESS LIAISON

School Site Homeless Liaison: Name _____ Title _____ Phone _____ E-mail _____

The School Site Homeless Liaison shall provide needed referrals for school clothing/uniforms, tutoring, counseling, medical/dental/health, and food pantries. If you need assistance with referrals, please refer to the Homeless Liaison Training Manual. **The liaison is responsible for arranging the pick-up of resources provided for homeless students by the Homeless Education Program.** For additional assistance and resources such as temporary housing, families can be referred to 211 which is accessible 24 hours a day in all languages.

The Homeless Liaison Training Manual and other resources can be found at: <http://homelesseducation.lausd.net>

SCHOOLS PLEASE NOTE:

- ✓ The Student Residency Questionnaire (SRQ) must be kept in a **confidential file**, which is separate from the Permanent Student Record **(DO NOT PLACE THIS FORM IN CUMULATIVE FILE).**
- ✓ For any choices except none of the above applies, please fax this form (both sides) to the Homeless Education Program at (213) 580-6551.

(For Homeless Education Program Use Only)

- Student is living within his/her school's residence boundaries? ☐ NO ☐ YES - If yes, student does not qualify for transportation assistance.
 - Student is eligible for transportation? ☐ NO _____ ☐ YES _____
Transportation Request Processed by _____ Date _____
- If transportation is denied, a denial letter will be sent to the School-Site Homeless Liaison. Parent/guardian can appeal.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT N

TO: Pupil Services Homeless Education Program **DATE:**
Transportation Branch

FROM: _____, Principal
_____, School

**SUBJECT: APPROVED SIGNATURES FOR ORDERING PUBLIC CARRIER TOKENS
AND TAP CARDS FOR *HOMELESS* STUDENTS**

The following school personnel is/are hereby designated as my representative(s) and authorized to:

1. Certify the eligibility of *homeless* students to receive public carrier transportation.
2. Issue public carrier tokens and/or TAP cards to eligible *homeless* students

Please fax or mail this completed form to:

Pupil Services
Homeless Education Program
121 N. Beaudry Ave. Los Angeles, CA 90012
Phone: (213) 202-7581 / Fax: (213) 580-6551

Please select at least two people from your school who will be able to assist homeless students with tokens on a regular basis.

Please update this form whenever there is a change of authorized personnel.

Authorized Representative Name	Authorized Representative Signature	Position

Signature of Principal

Date



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT O

METRO TRANSIT AUTHORITY (MTA) TRANSIT ACCESS PASS (TAP) CARD APPLICATION

K-12 Student TAP Card Application

The K-12 TAP Card Program makes it easier for students in grades K-12 to qualify for reduced fares on Metro. Call 1.866.TAPTOGO for additional information.

Application instructions

- > All applicants are required to complete sections i and ii of this application.
- > Photo ID or school ID may be required for pass purchase on TAP for Students in grades 9-12.

Section I – Applicant information

Last Name	First Name	Middle Name/Initial
Street Address	City State Zip	Apt #
City State Zip	Birth Date	Telephone Number
Name of School	Street Address	E-mail

Section II – Eligibility criteria

Complete appropriate grade level information below.

- ☐ Student 9-12
Student 9-12 TAP cards are only valid when accompanied by a current school photo ID or other valid photo ID.
- > Please indicate grade of current enrollment: _____ (for example: 9th grade)
 - > Please indicate month of promotion to next grade, which is the last month of your current school year: _____ (e.g., June)
- ☐ Student K-8
Students K-8 are not required to carry a school photo ID with their TAP card.
- > Please indicate grade of current enrollment: _____ (for example: 5th grade)
 - > Please indicate month of promotion to next grade, which is the last month of your current school year: _____ (e.g., June)
- Both K-8 and 9-12 students must be enrolled in an accredited elementary, junior high or high school in Los Angeles County. Applicants must include one of the following documents listed below.

- _____ Current report card (photocopy)
- _____ Current valid school ID (photocopy)
- _____ Computer printout showing enrollment units and/or in-class schedule (photocopy)
- _____ Letter on school letterhead containing the original signature of a school official

See back to complete application.



Metro





LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT O

Dates to apply

Qualified K-12 applicants may submit applications for a K-12 Student TAP card at any time during the year. This TAP card will expire upon 8th or 12th grade graduation (as appropriate) or every three years (whichever occurs first).

Submitting your application

A completed application contains the following:

- > A completed application form: sections i and ii.
- > One of the following documents:
 - _____ Photocopy of current report card
 - _____ Photocopy of current valid school ID
 - _____ Photocopy of class schedule and/or printout showing enrollment units
 - _____ Letter on a school letterhead with original signature of school official

Submit your completed application packet to any of the following Metro Customer Centers listed below or mail to:

- > TAP Service Center
PO Box 811310
Los Angeles, CA 90081

Student TAP cards will be mailed to eligible applicants after verification has been completed. Normal processing time is 20 business days for applications dropped off at a Metro Customer Center. Please allow additional time for mailed applications.

I understand that I may lose the use of my Reduced fare TAP card if I misuse the card, or if I mark, tag or damage transit agency property. I agree to obey all transit rules and regulations. I hereby certify that the information provided on reverse is true and correct.

Applicant Signature

Date

Metro customer centers (accepting student tap card applications)

Metro Customer Center
Baldwin Hills/Crenshaw
3650 Martin Luther King Blvd.
Ste 189
Los Angeles, CA

Metro Customer Center
East Los Angeles
4501 B Whittier Blvd.
Los Angeles, CA

Metro Customer Center
Union Station/Gateway Plaza
One Gateway Plaza
Los Angeles, CA

Metro Customer Center
Wilshire/La Brea
5301 Wilshire Blvd.
Los Angeles, CA

Lost, stolen or destroyed tap cards

- > Call TAP Service Center immediately at 1.866.TAPTOGO (827.8646) to report a lost, stolen or destroyed TAP card.
- > Pay a non-refundable, nominal replacement fee.

For more information

Visit metro.net/reduced_fares
213.680.0054



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT P

DISPUTE RESOLUTION PROCESS

In the event of a dispute, the student must be immediately enrolled in the school in which he/she is seeking enrollment, pending resolution of the dispute. Schools must adhere to the following Dispute Resolution Process:

1. Prior to initiating the Dispute Resolution Process, schools must conduct a thorough investigation.
2. Based on the findings the school will make an enrollment decision. If the parent does not agree with this enrollment decision, then the school must notify the Homeless Education Program that a dispute will be initiated.
3. The school must provide the parent/guardian/unaccompanied youth with the Dispute Resolution Process form, School Notification of Enrollment Decision form and a copy of the Parent Dispute Resolution Appeal form.
4. The school must fax the School Notification of Enrollment Decision form and the Parent Dispute Resolution Appeal form to the Homeless Education Program within the same day the dispute was initiated.
5. Upon receipt of the appeal form, the Homeless Education Coordinator must make a decision within five (5) working days.
6. The Homeless Education Coordinator will provide a written notification of the decision to the parent/guardian/unaccompanied youth.
7. If the parent/guardian/unaccompanied youth is not satisfied with the Homeless Education Program decision an appeal may be filed within three (3) working days to LACOE.

**Los Angeles County Office of Education (LACOE)
Division of Student Support Services c/o Los Angeles County Homeless Liaison
9300 Imperial Highway, Downey, CA 90242
(562) 922-6301**

8. The LACOE Homeless Liaison will notify the District and the parent/guardian or unaccompanied youth of the decision within five (5) working days.
9. If the parent/guardian or unaccompanied youth is not satisfied with the LACOE decision, an appeal may be filed within three (3) working days to the California Department of Education (CDE):

**California Department of Education c/o Homeless State Coordinator
1430 N Street, 6th Floor, Suite 6208, Sacramento, CA 95814
(916) 319-0383**

10. The CDE will notify the parent/guardian or unaccompanied youth of the final school selection or enrollment decision.



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

ATTACHMENT P

PROCESO DE RESOLUCIÓN DE DISPUTA

En caso de disputa el estudiante debe inscribirse inmediatamente en la escuela en la cual busca inscripción, en espera de la resolución de la disputa. Las escuelas deben de seguir el siguiente proceso:

1. Antes de iniciar el proceso de resolución de disputa, las escuelas deben de iniciar una investigación completa.
2. Basado en los resultados, la escuela tomara una decisión de inscripción. Si el apoderado no está de acuerdo con la decisión de inscripción la escuela deberá notificar El Programa De Educación Para Personas Sin Hogar que iniciara el Proceso De Resolución De Disputa.
3. La escuela debe proveer al apoderado/guardián/joven no acompañado por adulto con las siguientes formas: Proceso de Resolución De Disputa, Decisión Escolar Acerca De Inscripción y una copia de Formulario De Resolución de Apelación de Disputa Para Padres.
4. La escuela debe de mandar por fax el Formulario Decisión Escolar Acerca de Inscripción y el formulario De Apelación Resolución de Disputa Para Padres al Programa De Educación Para Personas Sin Hogar el mismo día que la disputa fue iniciada.
5. Ya recibido el formulario de apelación el coordinador del Programa De Educación Para Personas Sin Hogar deberá tomar una decisión dentro de cinco días.
6. El coordinador del Programa de Educación para Personas Sin Hogar proveerá una notificación por escrito sobre su decisión al apoderado/guardián o joven no acompañado por adultos.
7. Si el apoderado/guardián o joven no acompañado por adultos no está satisfecho con la decisión del Programa De Educación Para Personas Sin Hogar, una apelación podrá ser iniciada dentro de tres días a LACOE (Departamento Educacional del Condado de Los Ángeles).

Los Angeles County Office of Education (LACOE)
Division of Student Support Services c/o Los Angeles County Homeless Liaison
9300 Imperial Highway, Downey, CA 90242
(562) 922-6301

8. La persona asignada por el condado (LACOE) notificara al distrito y al padre/guardián o joven no acompañado por adultos sobre la decisión dentro de cinco días laborales después de recibir la decisión del condado.
9. Si el padre/guardián o joven no acompañado por adultos no está satisfecho con la decisión del condado (LACOE) una apelación puede ser iniciada dentro de tres días al Departamento de Educación de California.

California Department of Education c/o Homeless State Coordinator
1430 N Street, 6th Floor, Suite 6208, Sacramento, CA 95814
(916) 319-0383

10. El Departamento de Educación de California notificara al padre/guardián o joven no acompañado por adultos acerca la selección de escuela o decisión sobre la matriculación



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT Q

SCHOOL NOTIFICATION OF ENROLLMENT DECISION

Date: _____ Person completing form: _____ Title: _____

School: _____

In compliance with Section 722(g)(3)(E) of the McKinney-Vento Homeless Education Assistance Act of 2001, the following written notification is provided to:

Parent or Guardian: _____

Student(s): _____

After reviewing your request to enroll the student(s) listed above, the enrollment request is **DENIED/UPHELD**. This determination was based upon:

You have the right to appeal this decision. Please complete the accompanying Dispute Resolution form and contact:

***Los Angeles Unified School District
Homeless Education Program Coordinator
121 N. Beaudry Ave.
Los Angeles, California 90012
(213) 202-7581***

- The student(s) has the right to immediately enroll in the school of choice pending resolution of the dispute.
- The parent/guardian or unaccompanied homeless youth may provide written or oral information to support your position.
- The Los Angeles Unified School District Enrollment Dispute Resolution process is attached.

You may appeal the District's decision through the Los Angeles County Homeless Coordinator.

**Los Angeles County Office of Education (LACOE), Division of Student Support Services
c/o County Homeless Coordinator
9300 Imperial Highway, Downey, CA 90242**

You may contact the state coordinator for homeless education to appeal LACOE's decision:

**The California Department of Education, c/o Homeless State Coordinator
1430 N Street, 6th Floor, Suite 6208
Sacramento, CA 95814**



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT Q-1

DECISIÓN ESCOLAR ACERCA DE INSCRIPCIÓN

Fecha: _____ Persona que llena el formulario: _____ Título: _____

Escuela: _____

De conformidad con el Artículo 722(g)(3)(E) de la Ley McKinney-Vento Homeless Educación Assistance de 2001 (Ley de Asistencia Educativa a los Desamparados) , se suministra la siguiente notificación por escrito a:

Padre/Madre o Tutor:

Estudiante:

Después considerar su solicitud de inscripción de el/los estudiantes mencionados precedentemente, su solicitud de inscripción ha sido **DENEGADA/ SOSTENIDA**. Esta decisión está basada en:

Usted tiene derecho a apelar esta decisión. Sírvase rellenar el adjunto formulario de Disputa de Resolución y contactar con:

Los Angeles Unified School District
Homeless Education Program Coordinator
(Coordinador del Programa de Educación para los Desamparados)
121 N. Beaudry Ave.
Los Angeles, California 90012
(213) 202-7581

- El estudiante tiene derecho a inscribirse inmediatamente en la escuela de su elección en espera de la resolución de la disputa.
- Usted puede suministrar información oral o por escrito para respaldar su posición.
- Se adjunta proceso de Resolución de Disputa de Inscripción, del Distrito Escolar Unificado de Los Ángeles.

Puede apelar la decisión del Distrito al Coordinador de Desamparados del Condado de Los Ángeles.

Los Angeles County Office of Education (LACOE)
Division of Student Support Services
c/o County Homeless Coordinator
9300 Imperial Highway, Downey, CA 90242

Puede contactar con el coordinador estatal para educación de desamparados para apelar la decisión de LACOE:

The California Department of Education
c/o Homeless State Coordinator
1430 N Street, 6th floor, Suite 6208
Sacramento, CA 95814



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT R

PARENT DISPUTE RESOLUTION APPEAL FORM

Name of Student		DOB	
Name of School			
Parent/ Guardian Name			
Street Address/Apt. #			
City		State	
Home Phone		Message/Work Phone	
Relation to student		E-mail	

I have been provided with the following documents, copies of which are attached to this form:

- ☐ The Written Notification of Enrollment Decision Form
- ☐ Copy of the District's Dispute Resolution Process for students experiencing homelessness.
- ☐ Contact information for the Homeless Education Program Liaison

1. You may include a written explanation to support your appeal of the school's decision in the space below.
Please attach additional paper as necessary.

Please supply copies of any written documents that may be relevant to/supportive of your complaint. I have attached supporting documents: ☐ Yes ☐ No

2. Please state the specific relief you are seeking:

I certify that the foregoing is true and correct:

Signature:		Date:	
------------	--	-------	--

Attach additional sheets for details if needed. Mail or fax form to:
Pupil Services, Homeless Education Program—Los Angeles Unified School District
121 N. Beaudry Ave.
Los Angeles, CA 90012

For assistance in completing this form, please contact the Homeless Education Program Office at (213) 202-7581.

<u>For office use only:</u>	Date received:	Initial:
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LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT R

FORMULARIO DE RESOLUCIÓN DE DISPUTA PARA PADRES

Nombre del estudiante		Fecha de nacimiento	
Nombre de la escuela			
Nombre del padre/madre/ tutor legal			
Calle y Número/Apt. No.			
Ciudad	Estado	Código postal	
Teléfono particular		Mensaje/Teléfono del trabajo	
Relación con el estudiante		Correo Electrónico	

He recibido los siguientes documentos, cuyas copias se adjuntan a este formulario:

- ☐ Una explicación por escrito sobre la decisión de la escuela
- ☐ Una copia del Proceso de Resolución de Disputas del Distrito para los estudiantes que están desamparados.
- ☐ Información de contacto para el Programa de Educación para Desamparados (Homeless Education Program)

Puede incluir en el espacio que figura más abajo una explicación por escrito que respalde su apelación a la decisión de la escuela. Agregue más papel si es necesario.

Adjunte copia de cualquier documento por escrito que pueda ser pertinente o que respalde su queja.

Adjunto acompaño documentos acreditativos: ☐ Sí ☐ No

Indique por favor la ayuda específica que está solicitando:

Certifico que lo que antecede es verdadero y correcto:

Firma:		Fecha:	
--------	--	--------	--

Adjuntar hojas adicionales para detalles si fuera necesario. Enviar por correo o fax a:
Homeless Education Program—Los Angeles Unified School District
121 N. Beaudry Ave.
Los Angeles, CA 90012
Fax: (213) 580-6551

Si necesita ayuda para completar este formulario, sírvase contactar con la Oficina del Programa de Educación para los Desamparados al (213) 202-7581.

Para uso exclusivo de la oficina:	Fecha en que fue recibido:		Iniciales:	
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LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

ATTACHMENT S

EDUCATIONAL POLICY - QUICK REFERENCE: STUDENTS WHO ARE HOMELESS, IN FOSTER CARE, OR INVOLVED IN THE JUVENILE JUSTICE SYSTEM

Legal/Policy Requirement	Students who are Homeless	Students in Foster Care and Students Involved in the Juvenile Justice System
School District Liaison	Mandated by Federal law (ESSA)	Mandated by State law (AB 490)
Definition	Federal law (ESSA) defines homelessness as lacking a fixed, regular, and adequate nighttime residence which includes: A - Shelter B- Motel/Hotel C- Foster child awaiting placement H- Car, trailer or campsite L- Rented trailer/motor home on private property M- Another family’s house or apartment O- Transitional housing program S- Adult that is not the parent or guardian T- In a rented garage U- Other substandard housing or other public or private places not designed for, or ordinarily used as a regular sleeping accommodation, for human beings.	The State of California defines foster youth as: <ul style="list-style-type: none">Youth who are currently the subject of a petition filed in the dependency and/or delinquency court(s) (i.e., are under the jurisdiction of the juvenile court)Youth who are declared dependents or wards of the dependency and/or delinquency courts (open court cases) and whose cases are supervised by child welfare and/or probation agencies. This includes children who have been abandoned, abused or neglected (Welfare and Institutions Code Section-WIC 300) as well as youth who violated (or are alleged to have violated) a state or federal law while under the age of 18 (WIC 602).A foster or probation youth may be living in a foster home, group home, with biological parents or relatives, under court supervision. <i>Education Code Sections 48853.5(a), 51225.2, 42238.01(b)</i>
Identification	Federal and state laws mandate that all school districts identify qualifying students annually and remove any barriers to their academic success. The District uses the Student Residency Questionnaire (SRQ) to identify eligible homeless students and provide support services. <i>ESSA</i>	State and local student information sharing between child welfare agencies and school districts as required by the Local Control Funding Formula (LCFF) (<i>EC 48647, 49085</i>)
School of Origin vs. School of Residence	Has right to remain at last school enrolled; OR school attended when permanently housed; OR any school attended in last 15 months; OR may attend the school of residence. Can remain in school and District for the duration of homelessness (ESSA) – includes matriculation rights (<i>EC 48852.7</i>)	Has right to remain at last school enrolled; OR school attended when court case opened; OR any school attended in last 15 months; OR may attend the school of residence. Can remain in school and District for the duration of court jurisdiction – includes matriculation rights (<i>EC 48204, 48853.5</i>)
Records Transfer	District policy requires that school personnel request and send/transfer records within 2 days.	State law and district policy require school personnel request and send/transfer records within 2 days.
Transportation	Provided or arranged by district (s), if needed and eligible. If student attends school in one district and resides in another, both districts must work together or split the cost (<i>ESSA</i>).	Provided by caregiver or foster parent; financial assistance may be provided through DCFS
Enrollment	Required immediately, regardless of lack of documentation, immunizations, etc. (<i>ESSA, AB 490</i>)	
Dispute Resolution	Immediate enrollment/remain enrolled until dispute is resolved based on District guidelines and legal requirements. Generally: District to County to State appeals process (<i>ESSA, AB 490</i>)	
Special Education	Appropriate and immediate placement in classes regardless of availability of records; hold IEP review within 30 days of enrollment (<i>ESSA, AB 490, IDEA</i>)	
Equal Access	Access to every program or afterschool activity that any other student would qualify for (<i>ESSA, AB 490</i>)	
Free / Reduced Lunch	Automatic qualification (<i>ESSA, AB 490</i>)	
Partial Credits	Schools must accept partial credits and provide credits based on in-seat attendance, regardless of whether or not the student completed the semester at the school (<i>EC 51225.2, 48645.5, 49069.5</i>)	
Grade and Credit Protection	Student maintains grades and credits earned from previous school placement, even if student transfers mid-semester. (<i>EC 51225.2, 48645.5, 49069.5</i>)	
Exemption from District Graduation Requirements	May qualify for exemption from District graduation requirements based on meeting specific criteria; triggered by school change after second year of high school and not on-track to graduate with District graduation requirements. (<i>EC 51225.1, 51225.2, 51225.3; AB 1806/AB 167/216</i>)	
Immunizations	Must be immediately enrolled regardless of lack of immunizations including Tdap. (ESSA, AB 490)	
Los Angeles Unified School District, Pupil Services (213) 241-3844 pupilservices.lausd.net July, 2016 EC= Education Code		



LOS ANGELES UNIFIED SCHOOL DISTRICT
IMMEDIATE ENROLLMENT OF DISPLACED CHILDREN AND FAMILIES
GUIDELINES AND CHECKLIST

- ☐ School personnel shall **immediately enroll** all students that arrive to the school office and provide affidavits for any missing but required documents at the time of enrollment. The following affidavits shall be provided by school personnel as alternative documentation:

Form	Reason for Use
Affidavit of Temporary Residence (Available in English and Spanish)	Utilize if there is no standard documentation that indicates student's current address (e.g., utility bill, lease agreement, etc.)
Affidavit for Proof of Age of Minor (Available in English and Spanish)	Utilize if there is no documentation presented to demonstrate the birthdate of the student
Affidavit of Parent/Legal Guardian Information (Available in English and Spanish)	Utilize if parent/guardian is unable to provide evidence of relationship to student and status as the student's conservator
Caregiver Authorization Affidavit (Available in English and Spanish)	Utilize if designated adult caregiver does not have documentation indicating that they have guardianship of the student
Student Residency Questionnaire- SRQ (Available in English and Spanish)	<p>Have parent complete to indicate temporary nighttime residence and support services requested (i.e., backpacks, school supplies, clothing assistance, hygiene kits, tutoring, etc.)</p> <p>Once SRQ is completed, ensure that the student is identified as experiencing homelessness in MiSiS and the SRQ is stored in a confidential location and not the student's cumulative folder.</p> <p>To begin services, please fax the completed SRQ to the Homeless Education Program at 213-580-6551.</p>

- ☐ Seek guidance at your school site from your designated Homeless School Site Liaison.
- ☐ **Contact the Homeless Education Program at (213) 202-7581**
The Homeless Education Program (HEP) will further support the students and families experiencing homelessness/displacement. HEP staff will assist with the following:
- Assist with getting student basic school supplies, supplemental services and free school meals;
 - Arrange for transportation;
 - Provide referrals to resources in the community; and
 - Other services as needed.



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
IMMEDIATE ENROLLMENT OF DISPLACED CHILDREN AND FAMILIES
ADDITIONAL RESOURCES

Division of Student Health and Human Services – (213) 241-3840 Erika F. Torres, Executive Director		
Office/Department	Contact Information	Services Available
School Enrollment Placement & Assessment (S.E.P.A) Center	(213) 482-3954 Nicole Mitchell, Coordinator	<ul style="list-style-type: none"> • Services with School Enrollment Forms • Physical & School Entry Exams • Immunizations & TB Testing • Sport Physicals • Nutrition Education • Mental Health Services • Enrollment in Health Insurance • Social Services Resources
Pupil Services 213-241-3844	(213) 241-3844 Michelle Castelo Alferes, Assistant Director (213) 202-7581 Angela Chandler, Coordinator, Homeless Education Program (213) 241-3844 Elsy Rosado, Coordinator, YouthSource (213) 241-3844 Betsy Lara, Coordinator, FamilySource	<ul style="list-style-type: none"> • School-based Pupil Services and Attendance Counselors • Local District Coordinators and Support Staff • Case Management and Consultation • Community Collaboration and Resource Linkage • Dropout Prevention • Educational Alternative/Options Information • Individual, Group, Family Counseling • Assist with getting students/families basic school supplies, supplemental services and free school meals, • Arrange for Transportation • Provide referrals to resources in the community • Re-engage students that have dropped out of school • Support parent and student engagement through classes and workshops
School Mental Health / Crisis Counseling and Intervention Services	(213) 241-3841 Pia Escudero, Director	<ul style="list-style-type: none"> • Mental Health Services via Wellness Centers and Clinics • Acute Mental Health Assessments • Individual, Group, Family Counseling • Crisis Counseling and Intervention Services • Case management and linkage to school and community supports • Evidence-based group interventions to address trauma, anxiety, depression and other behaviors



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
IMMEDIATE ENROLLMENT OF DISPLACED CHILDREN AND FAMILIES
ADDITIONAL RESOURCES

WELLNESS CENTERS		
School	Community Provider	Mental Health Provider
Monroe Arts High School 9119 Haskell Avenue, North Hills, CA 91343	Valley Community Health Care 818-763-8836 Monday/Wednesday: 8:30am-8:00pm Tuesday/Thursday/Friday: 8:30am-6:00pm Saturday: 8:30am-3:00pm Teen Clinic: M/TU/TH: 1:30pm-4:30pm Wednesday: 8:00am-2:00pm Friday: 8:00am-12:00pm	Child and Family Guidance Center 818-739-5900 Monday/Wednesday: 8:30am-8:00pm Tuesday/Thursday/Friday: 8:30am-6:00pm Saturday: 8:30am-3:00pm
Belmont High School 180 Union Place Los Angeles, CA 90026	Asian Pacific Health Care 323-644-3880 X702 Monday-Friday: 8am-5pm	L.A. Unified School Mental Health 213-241-4451 Monday-Friday: 7:30am-4:30pm
Jefferson High School 3410 S. Hooper Avenue Los Angeles, CA 90011	South Central Family Health Center 323-908-4200 x4402 Monday-Friday: 8am-4:30pm	South Central Family Center 323-908-4200 x4402 Monday-Friday: 8am-4:30pm
Manual Arts High School 4085 S. Vermont Avenue, Los Angeles, CA 90037	St. John's Well Child & Family 323-290-8360 Mon & Tues: 8:30am-7:30pm Wednesday: 8:30am-5:00pm Thursday: 8:30am-7:30pm Friday: 8:30am-7:30pm Saturday: 7:00am-3:30pm	Los Angeles Child Guidance Clinic 323-766-2345 Monday, Wednesday, Thursday & Friday: 8:00am-4:30pm
Carson High School 270 E. 223 rd Street Carson, CA 900745	South Bay Family Health Center 310-802-6170 M/W/F: 8am-4:30pm & TU/TH: 8:30am-5pm	L.A. Unified School Mental Health 310-847-7216 Monday- Friday: 7:30am-4:30pm
Fremont Wellness Center 7821 S. Avalon Boulevard, Los Angeles, CA 90003	UMMA Community Clinic 323-404-9270 Monday/Thursday: 8am-8pm, Tuesday/Wednesday/Friday: 8am-5pm; Saturday: 7am-3:30pm	Weber Community Center 323-234-4445 x174 Tuesday-Friday: 8:30am-3:30pm
Jordan High School 10110 S. Juniper Street, Los Angeles, CA 90002	Watts Health Center 323-488-5915 Monday-Friday: 7:30am – 4:30pm	Children's Institute, Inc. 213-385-5100 Monday-Friday: 7:30am – 4:30pm
Locke Early Education Center 316 E. 11 th Street, Los Angeles, CA 90061	Watts Health Center 323-450-2376 Monday-Friday: 8am-4:30pm	L.A. Unified School Mental Health 323-418-1055 Monday-Friday: 8am-4:30pm
Gage Middle School 2975 Zoe Avenue, Huntington Park, CA 90255	Northeast Community Clinics 323-826-9449 Monday—Thursday: 8am-5pm; Friday: 12pm-5pm	L.A. Unified School Mental Health 323-826-1520 Monday-Friday: 8am-4:30pm
Garfield High School 501 S. Woods Avenue, Los Angeles, CA 90022	Via Care Community Health Center 323-262-0721 Monday-Friday: 1pm-5pm	Via Care Community Health Center 323-262-0721 Monday-Friday: 1pm-5pm
Elizabeth Learning Center 4811 Elizabeth Street, Cudahy, CA 90201	South Central Family Health Center 323-905-5801 Monday & Friday: 8am-12pm; Wednesday: 1:00pm-4:30pm	L.A. Unified School Mental Health 323-271-3676 Monday-Friday: 8:00am-4:30pm
Crenshaw High School 5010 11 th Ave, Los Angeles, CA 90043	T.H.E. Clinic (323)730-1920 x505 Monday/Wednesday/Thursday" 8am-5pm	L.A. Unified School Mental Health (323)290-7737 Monday-Friday: 8:00am-4:30pm
Hollywood High School 1530 Orange Drive, Los Angeles, CA 90028	LAUSD/Kaiser Permanente/PPLA 323-993-2355 Monday-Friday: 8:15am-3:30pm	AVIVA Family and Children's Services 323-394-5742 Monday-Friday: 8:15am-3:30pm
Washington Prep Wellness Center 1550 W. 110 th Street, Los Angeles, CA 90047	St. John's Well Child & Family 323-757-2775 Monday-Thursday: 8:30am-5:00pm Saturday: 7:00am-3:30pm	L.A. Unified School Mental Health 323-241-1909 Monday-Friday: 8:00am-4:30pm

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

Class Description
TEACHER, EARLY CHILDHOOD EDUCATION

Reporting Relationships

Receives direction from the school-site administrator who is responsible for the Early Education Center or elementary school site to which assigned; may receive technical direction from the Early Childhood Education Division, Human Resources central office administrator or a designated representative.

Functions

Essential Functions

1. Instructs and supervises preschool children in developmental learning activities.
2. Plans, as a member of the early childhood education instructional team, learning opportunities which are appropriate to the developmental levels of children and which meet individual needs; leads the team in evaluating the progress of students.
3. Prepares lessons and keeps appropriate assessment and conference records for all students supervised; confers with health and social services personnel as appropriate.
4. Provides experiences to promote the physical, social-emotional, language and literacy, English language development, and mathematics growth of students.
5. Maintains a developmentally appropriate learning environment in all classroom and outdoor areas.
6. Supervises the health and safety of children.
7. Provides instructional experiences during mealtime and encourages students to eat prescribed portions.
8. Organizes and maintains material and equipment appropriate to the needs and interests of the students; assists in selecting material and equipment for the program.
9. Plans and provides direction to the Early Education Center Aides or Teacher Assistants assigned to the classroom.
10. Participates in professional staff development activities; participates in and conducts parent education and parent involvement activities.
11. Treats students with dignity and respect; manages student behavior and adheres to children's personal rights.

Other Functions

1. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials or permit held by the incumbent which are registered with the Office of the Los Angeles County Superintendent of Schools and which are a part of the class description requirements in effect at the time such duties are performed.
2. Performs other duties as assigned in accordance with the District-UTLA Agreement.

Qualifications

Education and Experience

1. An Associate of Arts degree from an accredited college or university, including:
 - a. Twenty-four semester units of course work in early childhood education/child development with at least one three-semester course in each of the following core areas:
 1. child/human growth and development,
 2. child, family and community, or child and family relations,
 3. programs/curriculum; and

- b. Sixteen diversified semester units in general education with at least one course in each of the following areas:
 1. humanities and/or fine arts,
 2. social sciences,
 3. math and/or science,
 4. English composition/language arts.
2. At least 175 days of experience in an instructional capacity in a licensed child care and development program, working at least three hours per day within the last four years.

NOTE: For holders of a multiple subjects credential or a credential authorizing the teaching of home economics, only twelve semester units of early childhood education/child development coursework are required and three semester units of supervised field experience in an early childhood setting.

Credentials

One of the following California credentials or permits must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

1. Child Development Teacher Permit
2. Teaching Credential plus 12 units of child development coursework and three semester units of supervised field experience in an early childhood setting.

Knowledge, Skills, Abilities, and Personal Characteristics

1. Thorough understanding of child development and the philosophy and methodology of early childhood and elementary education as well as changes taking place in the field.
2. Awareness of safety conditions affecting students.
3. Awareness of symptoms of childhood diseases.
4. Knowledge of nutrition for young children.
5. Ability to plan, organize, and direct a rigorous developmental and instructional program by using a wide variety of teaching methods and strategies in order to meet the individual needs and developmental levels of students.
6. Ability to effectively communicate in oral and written form.
7. Ability to properly use and manage all materials, supplies, and equipment utilized in teaching.
8. Ability to work effectively as a member of an early childhood education team with students, parents, staff members, and the community at large in providing a rigorous instructional suitable educational program.
9. Understanding of the physical, social, emotional, and cognitive growth patterns of young children.
10. Appropriate appearance and cleanliness.
11. Appropriate manner including poise, tact, good judgment, and commitment to the development and education of students.
12. Ability to use technology for assessments, reports, attendance, and other duties as assigned.

Health

Physical and mental fitness to engage in service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Special Requirements

1. A current, valid certificate from the Red Cross or other training program which has been approved by the California Medical Services Authority for 15 hours of child care health and safety training including pediatric first aid, pediatric cardio pulmonary resuscitation (CPR) and preventive health practices.
2. Annual Bloodborne Pathogen training (new employees must complete prior to employment).
3. Annual Child Abuse Awareness Training (certification required).

NOTE: DAY-TO-DAY SUBSTITUTE TEACHERS

Day-to-day substitutes who serve in place of employees in the class of Teacher, Early Childhood Education (7043) are assigned to the class Teacher, Early Childhood Education Day-to-Day Substitute (7046). The education requirement for substitutes is as follows:

An Associate of Arts degree or at least 60 semester units of course work from an accredited college or university, including:

- a. Twelve semester units in early childhood education/child development (exclusive of field work) with at least one course of at least three semester units in each of the following core areas:
 - 1. child/human growth and development,
 - 2. child, family and community, or child and family relations,
 - 3. six units in programs/curriculum.
- b. Child Development Associate Teacher Permit
- c. At least 50 days of experience in an instructional capacity in a licensed child care and development program, working at least three hours per day within the last two years.

Employees assigned to the class Teacher, Early Childhood Education, Day-to-Day Substitute (7046) must have a valid California credential or permit, other than an Emergency Multiple Subject, Single Subject, or 30 Day Substitute Teaching Permit, authorizing service in the area and at the level of this class description in force and on file in the Office of the Los Angeles County Superintendent of Schools.

NOTE: This is a Development Center (V)/Early Education Center (C) Salary Table classification.

This class description is not a complete statement of essential functions and responsibilities. The District retains the discretion to add or change typical duties of a position at any time.

JRT



LAUSD Integrated Safe School Plan Quick Guide for Editing



LAUSD Integrated Safe School Plan Quick Guide for Editing

GETTING STARTED

Guide Overview

This guide is intended to provide guidance to school principals and designees on the use of Integrated Safe School Plan online software program to comply with annual update requirements. It will explain the procedures and best practices for the correct use of the program.

Background Information

California public schools are required to comply with California Education Code, Section 32281, which calls for preparing safe school plans that address violence prevention, student and staff wellness, emergency preparedness, traffic safety, and crisis intervention and recovery. In 2013, six Federal agencies (the U.S. Department of Education, U.S. Department of Homeland Security, Federal Emergency Management Agency, U.S. Department of Justice, Federal Bureau of Investigation, and the U.S. Department of Health and Human Services) published the [Guide for Developing High-Quality School Emergency Operations Plans](#) to assist K-12 schools with appropriate processes and content for plans designed to keep students and staff safe at school.

This Integrated Safe School Plan online software program replaces the District's previous three volume Safe School Plan Creator system. The content of the three volumes has been streamlined into the new software program and the format follows the Federally-recommended six-step planning process. The new, Integrated Safe School Plan incorporates Federal recommendations, auto populates key information, eliminates redundant inputs, and has a shorter printout. All staff members assigned to a school are able to view their site's emergency plan online.



LAUSD Integrated Safe School Plan Quick Guide for Editing

GENERAL INFORMATION

Log in

Log in to <https://issp.lausd.net> with your SSO account (See log in: Figure 1).



Sign in with your organizational account

Someone@example.com

Password

Sign in

Enter your full LAUSD email address and password to Log In.
e.g. (msmith@lausd.net, mary.smith@lausd.net)

Log in: Figure 1

Homepage

After logging in, you will see the main page. The list of schools that a user sees depends on their access. A Principal will see all schools for which he/she is responsible and all other programs covered by the school's Integrated Safe School Plan (See Homepage: Figure 1).

Schools							
marina							
School Name	Cost Center	Local District	Board District	Address	City	Phone	Principal
MARINA DEL REY MIDDLE SCHOOL	1823501	WEST	4	12500 BRADDOCK DR	LOS ANGELES	(310) 578-2700	DR. JUANITA L. BROWN

Homepage: Figure 1



LAUSD Integrated Safe School Plan Quick Guide for Editing

EDITING A PLAN

Assign a Designee to Edit the Plan

To assign an ISSP Designee to edit the plan, go to the School Detail menu and select the SSP Designee field box and click on the **magnifying glass** icon to bring up the Lookup table or enter the staff name in the field box (See *Assign Designee: Figure 1*). Click on the staff member's name to highlight the row and then click **OK** in the lookup table and click **Save** on the School Details page.

The screenshot shows the 'Safe School Plan' form. On the left is a sidebar with a 'School Details' menu. An orange arrow points to the 'School Details' menu. The main form has several fields: 'SSP_UACE REGULAR', 'Cost Center' (1231008), 'Location Code', 'Local District' (DACE), 'Board District', 'Plan Template' (Adult School Template), 'SSP Submitted By', 'Address' (111 South Hill St, Los Angeles, CA 90032-0000), 'Phone' ((213) 441-9013), 'Principal' (Hum, Dinah), and 'SSP Designee' (AARONS, DORIS). An orange arrow points to the 'SSP Designee' field, and another orange arrow points to a magnifying glass icon next to it.

Assign Designee: Figure 1

Edit Plan

To edit the plan, click on the **Edit Plan** button from the selected school's main menu under Safe School Plan Draft section in the screen (See *Edit Plan: Figure 1*).

The screenshot shows the 'Safe School Plan Draft' section. It has two columns of information: 'Version' (2016.1) and 'Status' (Completed) on the left; 'Submitted' (9/20/2016), 'Reviewed' (9/20/2016), and 'Last Revision' (5/1/2017) on the right. On the far right are three blue buttons: 'Emergency View', 'Planning View', and 'Edit Plan'. An orange arrow points to the 'Edit Plan' button.

Edit Plan: Figure 1

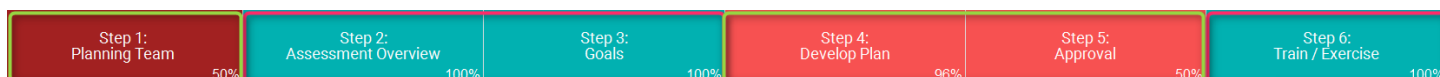


LAUSD Integrated Safe School Plan Quick Guide for Editing

A confirmation window will pop up if there is no previous draft version of the Integrated Safe School Plan (See *Edit Plan: Figure 2*). Users who cannot edit a plan will not see the **Edit Plan** button. Select the **Yes** button to begin editing a new draft.

Edit Plan: Figure 2

The user will be presented with the 6 steps of the Integrated Safe School Plan (see *Edit Plan: Figure 3*).



Edit Plan: Figure 3

In order to submit the complete plan, all six steps must be 100% complete. This is achieved by going through all the sections within the steps and completing all required fields, which are marked with a **red** asterisk *. Each step is divided into sections and contains comprehensive information about that section. Steps and sections marked in **green** have been completed to 100%, while sections in **red** still need to be completed (See *Edit Plan: Figure 3 and 4*). A few steps do not have fields that need to be completed and only contain information that needs to be read and reviewed.

Back to School Details | Version: 2017.1 | Search | Print Screen | Save | Submit

ALDAMA ELEMENTARY | Status: Draft

Step 1: Planning Team	Step 2: Assessment	Step 3: Goals	Step 4: Develop Plan	Step 5: Approval	Step 6: Train / Exercise
17%	81%	33%	40%	0%	0%

Step 4: Develop Plan (40%)

- Incident Command Team (23%)
 - Incident Command Team Chart (8%)
 - Crisis Team Chart (30%)
 - Threat Assessment Team Chart (75%)
- Team Assignments (50%)
- Emergency Contacts (30%)
- Additional Contacts (80%)
- Site Specific Considerations (100%)
- Special Needs (100%)
- Plans for Loss of Utilities (45%)
- Plans and Maps (0%)
- Functions - Courses of Action (100%)
- Threats and Hazards - Course of Action (100%)
- Step 4 Certification (0%)

Incident Command Team

Items marked with * are required

Role	Description	Search	Search
Planning/Intelligence Chief* (Reports to Incident Commander)	Responsible for collecting and evaluating information.	q	q
Operations Chief* (Reports to Incident Commander)	Responsible for managing all tactical operations at an incident.	q	q
Logistics Chief* (Reports to Incident Commander)	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services; includes adjusting schedules and menus, as needed.	q	q
Finance/Administration Chief* (Reports to Incident Commander)	Responsible for managing all financial aspects and paperwork of an incident.	q	q
First Aid/Medical Team Leader* (Reports to Operations Chief)	Team ensures that first aid supplies are available and performs medical first aid/triage.	q	ALANIZ, YESSSENIA
Search and Rescue Team Leader* (Reports to Operations Chief)	Teams perform search and rescue operations.	TRUJILLO, EDWARD	q

Edit Plan: Figure 4



LAUSD Integrated Safe School Plan Quick Guide for Editing

A box must be checked at the end of each step to certify that the content in that step has been read and reviewed (See *Edit Plan: Figure 5*).

This screenshot shows the 'Step 1 Certification' section of the LAUSD Integrated Safe School Plan. On the left, a sidebar lists items for Step 1: Planning Team (100%), including Team Overview, Required Team Members (100%), Suggested Team Members (100%), School Safety Meeting Schedule (100%), and Step 1 Certification (100%). The main area is titled 'Step 1 Certification' and contains a 'Certification' section with the instruction: 'Check the box below to confirm you have reviewed all content in Step 1.' Below this is a checkbox labeled 'I have reviewed all content in Step 1', which is checked. An orange arrow points to this checkbox.

Edit Plan: Figure 5

Use the **Save** button under each form or next to the printer icon to save the changes made to the Safe School Plan (See *Edit Plan: Figure 6*). The system has an autosave feature, which saves entered data when the user clicks to a different page in the system.

This screenshot shows the 'Step 2 Certification' section. At the top, there's a navigation bar with 'Back to School Details', 'Version: 2017.1', 'Search', 'Status: Draft', and buttons for 'Print Screen', 'Save', and 'Submit'. An orange arrow points to the 'Save' button. Below this is a progress bar with six steps: Step 1: Planning Team (100%), Step 2: Assessment (0%), Step 3: Goals (0%), Step 4: Develop Plan (3%), Step 5: Approval (0%), and Step 6: Train / Exercise (0%). The main area is titled 'Step 2 Certification' and includes a yellow banner stating 'Items marked with * are required'. The 'Certification*' section asks the user to check a box to confirm they have reviewed all content in Step 2. There is an unchecked checkbox labeled 'I have reviewed all content in Step 2'. An orange arrow points to this checkbox. At the bottom right, there is a blue 'Save' button, which is also pointed to by an orange arrow.

Edit Plan: Figure 6



LAUSD Integrated Safe School Plan Quick Guide for Editing

Data Input: Role Assignment

To assign roles within each step of the plan, click on the **magnifying glass** icon (See *Data Input: Figure 1*). A lookup table will populate and display school staff members. You can also type in the name of a member into the field. A search by partial name will filter by the letters typed in the field box as a quick search option (See *Data Input: Figure 2*).

This figure shows a web form titled 'Required Team Members'. Below the title is a paragraph of text: 'Required members include the Principal/designee, UTLA Chapter Chair, parent of a student (not employed at the site), classified employee representative, and a student (secondary schools), and representation from the Los Angeles School Police Department or local law enforcement.' Below this text is a label 'Principal / Designee*' followed by a text input field. To the right of the input field is a magnifying glass icon inside a dashed box, with an orange arrow pointing to it.

Data Input: Figure 1

This figure shows a search interface titled 'SSP Designee'. It features a text input field containing the letters 'ma'. To the right of the input field is a magnifying glass icon. Below the input field is a dropdown list showing several names: 'MARITZA', 'AARDEMA, JAMES', 'AARON, MARK', 'ABAD, MARIA', and 'ABAD, MARIA CORAZON'. An orange arrow points to the dropdown list.

Data Input: Figure 2

Users can either enter the school staff name in the search field box or select from the drop down. Click on the name of the selected staff member to highlight the row and click on the **OK** button. Click **Save** on the page. (See *Data Input: Figure 3*).

Users can change the lookup table to display all LAUSD employees; click on the arrow next to the school name in the lookup and select "All LAUSD Staff" (See *Data Input: Figure 4*). Click **OK** and **Save** after selecting the staff member.



LAUSD Integrated Safe School Plan Quick Guide for Editing

Lookup ✕

🔍 School Staff ▼

Full Name ▲	Employee No ▲	Location ▲
ACOSTA, SUSANA	00695515	107TH STREET ELEMENTARY
ALMEIDA, ESELA	00731697	107TH STREET ELEMENTARY
AQUINO, BLANCA	00664376	107TH STREET ELEMENTARY
ARGUMEDO-GONZALEZ, ZOILA	00685519	107TH STREET ELEMENTARY
AULL, JOHN	01033124	107TH STREET ELEMENTARY
BARAJAS, ALMA	00630980	107TH STREET ELEMENTARY
BOMMARITO, GIACOMO	00527979	107TH STREET ELEMENTARY
BRAGG, MARICE	01078455	107TH STREET ELEMENTARY
BROUSSARD, JEFFERY	00557404	107TH STREET ELEMENTARY
BROWN, RAQUEL	00963517	107TH STREET ELEMENTARY

Page 4 of 4 (25 entries)

New Clear Value Cancel OK

Data Input: Figure 3

Lookup ✕

🔍 All LAUSD Staff ▼

Full Name ▲	Employee No ▲	Employee Type ▲	Location ▲
-------------	---------------	-----------------	------------

Data Input: Figure 4



LAUSD Integrated Safe School Plan Quick Guide for Editing

Users can delete the assigned school staff in the field box by clicking on the staff name and highlighting the name to delete (See *Data Input: Figure 5*).

PRIMARY NAME	B
Hum, Dinah	
ZUCCARDI, JULIANNE	

Data Input: Figure 5

Data Input: Assessment Buttons

Different sections and steps of the plan require different types of data input. In Step 2 of the ISSP, click the button that indicates the level of implementation for each assessment item (See *Data Input: Figure 5*). The system tabulates an overall score for each assessment.

Campus Safety Assessment				
	Under Development	In Progress	Partially In Place	Fully In Place
<p>Student and Employee Security and Safety—The school develops and implements guidelines and procedures to provide for student and employee security and safety.</p> <p>A four means that the following procedures are in place:</p> <ul style="list-style-type: none"> During the first week of each school year and at the beginning of the second semester, school administrators review the information contained in BUL-5721.1, "Student and Employee Security," with the students and staff at the school. The administrator certifies online on the Administrator's Certification Form: November/March of each school year. The school uses the "School Safety Compliance Checklist" in preparation for the OEHS Facility Inspection Program site visit as well as a reference guide for the Coordinated Safe and Healthy School Committee regular meetings. Before/after-school staff have direct access to an on-site telephone (landline) during all program hours. Before/after-school staff have access to a room during periods of inclement weather and emergency situations (i.e., lockdown). 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Data Input: Figure 5

Data Input: Free Text Fields

In other sections and steps of the plan, responses are typed into text fields (See *Data Input: Figure 6*).

<p>Safe School Meeting 1</p> <p>Month 1</p> <ul style="list-style-type: none"> Assign Emergency Response Positions and complete emergency, threat assessment, and crisis team charts Update Emergency Contact Information Enter data to update plans Print the Safe School Plan 	
<p>Month 1-Safety Committee meeting date and subject</p> <p>Safety meeting agenda</p>	

Data Input: Figure 6



LAUSD Integrated Safe School Plan Quick Guide for Editing

Data Input: Emergency Contact Phone Numbers in ISSP

Emergency contact information is necessary for several employees. This group is listed in the Emergency Contacts section of Step 4. The ISSP data includes all phone numbers that have been entered in the Employee Self Service system for these critical employees. Emergency contact staff names displayed in **red** are missing at least one contact number (Work, Home, Mobile) (See *Update Emergency Phone Number: Figure 1*).

The screenshot shows the 'Emergency Contacts' section of the ISSP. At the top, there's a progress bar with six steps: Step 1: Planning Team (50%), Step 2: Assessment (0%), Step 3: Goals (0%), Step 4: Develop Plan (40%), Step 5: Approval (0%), and Step 6: Train / Exercise (0%). Below the progress bar, on the left, is a sidebar with a list of sections: Step 4: Develop Plan (40%), Incident Command Team (0%), Incident Command Team Chart (92%), Crisis Team Chart (35%), Threat Assessment Team Chart (62%), Team Assignments (30%), Emergency Contacts (30%), Additional Contacts (71%), and Plans for Loss of Utilities (0%). An orange arrow points to the 'Emergency Contacts (30%)' section. The main content area is titled 'Emergency Contacts' and has a status of 'Draft'. It contains two yellow boxes: the first says 'Items marked with * are required' and the second says 'Names in red are missing information and must be updated by employee in employee self-service https://selfservice.lausd.net'. Below these is a section titled 'Emergency Contacts' with a description: 'The information entered on this screen will be used to contact school site personnel in the event of an emergency. The information that you enter will be encrypted and sent to the Los Angeles School Police Watch Commander's office. Personal phone numbers are not made available to staff and are not published in the printed version of the ISSP.' To the right of this description is a search box labeled 'Principal*' with the text 'OTTO, WILLIAM' and a magnifying glass icon.


Data Input Emergency Phone Number: Figure 1



LAUSD Integrated Safe School Plan Quick Guide for Editing

Employees should update their personal contact information in Employee Self Service at <http://ess.lausd.net>. Users with editing access can instead add missing phone numbers directly to the ISSP for personnel listed on the Emergency Contacts page. To add a missing phone number, click on a **red** staff name, which opens the employee Details window. Click on the **blue** arrow next to Name to open the User Details window (See *Data Input Emergency Phone Number: Figure 2*).

Details

Name 

LEON, MARIA

Title

SCH ADMINISTRATIVE ASSISTANT

Email

Work Phone

Home Phone

Mobile Phone

Data Input Emergency Phone Number: Figure 2



LAUSD Integrated Safe School Plan Quick Guide for Editing

Click on the **Edit** Button in the top left corner of the window to open the Edit User menu (See *Data Input Emergency Phone Number: Figure 3*).

Edit

User Details
LEON, MARIA

Personal Information

First Name*
MARIA

Last Name*
LEON

Middle Name

Contact Information

Work Phone Number

Home Phone Number

Mobile Phone Number

Email Address
maria.d.leon@lausd.net

ISSP Phone Numbers

ISSP Work Phone

ISSP Home Phone

ISSP Mobile Phone

Employee Information

Class Code

Employee Type
SCH ADMINISTRATIVE ASSISTANT

Employee No

Current Location

Location Description

Data Input Emergency Phone Number: Figure 3

Enter missing phone numbers in the Edit User menu and click on the **Save** button in the top left corner of the screen (See *Update Emergency Phone Number: Figure 4*). Phone numbers entered in the ISSP will not feed into the Employee Self Service system. Employees are to update their contact information using the ESS link in the ISSP Resources tab or at <http://ess.lausd.net>.

Save

Safe School Plan

Activities Resources

User Details
FRANK, JOAN

Personal Information

First Name*

Last Name*

Middle Name

Contact Information

Work Phone Number

Home Phone Number

Mobile Phone Number

Email Address

ISSP Phone Numbers

ISSP Work Phone
(###) ###-####

ISSP Home Phone
(###) ###-####

ISSP Mobile Phone
(###) ###-####

Employee Information

Class Code

Employee Type

Employee No

Current Location
0

Location Description

User Creation Details

Manual Entry
No

Status
Inactive

Created
On: 3/17/2017 3:41:14 PM By: System, Admin

Modified
On: 8/29/2017 5:30:29 AM By: System, Admin

Data Input Emergency Phone Number: Figure 4



LAUSD Integrated Safe School Plan Quick Guide for Editing

Data Input: Emergency Contacts for Co-located Charters

If the site has a co-located independent charter school, there is a form to capture that school's emergency contact information. Click on **Emergency Contacts** in Step 4 and then click on the subsection titled **Co-located Charter School Emergency Contact** (See *Data Input Co-located Charter: Figure 1*).

The hosting school is to download the form and provide it to the charter school on its campus (email is best, so that the form can be completed electronically). Once the completed form is received, upload it into the Document section of the Co-located Charter School Emergency Contacts page (See *Data Input Co-located Charter: Figure 2*).

SSP_K-12_test Status: Draft [Print Screen](#) [Save](#) [Submit](#)

Step 1: Planning Team	Step 2: Assessment	Step 3: Goals	Step 4: Develop Plan	Step 5: Approval	Step 6: Train / Exercise
100%	100%	100%	100%	100%	100%

- Step 4: Develop Plan (100%)
 - Incident Command Team (100%)
 - Incident Command Team Chart (100%)
 - Crisis Team Chart (100%)
 - Threat Assessment Team Chart (100%)
 - Emergency Contacts (100%)**
 - Co-located Charter School Emergency Contact (100%)
 - Site Specific Considerations (100%)
 - Special Needs (100%)
 - Plans for Loss of Utilities (100%)
 - Plans and Maps (100%)
 - Functions - Courses of Action (100%)
 - Threats and Hazards - Course of Action (100%)
 - Step 4 Certification (100%)

emergency. The information that you enter will be encrypted and sent to the Los Angeles School Police Watch Commander's office. Personal phone numbers are not made available to staff and are not published in the printed version of the ISSP.

Assistant Principal 1*	JOHNSON, DARYL	Q	Assistant Principal 2	HUM, DINAH	Q
Assistant Principal 3	OVERSTREET, MARTHA	Q	Assistant Principal 4	RODRIGUEZ, JAIME	Q
Administrative Assistant*	SIERRA, MARIA	Q	Cafeteria Manager*	FRANK, JOAN	Q
Financial Manager*	MARTINEZ, CINDY	Q	Plant Manager*	JACKSON, AUTUMN	Q
Custodian*	REYES, ESMERALDA	Q	Custodian Closest to Site*	VELAZQUEZ, PERLA	Q
First Person on Campus in AM*	HENSMAN, DERRICK	Q	Last Person on Campus in PM*	HARRIOTT, CHRISTOPHER	Q

Co-located Charter School Emergency Contact

[Save](#)

See *Data Input Co-located Charter: Figure 1*



LAUSD Integrated Safe School Plan Quick Guide for Editing

Schools Activities Resources Administration

Version: 2017.10

SSP_K-12_test Status: Draft

Print Screen Save Submit

Step 1: Planning Team	Step 2: Assessment	Step 3: Goals	Step 4: Develop Plan	Step 5: Approval	Step 6: Train / Exercise
100%	100%	100%	100%	100%	100%

Step 4: Develop Plan (100%)

- Incident Command Team (100%)
- Incident Command Team Chart (100%)
- Crisis Team Chart (100%)
- Threat Assessment Team Chart (100%)
- Team Assignments (100%)
- Emergency Contacts (100%)
 - Co-Located Charter School Emergency Contact (100%)
 - Additional Contacts (100%)
 - Site Specific Considerations (100%)
 - Special Needs (100%)
- Plans for Loss of Utilities (100%)
- Plans and Maps (100%)
- Functions - Courses of Action (100%)
- Threats and Hazards - Course of Action (100%)
- Step 4 Certification (100%)

Co-Located Charter School Emergency Contact

Co-Located Charter School Emergency Contact Template

If there are any Co-Located Charter Schools at your school site, please download the Co-Located Charter School Emergency Contact template, complete the emergency team staff contact phone number (Work, Mobile, Home) and upload the document to ISSP system. Information entered on this document will be used to contact school site personnel in the event of an emergency.

[EmergencyContactCharterInfo.pdf](#)

Co-Located Charter School Emergency Contact Document

[EmergencyContactCharterInfo_test.pdf](#)

Upload New File Select an Uploaded File

Select New File

Save

See Data Input Co-located Charter: Figure 2



LAUSD Integrated Safe School Plan Quick Guide for Editing

Data Input: Upload Signed Signature Page

In Step 5, the Signature Page must be downloaded, signed, and uploaded into the system. The Signature Template is found in the **Approve the Plan** section by clicking on the [blue](#) link to download the Signature Template. After the required staff have signed the document, upload it to the computer, saving it as “ISSP Signatures [DATE]”. Click on the **Upload New File** button to upload to the signed Signature Document to the ISSP (See *Signature Upload: Figure 1*).

Approve the Plan
School safety committee members should review the completed plan and then sign it. Print out several copies of the plan, including one copy kept in the main office for public review that includes the viewing log.

[Signature Template.docx](#)

Signature Document Upload*
[Signature Template.docx](#)

[Select an Uploaded File](#)

Other Document Upload
 [Select an Uploaded File](#)

Signature Upload: Figure 1

An existing uploaded file can be selected from the **Select an Uploaded File** button if a current signed page has already been uploaded to the ISSP system (See *Signature Upload Figure 2*).

[Signature template.docx](#)

Signature Document Upload*
[Signature Template.docx](#)

[Upload New File](#)

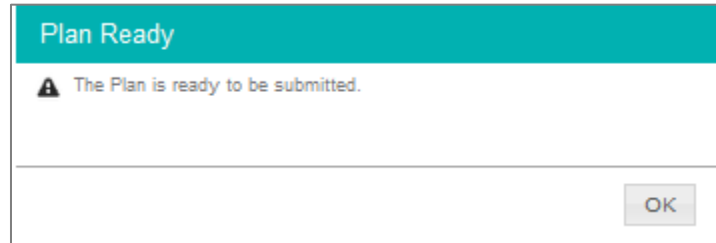
Signature Upload: Figure 2



LAUSD Integrated Safe School Plan Quick Guide for Editing

Submitting the Plan

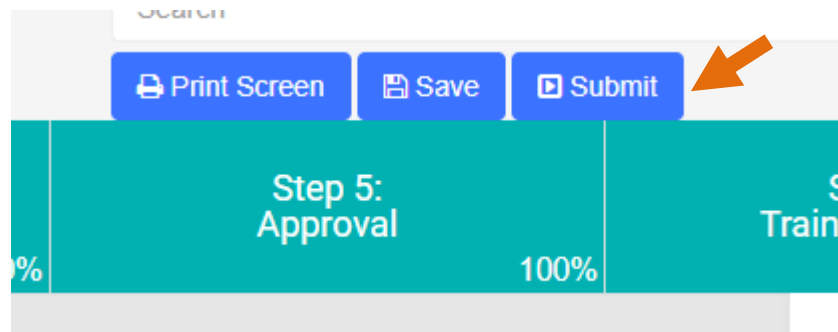
After all six steps have been completed and display 100%, a message box appears that your plan is ready to be submitted. (See *Submit Plan: Figure 1*).



Submit Plan: Figure 1

In order to submit the plan, the principal must click the **Submit** button and confirm the submission in the window that pops-up (See *Edit Plan: Figure 2*). Only the Principal can submit a plan. If the principal did not prepare the plan, he/she needs to review the plan thoroughly before clicking submit. Only the school principal can submit the ISSP.

A few minutes after the principal submit the plan, the status of the draft changes to “Reviewed” on the School Details screen and that plan becomes the Current Safe School Plan.



Submit Plan: Figure 2

After clicking the Submit button, an Error message box pops up if there are missing emergency contact phone numbers (See *Submit Plan: Figure 3*). Check the Emergency Contacts screen in Step 4 for a list of these employees. The principal is to contact staff listed on the emergency contacts screen to update any missing/incorrect phone numbers in Employee Self-Service <https://ess.lausd.net>. The principal or designee can instead update the missing phone numbers in Step 4 of the ISSP (*Quick Guide, pages 10-12*).



LAUSD Integrated Safe School Plan Quick Guide for Editing

An error dialog box with a teal header bar labeled "Error". Below the header, there is a warning icon (a triangle with an exclamation mark) followed by the text "There is some emergency contact info missing." At the bottom right of the dialog is a button labeled "OK".

Error

⚠ There is some emergency contact info missing.

OK

Submit Plan: Figure 3

If no emergency contact numbers are missing, the Confirm Submission box pops up. Click **Yes** to complete submission of the ISSP (See *Edit Plan: Figure 4*).

A "Confirm Submission" dialog box with a teal header bar labeled "Confirm Submission". Below the header, there is a warning icon (a triangle with an exclamation mark) followed by the text "Do you want to submit the School Plan?". At the bottom right of the dialog are two buttons labeled "Yes" and "No". An orange arrow points to the "Yes" button.

Confirm Submission

⚠ Do you want to submit the School Plan?

Yes No

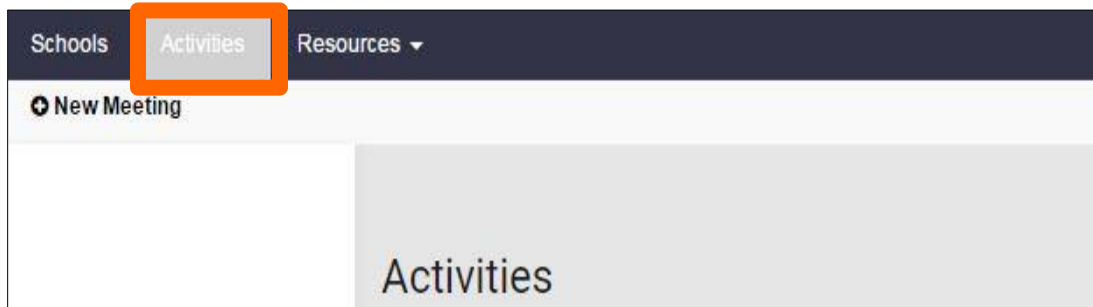
Submit Plan: Figure 4



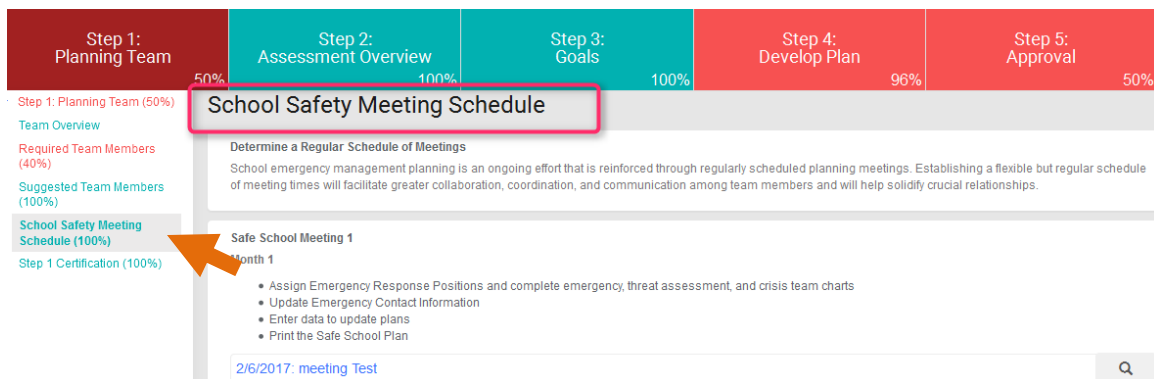
LAUSD Integrated Safe School Plan Quick Guide for Editing

Creating Meetings in the Activities Tab

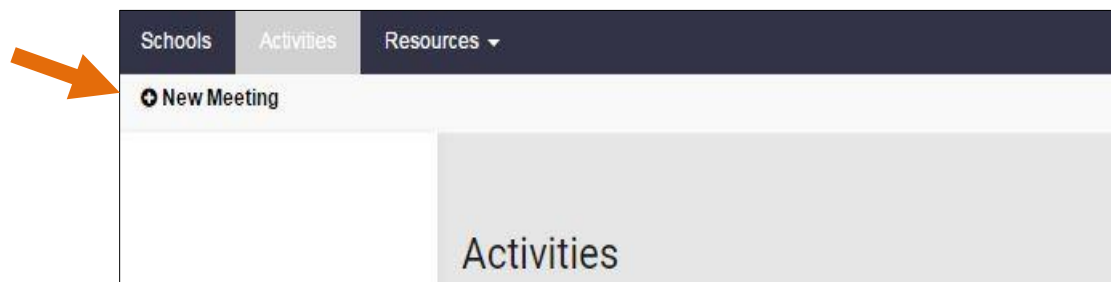
OPTIONAL: Meetings can be created and calendared from the **Activities** page (*Activities Page: Figure 1*). A meeting can also be assigned in Step 1, using the School Safety Meeting Schedule section search (*See Activities: Figure 2*). To create a new meeting Click **New Meeting** and enter the meeting details. Meetings can also be edited and deleted (*See Activities: Figure 3 and 4*).



Activities: Figure 1



Activities: Figure 2



Activities: Figure 3



LAUSD Integrated Safe School Plan Quick Guide for Editing

This screenshot shows the 'Meeting Details' form in the LAUSD Integrated Safe School Plan system. The form is titled 'Meeting Details' and has a tabbed interface with 'Schools', 'Activities', and 'Resources'. The 'Activities' tab is selected. Below the tabs, there are links for 'Back to list', 'New', 'Edit', and 'Delete'. The form fields include: 'Meeting Details' (with a red box around the 'TEST MEETING' text), 'Subject' (with the text 'Test Meeting'), 'Regarding' (with a dropdown menu showing 'School'), and 'School' (with a dropdown menu).

Meeting Details

TEST MEETING

Subject

Test Meeting

Regarding

School

Activities: Figure 4

Complete the Meeting Subject, School, Location, Start time, End time and sync to Office 365/Outlook fields as needed and click on the **Save** button (See Activities: Figure 5).

This screenshot shows the 'Meeting Details' form in the LAUSD Integrated Safe School Plan system, with the 'Save' button highlighted by a red arrow. The form is titled 'Safe School Plan' and has a tabbed interface with 'Schools', 'Activities', and 'Resources'. The 'Activities' tab is selected. Below the tabs, there are links for 'Back to list' and 'Save'. The form fields include: 'Subject*' (with a red box around the field), 'Regarding' (with a dropdown menu showing 'School'), 'School*' (with a red box around the field and a search icon), 'Meeting Location*' (with a red box around the field), 'Start Time*' (with a red box around the field and a calendar icon), 'End Time' (with a red box around the field and a calendar icon), 'All day event' (checkbox), 'Show As' (dropdown menu showing 'Busy'), 'Reminder' (dropdown menu showing '15 minutes'), 'Details*' (with a red box around the field), 'Sync to Office 365/Outlook' (checkbox with a red box around it), and 'Status' (dropdown menu showing 'Active').

Safe School Plan

Schools Activities Resources

Back to list Save

Subject*

Regarding

School

School*

Meeting Location*

Start Time*

End Time

All day event

Show As

Busy

Reminder

15 minutes

Details*

Sync to Office 365/Outlook

Status

Active

Activities: Figure 5

OTHER SYSTEM FEATURES



LAUSD Integrated Safe School Plan Quick Guide for Editing

Archived Plans

Some data didn't transfer properly from the old Safe School Plan Creator system into the new ISSP system. The first year that plans are completed in the new ISSP system (2017-2018), it may be helpful to have last year's Safe School Plan handy. You can refer to a printed version of the 2016-2017 plans or you can use archived plans stored in the ISSP. You can view 2016-2017 archived Safe School Plans online or download the volumes as pdfs. Archived plans are only visible to those with editing access.

Viewing the 2016-2017 Archived Plans Online

From the **School Details** screen, click on the **Planning View** button in the Current Safe School Plan section. Select Volume 1, Volume 2, or Volume 3 using the bar across the top of the screen. Click the plan sections listed on the left side of the screen to view the content of that section (See *Archived Plans: Figure 1 and 2*).

Note: The Current Safe School Plan section displays the last version of the plan submitted by the system. Until you complete the ISSP for this school year, it will display the archived Safe School Plan from 2016-2017. Once you submit a plan for 2017-2018, the Current Safe School Plan section will display the 2017-2018 plan.

This screenshot shows the 'Current Safe School Plan' interface. On the left, there's a table with columns for 'Version' and 'Submitted'. The version is '2016.1' and the submitted date is '10/4/2016'. Below this, there are fields for 'Reviewed' (10/4/2016) and 'Last Revision' (5/1/2017). To the right of these fields are three blue buttons: 'Emergency View', 'Planning View', and 'Download'. An orange arrow points from the 'Planning View' button towards the right.

Archived Plans: Figure 1

This screenshot shows the 'SUNNY BRAE AVENUE ELEMENTARY' plan interface. At the top, it says 'Status: Completed' and has a 'Print Screen' button. Below this is a bar with three tabs: 'Volume 1', 'Volume 2', and 'Volume 3'. 'Volume 1' is selected. On the left side, there's a sidebar with a tree view of plan sections. 'Loss of Utilities Plan' is selected and expanded. The main content area shows the details for 'Loss of Utilities Plan', including sections for 'Toilet', 'Drinking Water', 'Food Service', 'Fire Suppression', and 'Ventilation'. An orange arrow points from the 'Volume 1' tab to the 'Loss of Utilities Plan' section in the sidebar.

Archived Plans: Figure 2



LAUSD Integrated Safe School Plan Quick Guide for Editing

Downloading Archived Plans

From the **School Details** screen, click on the **Archived Plans** feature to view all Safe School Plans submitted in previous years.

Click on the **Plan Cycle** up arrow to display the most recently submitted Safe School Plan documents from previous years (See *Archived Plans: Figure 3*). Click on a document to download it as a pdf.

Document Name	Date	Plan Cycle	Version
6996_QRG.pdf	5/6/2017	2016	2016
6996_s1Chart.pdf	5/6/2017	2016	2016
6996_Vol1.pdf	5/6/2017	2016	2016
6996_SSP.pdf	5/6/2017	2016	2016
6996_s1Chart.pdf	5/6/2017	2015	2015
6996_QRG.pdf	5/6/2017	2015	2015
6996_Vol1.pdf	5/6/2017	2015	2015
6996_SSP.pdf	5/6/2017	2015	2015
6996_QRG.pdf	5/6/2017	2014	2014
6996_Vol1.pdf	5/6/2017	2014	2014

Page 1 of 4 (32 entries)

Archived Plans: Figure 3

Archived Plans Document Key:

- Vol1 - Volume 1 document
- SSP - Volume 2 document
- QRG - Quick Reference Guide from Volume 2
- s1Chart - Crisis Team and Threat Assessment Team charts from Volume 3



LAUSD Integrated Safe School Plan Quick Guide for Editing

Current Plans

The ISSP system also includes a Current Safe School Plan section that stores the latest plan document. The plan can be viewed but not edited in this section. There are two options to access the current plan. Click the **Download** button or click on **Current Plan** in the menu on the left side of the screen to view the latest plan (*See Current Plan: Figure 1*).

Safe School Plan

Schools Activities Resources

Back to list | Save

School Details

Schools at this Site

School Staff

Floor Plans and Maps

Bell Schedule

Current Plan

Archived Plans

SSP Submitted By

SSP_K-12_test

Address

333 S. Beaudry St, Los Angeles, CA 90021-0000

Phone

(213) 241-1111

Principal

HUM, DINAH

SSP Designee

CHANG CHIEN, WEI CHE

Operations Coordinator

Administrator of Operations

HERNANDEZ, EUGENE

Current Safe School Plan

Version	Submitted	Reviewed	Last Revision	Action
2017.9	7/25/2017	Not Reviewed	7/25/2017	Emergency View Planning View Download

Safe School Plan Draft

Version	Submitted	Reviewed	Last Revision	Action
2017.10	Not Submitted	Not Reviewed	7/26/2017	Emergency View Planning View Edit Plan

Current Plan: Figure 1



LAUSD Integrated Safe School Plan Quick Guide for Editing

Planning View

A read-only view of the school's current Integrated Safe School Plan can be consulted by clicking the **Planning View** button in both the Safe School Plan Draft section and the Current Safe School Plan section (*See Planning View: Figure 1*). This displays the same information as the Edit View. Users can navigate through the steps and sections of information, but cannot edit any fields (*See Planning View: Figure 2*).

Safe School Plan Draft

Version	Submitted		Emergency View
2017.1	Not Submitted		Planning View
Status	Reviewed		Edit Plan
Draft	Not Reviewed		
Emergency Contacts Status	Last Revision		
Missing Information	7/14/2017		

Planning View: Figure 1

Back to School Details | 107TH STREET ELEMEN... | Version: 2016.1 | Status: Draft | Edit Plan | Search

Step 1: Planning Team	Step 2: Assessment Overview	Step 3: Goals	Step 4: Develop Plan	Step 5: Approval	Step 6: Train / Exercise
Step 1: Planning Team Team Overview Required Team Members Suggested Team Members School Safety Meeting Schedule Step 1 Certification	Step 1: Planning Team Team Overview The school safety committee is the collaborative group that completes the Safe School Plan. The School Safety Committee contains a broad representation of all stakeholder groups (students, parents, staff, and community). Required members include the Principal/designee, UTLA Chapter Chair, parent of a student (not employed at the site), classified employee representative, and a student (secondary schools), and representation from the Los Angeles School Police Department or local law enforcement. Suggested committee members include: teacher(s), plant manager, cafeteria manager, physical education department chair/physical education teacher, health education teacher, nurse, psychiatric social worker, pupil attendance counselor, school psychologist, counselor, Parent Center Director, and Beyond the Bell staff. Responsibilities of the Principal: <ul style="list-style-type: none">Ensure that the Safe School Plan is prepared and routinely updated by the school safety committee. Annual update is due by October 1 of every year.Ensure that all staff members are familiar with and comply with applicable provisions of the Safe School Plan Responsibilities of the School Safety Committee: <ul style="list-style-type: none">Pursuant to CA Ed. Code Section 52012 and 52852, the school governance council will appoint Members to a school safety planning committee. The Committee at a minimum shall include the participants listed above.It is suggested that the Coordinated Safe and Healthy School Planning Committee meet regularly to review, evaluate, and update the school's plan.Appropriately announce and hold a public meeting at the school-site in order to allow parents and members of the public the opportunity to express an opinion about				

Planning View: Figure 2



LAUSD Integrated Safe School Plan Quick Guide for Editing

Emergency View

All employees assigned to a site can access the Emergency View of the ISSP from the School Details screen. Users can select **Emergency View** from the **Safe School Plan Draft** section to see changes that the School Safety Committee is working to implement, or select **Emergency View** in the **Current Safe School Plan section** to see the approved version that applies to the school currently (*See Emergency View: Figure 1*).

The screenshot shows the LAUSD Integrated Safe School Plan (ISSP) interface. At the top, there is a teal header with the "Safe School Plan" logo and navigation tabs for "Schools", "Activities", and "Resources". Below the header, a sidebar on the left contains links for "School Details", "Schools at this Site", "School Staff", "Floor Plans and Maps", "Bell Schedule", "Current Plan", and "Archived Plans". The main content area is divided into two sections: "Current Safe School Plan" and "Safe School Plan Draft". Each section contains a table with columns for "Version", "Submitted", "Reviewed", and "Last Revision". In the "Current Safe School Plan" section, the "Submitted" column shows "7/25/2017" and the "Reviewed" column shows "Not Reviewed". In the "Safe School Plan Draft" section, the "Submitted" column shows "Not Submitted", the "Reviewed" column shows "Not Reviewed", and the "Last Revision" column shows "7/26/2017". To the right of each table, there are three blue buttons: "Emergency View", "Planning View", and "Download" (for the current plan) or "Edit Plan" (for the draft). The "Emergency View" button in both sections is highlighted with an orange border.

Emergency View: Figure 1

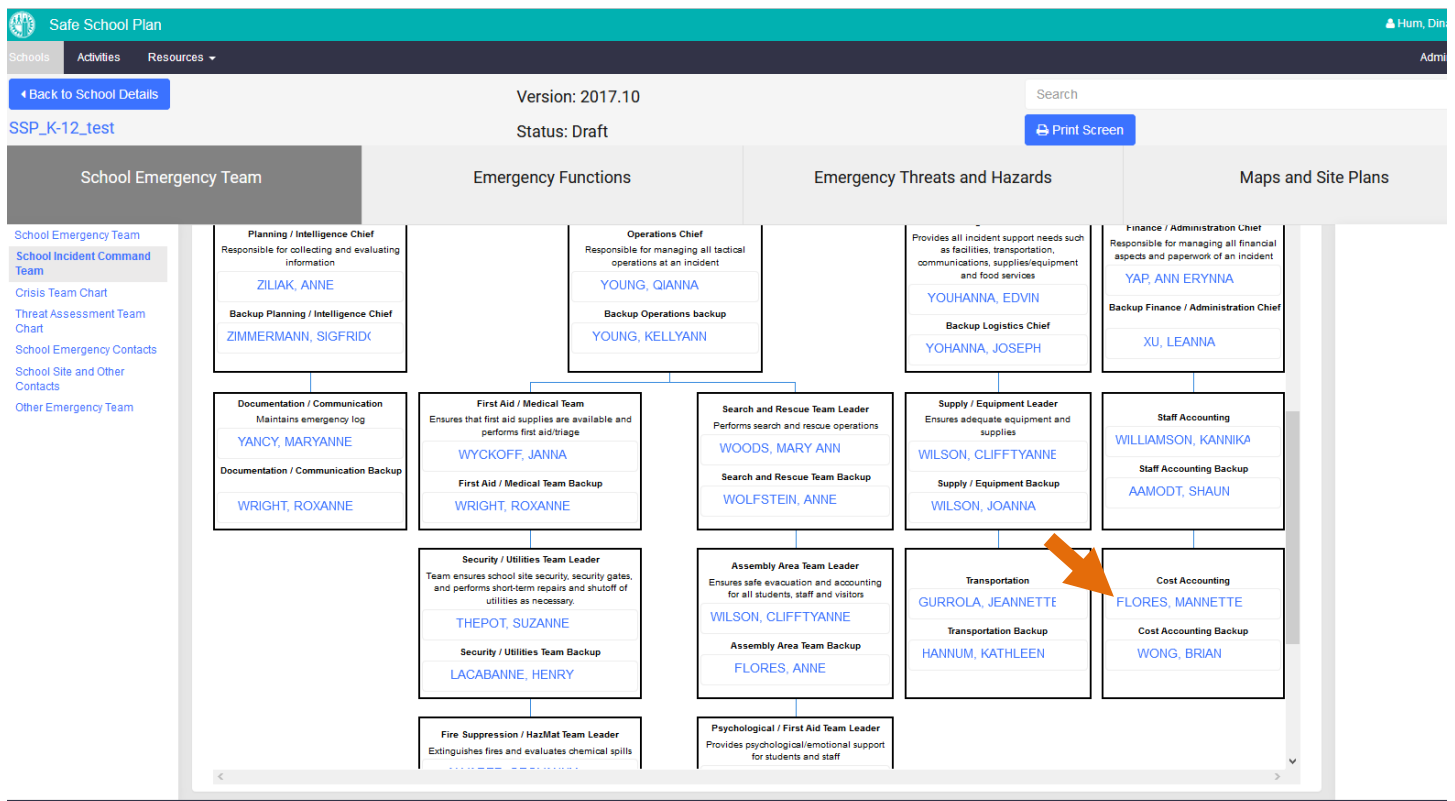


LAUSD Integrated Safe School Plan Quick Guide for Editing

The Emergency View includes 4 sections:

- School Emergency Team
- Emergency Functions
- Emergency Threats and Hazards
- Maps and Site Plans

Clicking on an item in the Emergency View will display the specific details of that item (*See Emergency View: Figure 2*).



Emergency View: Figure 2



LAUSD Integrated Safe School Plan Quick Guide for Editing

You can also use the Search function to view the details of a specific section by clicking the **Search** button and entering keywords to filter your search.

Users can print screens throughout the application by clicking the **Print Screen** Icon (See Emergency View: Figure 3). This prints a snapshot of the information appearing on the current screen.

The screenshot shows the 'Safe School Plan' application interface. At the top, there's a teal header with the LAUSD logo and 'Safe School Plan' text. Below it, a navigation bar includes 'Schools', 'Activities', and 'Resources'. A sidebar on the left lists various teams and charts. The main content area shows 'Version: 2017.1' and 'Status: Draft'. A search bar at the top right contains the word 'drop'. Below the search bar, there are four tabs: 'School Emergency Team', 'Emergency Functions', 'Emergency Threats and Hazards', and 'Maps and Site Plans'. The 'Emergency Functions' tab is selected, and the search results for 'drop' are displayed. The results show a section titled 'Drop, Cover and Hold On' with a detailed procedure for earthquakes. An orange arrow points to the 'Print Screen' button in the top right corner. Another orange arrow points to the 'Emergency Functions' tab. A third orange arrow points to the search results area. The bottom of the screen shows pagination: 'Showing 1 to 10 of 1 entries' and navigation links 'First', 'Previous', '1', 'Next', 'Last'.

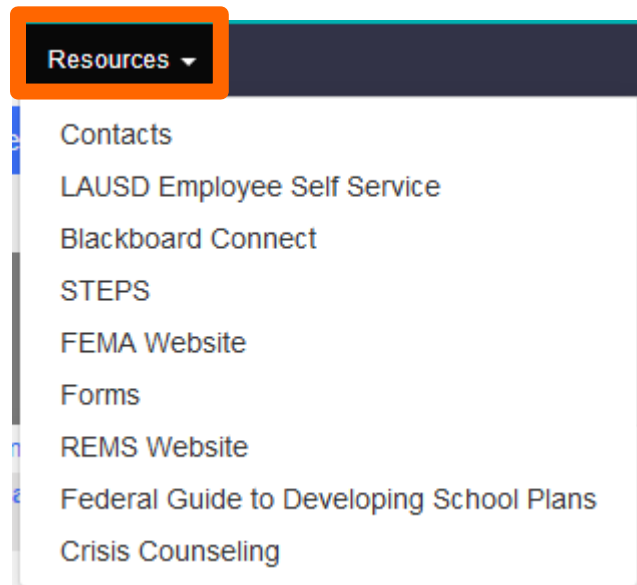
Emergency View: Figure 3



LAUSD Integrated Safe School Plan Quick Guide for Editing

Resources

The Resources section, located at the top of the screen, includes several useful lists and links that can help you prepare for and respond to emergencies. This includes a detailed list of district resource contact information and forms that are submitted during an emergency incident (*See Resources: Figure 1*).



Resources: Figure 1



ISSP Quick Sheets Assigning a Designee

How do I assign a designee to edit the ISSP?

To assign an ISSP Designee to edit the plan, go to the School Detail menu and select the SSP Designee field box and click on the magnifying glass icon to bring up the Lookup table or enter the staff name in the field box. Click on the staff member's name to highlight the row and then click **OK** in the lookup table and click **Save** on the School Details page.

Safe School Plan

Schools Activities Resources

Back to list Save

School Details Schools at this Site School Staff Floor Plans and Maps Bell Schedule Archived Plans

SSP_DACE REGULAR

Cost Center 231008 Location Code Local District DACE Board District

Plan Template Adult School Template

SSP Submitted By

Address 111 South Hill St, Los Angeles, CA 90032-0000 Phone (213) 441-9013

Principal Hum, Dinah SSP Designee AARONS, DORIS

Lookup

SSP_K-12_test

Full Name	Employee No	Employee Type	Location
CHANG CHIEN, WEI CHE	00766175	TECHNICAL SPECIALIST	SSP_K-12_test
HUM, DINAH	01087618	TECHNICAL PROJECT MANAGER	SSP_K-12_test
WONG, BRIAN	00668838	MULTIMEDIA DESIGNER	SSP_K-12_test

Page 1 of 1 (3 entries)

Clear Value Cancel OK



ISSP Quick Sheets

Assigning an Employee to the ISSP

How do I assign an employee to a role in the ISSP?

What if that employee is not on my list of staff?

To assign roles within each step of the plan, click on the **magnifying glass** icon (See *Data Input: Figure 1*). A lookup table will populate and display school staff members. You can also type in the name of a member into the field. A search by partial name will filter by the letters typed in the field box as a quick search option (See *Data Input: Figure 2*).

Required Team Members

Required members include the Principal/designee, UTLA Chapter Chair, parent of a student (not employed at the site), classified employee representative, and a student (secondary schools), and representation from the Los Angeles School Police Department or local law enforcement.

Principal / Designee*

Q

Data Input: Figure 1

SSP Designee

ma

Q

- MARITZA
- AARDEMA, JAMES
- AARON, MARK
- ABAD, MARIA
- ABAD, MARIA CORAZON

Data Input: Figure 2

Users can either enter the school staff name in the search field box or select from the drop down. Click on the name of the selected staff member to highlight the row and click on the **OK** button. Click **Save** on the page. (See next page *Data Input: Figure 3*).

Users can change the lookup table to display all LAUSD employees; click on the arrow next to the school name in the lookup table and select "All LAUSD Staff" (See next page *Data Input: Figure 4*). Click **OK** and **Save** after selecting the staff member.



ISSP Quick Sheets

Assigning an Employee to the ISSP

Lookup ✕

🔍 School Staff ▼

Full Name ▲	Employee No ▲	Location ▲
ACOSTA, SUSANA	00695515	107TH STREET ELEMENTARY
ALMEIDA, ESELA	00731697	107TH STREET ELEMENTARY
AQUINO, BLANCA	00664376	107TH STREET ELEMENTARY
ARGUMEDO-GONZALEZ, ZOILA	00685519	107TH STREET ELEMENTARY
AULL, JOHN	01033124	107TH STREET ELEMENTARY
BARAJAS, ALMA	00630980	107TH STREET ELEMENTARY
BOMMARITO, GIACOMO	00527979	107TH STREET ELEMENTARY
BRAGG, MARICE	01078455	107TH STREET ELEMENTARY
BROUSSARD, JEFFERY	00557404	107TH STREET ELEMENTARY
BROWN, RAQUEL	00963517	107TH STREET ELEMENTARY

Page 4 of 4 (25 entries)

New Clear Value Cancel OK

Data Input: Figure 3

Lookup ✕

🔍 All LAUSD Staff ▼

Full Name ▲	Employee No ▲	Employee Type ▲	Location ▲
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Data Input: Figure 4



ISSP Quick Sheets

Updating Emergency Contact Phone Numbers

How do I update an employee's emergency contact phone numbers in the ISSP?

Emergency contact information is necessary for several employees. This group is listed in the Emergency Contacts section of Step 4. The ISSP data includes all phone numbers that have been entered in the Employee Self Service system for these critical employees. Emergency contact staff names displayed in **red** are missing at least one contact number (Work, Home, Mobile) (See next page *Update Emergency Phone Number: Figure 1*).

1011 STREET ELEMENTARY

Status: Draft

Print Screen Save Submit

Step 1: Planning Team	Step 2: Assessment	Step 3: Goals	Step 4: Develop Plan	Step 5: Approval	Step 6: Train / Exercise
50%	0%	0%	40%	0%	0%

- Step 4: Develop Plan (40%)
 - Incident Command Team (0%)
 - Incident Command Team Chart (92%)
 - Crisis Team Chart (35%)
 - Threat Assessment Team Chart (62%)
 - Team Assignments (30%)
 - Emergency Contacts (30%)**
 - Additional Contacts (1%)
 - Plans for Loss of Utilities (0%)

Emergency Contacts

Items marked with * are required

Names in red are missing information and must be updated by employee in employee self-service <https://selfservice.lausd.net>

Emergency Contacts

The information entered on this screen will be used to contact school site personnel in the event of an emergency. The information that you enter will be encrypted and sent to the Los Angeles School Watch Commander's office. Personal phone numbers are not made available to staff and are omitted in the printed version of the ISSP.

Principal*

OTTO, WILLIAM

Data Input Emergency Phone Number: Figure 1




ISSP Quick Sheets

Updating Emergency Contact Phone Numbers

Employees should update their personal contact information in Employee Self Service at <http://ess.lausd.net>. Users with editing access can instead add missing phone numbers directly to the ISSP for personnel listed on the Emergency Contacts page. To add a missing phone number, click on a **red** staff name, which opens the employee Details window. Click on the **blue** arrow next to Name to open the User Details window (See next page *Data Input Emergency Phone Number: Figure 2*).

Details

Name 

LEON, MARIA

Title

SCH ADMINISTRATIVE ASSISTANT

Email

[REDACTED]@t

Work Phone

[REDACTED]

Home Phone

Mobile Phone

(886) 886-1122

Data Input Emergency Phone Number: Figure 2



ISSP Quick Sheets

Updating Emergency Contact Phone Numbers

Click on the **Edit** Button in the top left corner of the window to open the Edit User menu (See *Data Input Emergency Phone Number: Figure 3*).

Edit

User Details
LEON, MARIA

Personal Information	Contact Information	ISSP Phone Numbers	Employee Information
First Name* MARIA	Work Phone Number [Redacted]	ISSP Work Phone [Redacted]	Class Code [Redacted]
Last Name* LEON	Home Phone Number [Redacted]	ISSP Home Phone [Redacted]	Employee Type SCH ADMINISTRATIVE ASSISTANT
Middle Name [Redacted]	Mobile Phone Number [Redacted]	ISSP Mobile Phone [Redacted]	Employee No [Redacted]
	Email Address maria.d.leon@lausd.net		Current Location [Redacted]
			Location Description [Redacted]

Data Input Emergency Phone Number: Figure 3

Enter missing phone numbers in the Edit User menu and click on the **Save** button in the top left corner of the screen (See *Update Emergency Phone Number: Figure 4*). Phone numbers entered in the ISSP will not feed into the Employee Self Service system. Employees are to update their contact information using the ESS link in the ISSP Resources tab or at <http://ess.lausd.net>.

Save

Safe School Plan

Activities Resources

Details

Roles

Edit User Profile
FRANK, JOAN

Personal Information	Contact Information	ISSP Phone Numbers	Employee Information
First Name* [Redacted]	Work Phone Number [Redacted]	ISSP Work Phone (###) ###-####	Class Code [Redacted]
Last Name* [Redacted]	Home Phone Number [Redacted]	ISSP Home Phone (###) ###-####	Employee Type [Redacted]
Middle Name [Redacted]	Mobile Phone Number [Redacted]	ISSP Mobile Phone (###) ###-####	Employee No [Redacted]
	Email Address [Redacted]		Current Location 0
			Location Description [Redacted]

User Creation Details

Manual Entry
No Status Inactive || Created On: 3/17/2017 3:41:14 PM By: System, Admin | Modified On: 8/29/2017 5:30:29 AM By: System, Admin |

Data Input Emergency Phone Number: Figure 4