



Believe ♦ Behave ♦ Become

Calendar Dates

Crisis Team Training for Schools	12/6
Safe Passages	12/7
After the Bell Training	12/7
Principals' Meeting	12/13
Winter Break	12/18-1/5
Second Semester Begins	1/8
Martin Luther King Jr's Birthday	1/15

What's Due

Water Flushing Certification	12/1
On-line Metal Detection Certification	12/1

Friday Operation's Brief

Student Attendance Campaign

This year, LAUSD has launched a new Student Attendance Campaign to bring awareness to school attendance and dropout prevention and recovery. As LAUSD continues its efforts to promote student attendance, the Attendance Campaign's slogan, *I Rise. I Attend. I Matter.*, signifies our hope to empower each student to rise, attend school every day, and create a life of meaning and purpose.



The campaign will be communicated with District staff, parents, and students via Blackboard Connect and the District website. Attendance Campaign materials, such as posters and banners, will be distributed to all schools (Attachment 1). Components of the campaign are designed to emphasize the importance of attendance for every LAUSD household and to provide tools for LAUSD families and staff to reach the District's goal of 100% attendance.

We look forward to surpassing last year's attendance outcomes, accelerating increases in student attendance, and positively impacting students, families, and school communities throughout our school district.

For additional information on tools and resources for schools, visit the Pupil Services website: achieve.lausd.net/pupilservices or please contact Erika F. Torres, Executive Director of Student Health and Human Services at (213) 241-3840 or erika.torres@lausd.net.

Staff Attendance Around the Holidays

As we approach the winter break, it is recommended that school leaders take a proactive approach to communicating expectations around employee attendance by sending an email, memo, or other reminder. The following communication may be used:

As you know, consistent staff attendance is extremely important to the integrity of the instructional program and the safety of students. Please be aware that any absences immediately preceding or following a holiday weekend or school vacation, will require acceptable verification in order to be paid. As a reminder, employees are not permitted to take unauthorized, unpaid time off.

*Thank you for your dedication to the students and families of **NAME OF SCHOOL**, and for everything that you do every day.*

Please do not hesitate to reach out to your Staff Relations Field Director and Senior HR Representatives for support regarding employee attendance at any time.



After the Bell

Our upcoming After the Bell Training on will be on December 7, 2017. This session will focus on *Mid-Year Progress and Progressive Discipline for Certificated Employees*. This is a great professional learning opportunity and look forward to your attendance. Please see Attachment 2 for more details.

Friday Operation's Brief

Page 2

Attendance: Schools Meeting the 75% goal for 96% Attendance

YTD % of Students at/above 96% (goal=>75%)	School
87.3%	Lee EL Med Hlth Mag
86.7%	King MS Mag Flm/Mdia
85.8%	Jones EL
85.8%	DBM
85.6%	Esperanza EL
85.2%	Orthopaedic Hsp SH Mg
85.2%	Cahuenga EL
85.0%	Kim Academy
84.6%	Franklin Ave EL
84.5%	West Vernon Ave EL
84.0%	Liechty MS
83.9%	Foshay LC
83.2%	Castelar St EL
83.1%	Virgil MS
83.0%	Adams MS
83.0%	RFK UCLA Comm Sch
82.9%	Arroyo Seco Mus/S Mag
82.9%	Nava LA Sch Bus&Tech
82.3%	Dayton Heights EL
82.3%	Kim EL
81.8%	Delevan Drive EL
81.7%	Irving MS MME Mag
81.5%	Hobart Blvd EL
81.3%	Ivanhoe EL
81.2%	Berendo MS
81.2%	Franklin HS
81.1%	Clinton MS
81.0%	Nevin Ave EL
80.8%	Hoover St EL
80.7%	White EL
80.7%	Gratts La For YS
80.6%	Dahlia Hts EL
80.4%	Politi EL
80.2%	Toland Way EL
80.2%	RFK Ambdr Gbl Edu
80.1%	Aragon Ave EL
80.1%	RFK New Open Wld

YTD % of Students at/above 96% (goal=>75%)	School
79.8%	San Pedro St EL
79.7%	32nd St USC Pa Mag
79.5%	RFK Ambdr Gbl Ldsh
79.2%	Del Olmo EL
79.1%	Macarthur Pk EL VAPA
79.1%	Ascot Ave EL
79.1%	Burbank MS
79.1%	Marshall SH
79.0%	Monte Vista St EL
79.0%	Estrella EL
78.9%	Los Feliz Stemm Mag
78.9%	Rockdale VAPA Mag
78.9%	10th St EL
78.7%	24th St EL
78.3%	28th St EL
78.2%	Nava LA Sch Art&Cult
77.9%	Contreras LC Bus Tr
77.8%	Trinity St EL
77.8%	Norwood St EL
77.7%	Carver MS
77.6%	Magnolia Ave EL
77.6%	Clifford St M/T Mag
77.5%	RFK Sch Vis Arts/Hum
77.3%	Eagle Rock Hs
77.3%	Allesandro EL
77.1%	Los Angeles Acad MS
76.9%	Castro MS
76.7%	20th St EL
76.4%	Lexington Ave PC
76.0%	Weemes EL
75.8%	Obama Gbl Prep Acad
75.4%	Micheltorena St EL
75.2%	Atwater Ave EL
75.2%	Union Ave EL
75.2%	San Pascual EL Steam
75.2%	Lockwood Ave EL
75.1%	Logan Academy



Attendance

As we head into the holiday season, it is important to strengthen our efforts in ensuring that students continue to attend school every day! Historically, schools tend to see a drop in attendance during the weeks between Thanksgiving break and winter vacation. Please employ various strategies in order to keep attendance up these next few weeks. A Blackboard Connect Ed message for absence prevention as well as attendance challenges would be a great fit for elementary schools to use as incentives. These suggestions may also be modified for secondary schools (Attachments 3 & 4).

75 Days of School, 75 Days Smarter!

The 75th Day of School is Friday, December 8, 2017. School leaders are strongly encouraged to continue promoting attendance by celebrating every 25th day of school! Celebrate the 75th day with events and activities that emphasize the number "75," such as dressing up in 1970's attire, a 1970's theme dance and awarding certificates of recognition to students meeting the 96% attendance rate (no more than 3 absences to date). Be creative! Send pictures of your 75th Day Celebrations to mvega@lausd.net to be featured in a future Brief.

Attendance Submittal



Attendance Not Submitted (ANS) continues to be a challenge within Local District Central (only 97 schools had 100% attendance submittal as of 11/24/17). **100% attendance submittal** must be a part of every school culture, not only for the purpose of data tracking but, to adhere to the legal mandates in the Education Code and contractual responsibilities.

The table to the left shows the rate of attendance submittal with LD Central at the lowest rate in the District as of November 24, 2017. Please refer to Attachment 5 for detailed strategies school leaders may use to ensure that their school's attendance is submitted *every day, on time*.

LD	Attendance Submittal Rate (cumulative to 11/24/17)
S	99.98%
NW	99.95%
E	99.76%
W	99.57%
NE	99.55%
C	99.51%
LAUSD	99.70%

S.E.P.A. Center....in the Spirit of Giving!

In the holiday spirit, the S.E.P.A. Center so generously donated a Thanksgiving gift to one Local District Central student! This unaccompanied and detained minor is currently living with his uncle. The center graciously provided the student all school enrollment services, legal services, health insurance information as well as a *FamilySource* referral. Both the student and caregiver were extremely grateful for the donation as well as the supports provided!

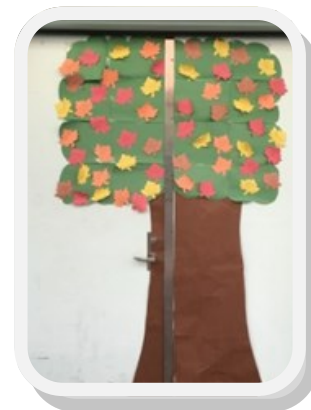


Promoting Gratitude and Kindness

West Adams Prep Psychiatric Social Workers (PSWs) Ms. De La Cruz, Ms. Chaidez and Ms. Moreno, and their MSW interns celebrated “Gratitude and Kindness month” by encouraging staff and students to participate in interactive activities throughout the month of November.



- All students in advisory were encouraged to write a kind message to anyone they wished. These kind and empowering messages were posted all over campus for students and staff to read. Statements included “We love our counselors,” “Love yourself,” and “West Adams has the best teachers”. A Kindness board with more messages was brought out at lunchtime for students to read.
- Kindness Bingo cards were given to students where students had to acquire signatures from those with whom they carried out kindness acts. An example of a Kindness act is, “say hello to someone you don’t know,” or, “hold the door for a teacher/friend”. Students were allowed a week to complete the Kindness Bingo and brought their completed form in exchange for a bowl of cheesy nachos during lunch period.
- Leaf cut-outs were available for students to write a kindness pledge or something they were grateful for. Messages were then placed on their Kindness tree in the quad.
- PSWs held a 10th grade girls, “Gratitude and Kindness Assembly” in which the PSWs shared personal accounts of bullying. Students then viewed impactful videos regarding bullying.
- Kindness Pledge, Kindness Apology and Kindness Card activities were also led by the PSWs Team.



Identification of Students Experiencing Homelessness

We want to emphasize the importance of ensuring that school staff properly identify students experiencing homelessness in MiSiS no later than December 15, 2017. The identification of these students has a direct impact on District’s annual revenue from the State of California through the Local Control Funding Formula (LCFF). Please refer to BUL-6718 and REF-6554.2 for more information (Attachments 6 & 7).

A MiSiS job aid for use of the Homelessness Screen is available under “Demographics” from the MiSiS homepage: <http://achieve.lausd.net/Page/6231>. If you have any questions and/or require more information, please contact Pupil Service, Homeless Education Program at (213) 202-7581 or Pupil Services at (213) 241-3844.

2017–2018 Winter Recess District Shutdown Days

Winter Break

LD Central staff would like to offer school leaders guidance with scheduling the custodial staff during the winter recess (Attachment 8). December 25, 29, 2017 and January 1, 2018 are legal paid holidays for employees. District shutdown days are December 26, 27 and 28, 2017. Employees can use vacation time if:

1. They have enough vacation time
2. The site administrator approves vacation (employees must use vacation time on shutdown days)



December 18, 19, 20, 21, 22, 2017, January 2, 3, 4, 5, 2018 are working days for “A” basis employees. Custodial staff may request vacation time for these days. Should your custodial staff work on these 9 days, it is recommended that school leaders meet with their plant manager to and create a job list (deep clean restrooms, sweep and mop all classrooms, work on any special projects, etc.) to complete during those days. Feel free to call the LD Central Operations office should you have any questions.

Rubric of Implementation (ROI)

The Rubric of Implementation is a tool to measure school-wide Positive Behavior Intervention and Support (Attachment 9). It is suggested that you incorporate each key feature of the rubric at your school site. Please use the rubric as an agenda item when you have faculty, parent, and student meetings and assemblies.

The ROI now has the upload capability of a single file for all 8 ROI key features separated by tabs (Attachment 10). All schools may upload supporting documents in the DFP system. The eight features of the Rubric of Implementation are:

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

It is the goal of the Los Angeles Unified School District to have a climate that focuses on safety, teaching, learning, and interpersonal relationships to enhance student learning and wellbeing.

Restorative Justice: The Shape of the Circle

The physical arrangement is important and greatly affects the quality of the circle. Arrange the classroom or other space so that students can be in a circle. The operational definition of the circle shape is that everyone can see every face without having to lean far forward. Sometimes the space available doesn't allow forming a perfect circle, and you'll have to make do with the best available alternative. We've heard students refer to not-quite-circles or circles with some rounded corners as “squircles.”



Circles work best when the physical space has an open feeling of no barriers between participants. Arrange the space so there are no tables or desks between students or in the middle of the circle. If your classroom or the furniture you have does not support this perhaps there is another place on campus where you can go for your circle meetings.



Schools Telephone Auto-Attendant

In an effort to provide personalized customer service, all secondary schools can call the ITD hot line at 213-241-5200 to open a ticket to have the school's telephone auto attendant removed.



More Than a Meal Household Income forms are due year round. Should you need any blank forms, please contact Beatriz Campos at 213-241-0167.



Staff Relations Reminder : Warning of Possible Below Standard Evaluation & Supervision of Instruction Conference Memo

Employees who might receive an overall **Below Standard Evaluation (BSE)** should be given sufficient advance notice. Administrators are not only to provide written recommendations and assistance for improvement through written conference memos, but should also include warning as to the consequences of failure to improve. Such notice is to be given with sufficient time for the employee to implement the assistance provided with adequate time to improve. Contact your Staff Relations Field Director if you are working with a teacher who may receive a BSE.

All employees who may receive a BSE this year should have at least two conference memos by the winter break.

Please plan to attend this month's After the Bell session where the team will review the Mid-Year Warning process, as well as, how to write a conference memo on supervision of instruction. All administrators are strongly encouraged to attend.

Classified Personnel Performance

It's never too early to start preparing for classified employees annual performance evaluations due May 11, 2018. It is recommended that classified employees receive a warning prior to receiving a performance evaluation with ratings lower than "meets standards" and be given an opportunity to improve. The warning should be issued no later than March 23, 2018 to give at least 30 days to improve. Reviewing time cards for attendance and obtaining feedback regarding employee performance now will provide information to assist you in counseling problem employees prior to their end-of-year evaluations. Providing a midyear evaluation can allow employees the opportunities to improve their performances or to acknowledge your high performers. Please contact Chrys Nguyen, Senior Human Resources Representative for assistance.

Payroll Reminder

Just a reminder that payroll is due for all *classified, certificated, and Semi-monthly* personnel on **Thursday, December 14, 2017**.

We strongly encourage you to closely read the detailed emails that will be sent to you from Payroll Services. The information provided in these emails, especially for your substitutes, will be beneficial to ensure that no one is left without pay.

Holiday Displays and Programs

Please refer to BUL-6204.2, *Holiday Displays and Programs* (Attachment 11). This bulletin provides guidelines, as well as, information for administrators and personnel who will be preparing holiday displays and planning holiday programs with regard to religious matters in public school settings.



*I Rise.
I Attend.
I Matter.*



Attendance Campaign



LOS ANGELES UNIFIED SCHOOL DISTRICT
Local District Central
Operations Unit

Reminder

After the Bell

Evaluations and Mid-Year Warning for Certificated Employees

Target Audience: *All Principals, Assistant Principals,
APSCS and APEIS*

Your attendance is highly recommended!

Thursday, December 7, 2017

Choose One of Two Locations

3:15 – 4:45 pm	3:15 – 4:45 pm
Lanternman High School Developmental Center 2328 St James PL Los Angeles, 90007	Sotomayor Learning Complex Room 6-104 2050 N San Fernando Rd Los Angeles, 90065

To RSVP, please call Beatriz Campos at (213) 241-0167 or email her at
bx2865@lausd.net.



Mission

To ensure that all LAUSD students are enrolled, attending, engaged, and on-track to graduate.

Sample Blackboard Connect Ed & PA Messages

ABSENCE PREVENTION DURING HOLIDAYS

LONG VACATION ALERT

English: Good evening, this is [name/title] from [school] calling with a reminder that school will be closed for [winter break/spring break/summer] vacation between [date] and [date]. Please take family trips during vacation days only. Students must return to school on [day/date]. Remember, student cannot miss more 7 days in the school year to reach their attendance goal for proficiency. Thank you.

Spanish: Buenas tardes, habla [name/title] de la escuela [school] para recordarle que la escuela estará cerrada para vacaciones de [winter break/spring break/summer] del día [date] hasta [date]. Favor de planear sus salidas y actividades solamente durante estos días festivos. Los estudiantes deben regresar a clases el día [date]. Acuérdese, estudiantes no pueden faltar más de 7 días del año escolar para poder alcanzar su meta de asistencia proficientes. Muchas gracias.

3-DAY WEEKEND ALERT

English: Good evening, this is [name/title] from [school] calling with a reminder that we have a 3- day weekend coming up next week. School will be closed on [day/date] . Please make sure your child returns to school on [day/date]. Remember, student cannot miss more than 7 days in the school year to reach their attendance goal for proficiency. Thank you.

Spanish: Buenas tardes, habla [name/title] para recordarle que próximamente tendremos un fin de semana largo. La escuela estará cerrada este [day/date]. Todos los estudiantes deben regresar el [day/date]. Acuérdese, estudiantes no pueden faltar más de 7 días del año escolar para poder alcanzar su meta de asistencia proficientes. Muchas gracias.

HOLIDAY VACATION ALERT

English: Good evening, this is [name/title] from [school] calling with a friendly reminder that school will be closed on [day/date] in observance of [holiday]. All students must return to school on [day/date]. Remember, students cannot miss more than 7 days in the school year to reach their attendance goal for proficiency. Thank you.

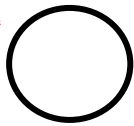
Spanish: Buenas tardes, habla [name/title] de la escuela [school] para recordarle que la este [day/date] será día feriado por motivo de [holiday]. Todos los estudiantes deben regresar a la escuela el día [day/date]. Acuérdese, estudiantes no pueden faltar más de 1 día de escuela cada mes o 7 días del año escolar para poder alcanzar su meta de asistencia proficientes. Muchas gracias.

NON-LAUSD HOLIDAY

English: Good evening, this is [name/title] from [school] calling to inform you that [Date/holiday] is not a holiday for LAUSD. All students are expected to attend school on [date]. If your child will be absent on this date, please call or send a note to the school with the reason for the absence. Thank you.

Spanish: Buenas tardes, habla [name/title] de la escuela [school] para informarle que [holiday] no será un día feriado escolar y por lo tanto habrá clases el [day/ date]. Se espera que todos los estudiantes asistan el [date]. Si su hijo/a estará ausente este día, por favor llame o mande una nota a la escuela indicando la razón por la ausencia. Muchas gracias.

____-Day December Attendance Challenge



Friends, there are only

days of school in December!



If you come to school all <<insert #>> school days
in December, you will win a prize on <<Insert date>>.

You will also be entered in an
opportunity drawing to win a
Grand Prize!

YOU CAN DO IT!



Be a 96 % Club Member!

Remember, no more than
7 absences all year.

Reto de ____ días en Diciembre



Amigos, solo hay días
de clase en diciembre!

Si vienes a la escuela todos los ____ días
en diciembre, tu ganaras un premio
<<insert date>>.

Y también entrarás a una rifa
para un premio mayor!

Tu lo puedes hacer!



Se miembro del Club 96%!

Recuerde, no más de
7 ausencias durante todo el año.

It's "SNOW" Secret

ATTENDANCE MATTERS!

Only _____ more days until Winter Break!
Please make sure your child is here every day
through <<insert date>>.



Every student present on <<insert date>> will receive a special recognition. Make sure your child is here!

<<Name>>, Pupil Services and Attendance Counselor

It's "SNOW" Secret

ATTENDANCE MATTERS!

Only _____ more days until Winter Break!
Please make sure your child is here every day
through <<insert date>>.



Every student present on <<insert date>> will receive a special recognition. Make sure your child is here!

<<Name>>, Pupil Services and Attendance Counselor

NO ES SECRETO LA ASISTENCIA IMPORTA!

Solo hay ____ días hasta las vacaciones de invierno!
Por favor asegúrese que su hijo/a esta aquí hasta el <<insert date>>.



Cada estudiante que esté presente recibirá un reconocimiento especial. Asegúrese que su hijo/a este aquí!

<< Name>>, Consejero/a de Asistencia

NO ES SECRETO LA ASISTENCIA IMPORTA!

Solo hay ____ días hasta las vacaciones de invierno!
Por favor asegúrese que su hijo/a esta aquí hasta el <<insert date>>.



Cada estudiante que esté presente recibirá un reconocimiento especial. Asegúrese que su hijo/a este aquí!

<< Name>>, Consejero/a de Asistencia



Mission

To ensure that all LAUSD students are enrolled, attending, engaged, and on-track to graduate.

TOOL #4

Attendance Submittal Strategies

- Generate Attendance Not Submitted Report within the first 15 minutes of the period or school day and at the end of the day- this will assist to gauge school's progress with attendance submission
- After the first 25-30 minutes of each period, the Attendance Office Runs the Attendance Not Submitted report to identify teachers who have not yet submitted their attendance.
- Send reminders to the classrooms of those teachers (utilize Service Workers). Print automated memo from MiSiS Attendance Not Submitted Report:

The screenshot shows the MiSiS Reports interface. On the left, a sidebar lists various reports under 'Favorites' and 'MiSiS'. The 'Attendance Not Submitted With Date Range' report is highlighted. The main area shows the configuration for this report: Local District: S, School: (dropdown), Period(s): 1, Begin Date: 10/10/2016 12:00:00 AM, Return Date: 10/13/2016 12:00:00 AM, End Date: 10/13/2016 12:00:00 AM, Teacher: (dropdown), Return To: Main Office. A red circle highlights the 'Print Teacher Memo: Yes' option. The 'View Report' button is visible on the right.

SAMPLE MEMO FROM MiSiS

Elementary - 1231501 Date: 10/13/2016

RE: Attendance Not Submitted (ANS)
TO: [blank]
FROM: Main Office

The system is showing that attendance records below are incomplete or have not been submitted on the specified date(s):

Please review your attendance records and update students' attendance in MiSiS. If unable to update in MiSiS, provide your paper attendance record indicating student(s) attendance status (absence reason codes and time in/out as applicable) and return to Main Office by 10/13/2016.

#	Date	Period	Crs-Sec	Course Title	# Of Students with ANS
1	10/13/2016	1	110133-7	GRADE 3	22

Total periods with ANS: 1 Total # of Students with ANS: 22

☐ I reviewed and submitted the corrected attendance record(s) noted above in MiSiS.
Teacher Signature: _____ Date: _____

☐ I am unable to submit the attendance corrections in MiSiS, attached is my paper attendance record(s):
Explanation: _____
Teacher Signature: _____ Date: _____

Attendance Reminders

- All teachers are mandated by Education Code 44809, CA Commission on Teacher Credentialing, UT/LA Contract, and District policy to take attendance daily.
- Submit and certify attendance in MiSiS every day for every class period during the first 15 minutes of class.
- Record students as present, absent, tardy or left early including reason code and time in/out in MiSiS as appropriate.
- Record attendance on a printed Class Roster Five Column report if unable to take attendance in MiSiS on the same day of instruction, due to technical issues. Teachers are to add the names of any students not listed and cross out the names of any dropped students and sign and date the report.
- Schools shall not retroactively input attendance in MiSiS without retaining the corresponding paper attendance records, as this may affect audits and misrepresent Average Daily Attendance (ADA) rates. The District can be fined and must repay falsely claimed ADA. Elementary and secondary students must be physically present in order to be marked present.
- Attendance not submitted results in lost revenue and fewer resources for all schools.

Office Use Only
Attendance Record Updated
Name: _____ Date: _____



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- Assistant/Principal calls teachers who have failed to submit attendance after the written reminder on their classroom phone at the end of the period
 - At the end of the school day, the teachers who have not yet submitted attendance, should be reminded over the PA system.
 - Provide copy of ANS report to administrator daily-via email
 - 1st Notice- Verbal reminder by AP to teachers who repeatedly fail to submit attendance, reminding them of the policy of taking attendance during the first 15 min. of each class.
 - 2nd Notice- Written memo reminding them of the policy of taking attendance during the first 15 min. of each class.
 - 3rd Notice- Written memo reminding them of the policy of taking attendance during the first 15 min. of each class and a meeting with the Assistant Principal.
 - 4th Notice- Written memo reminding them of the policy of taking attendance during the first 15 min. of each class, a meeting with the Principal and documentation in their personnel file.
 - An Excel Document should be generated and updated daily by the Administrator to monitor teachers who do not submit attendance on a regular basis.
 - This information should be used in Stull Evaluations and for Teacher Incentives.
 - Provide staff with Importance of Submitting Attendance Document
 - Install Short cuts to MiSiS on all computers
 - Provide teachers with MiSiS Assistance form- to communicate with school staff regarding attendance submittal problems –appendix d
 - Provide teachers with Attendance submission reminder-Appendix E
 - Provide teachers with attendance reminder memo from administrators
 - Conduct in service to office staff and school staff on importance of school attendance
 - Meet with UTLA Rep to gain buy in on submittal requirements (UTLA contract Article IX0 Hours, Duties and work year
- f. 4.0“Each employee is responsible not only for classroom duties...for which properly credentialed, but also for all related professional duties. Such professional duties include...communicating and conferring with pupils, parents, staff and administrators; **maintaining appropriate records...**”
- Staff/Teacher in-service regarding attendance accounting, policies/procedures and contractual responsibilities.
 - Regular, on-going meetings with Attendance Office and other clerical staff regarding attendance accounting, policies/procedures and contractual responsibilities.
 - Inquire about the possible barriers from school staff for non-submittal
 - If attendance cannot be submitted by teachers, ensure that procedures and steps are in place



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



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- 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



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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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- 1) Foster Youth Achievement Program;
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- 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;



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- 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/gs/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 nacimient	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



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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.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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.



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

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.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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: <i>(all three boxes must be checked to be eligible)</i>	<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 ESTUDIANTIL 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 ESTUDIANTIL 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):

<input type="checkbox"/> En un refugio (nombre del refugio) _____ <input type="checkbox"/> En un motel o hotel (nombre del motel o hotel) _____ <input type="checkbox"/> En un programa de vivienda de transición (nombre del programa) _____ <input type="checkbox"/> En un auto, tráiler o lugar de campamento, debido a vivienda inadecuada <input type="checkbox"/> En un tráiler/caravana fija, ubicados en propiedad privada <input type="checkbox"/> En un garaje debido a la pérdida de alojamiento <input type="checkbox"/> 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) <input type="checkbox"/> Temporalmente con un adulto que no sea el padre, la madre o el tutor legal, debido a la pérdida del alojamiento <input type="checkbox"/> Otros lugares no diseñados para el uso normal de un ser humano (Por favor explique) _____ <input type="checkbox"/> Viviendo solo sin adulto (joven no acompañado)		<p>SI USTED MARCÓ CUALQUIERA DE ESTAS CASILLAS, HAGA EL FAVOR DE LLENAR AMBOS LADOS DE ESTE FORMULARIO</p> <p>⇒ ⇒ ⇒</p>
<input type="checkbox"/> 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)

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

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:	
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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 acompañó documentos acreditativos: ☐ Sí ☐ No

Indique por favor la ayuda específica que está solicitando:

Certifico que lo que antecede es verdadero y correcto:

Firma:		Fecha:	
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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 REFERENCE GUIDE

TITLE:	2017-2018 Opening Day Procedures: Supplemental Guide and Updates	ROUTING Superintendents Directors Administrators of Operations Principals PSA Coordinators PSA Counselors School Administrative Assistants
NUMBER:	REF-6554.2	
ISSUER:	Erika F. Torres, Executive Director Student Health and Human Services	
DATE:	August 11, 2017	
PURPOSE:	The purpose of this Reference Guide is to align attendance policies with My Integrated Student Information System (MiSiS) requirements and to provide critical updates to BUL-4926.2, <i>Attendance Manual: Policy and Procedures for Elementary, Secondary and Option Schools</i> , dated March 1, 2013.	
MAJOR CHANGES:	This reference guide replaces REF-6554.1, 2016-17 Opening Day Procedures: Supplemental Guide and Updates, dated August 8, 2016. The following are major changes included in this reference guide:	

- MiSiS Opening of School Year Checklist 2017-18 (Attachment A)
- Verification of Residence Follow-up Letter (Attachment E/E-1)
- Guide to Immunizations Required for School Entry – Grades TK/K-12 (Attachment J-4)
- Oral Health Assessment/Waiver Request (Attachment J-5)
- Student Residency Questionnaire (Attachment J-6)
- American Indian –Alaskan Native Letter Questionnaire (Attachment J-8)
- Financial Responsibility for Damaged School Property (Attachment J-9)
- Moved, False Address, Forfeiture of Permit (Attachment O/O-1)
- Essential Reports for Monitoring Attendance Taking and Accuracy (Attachment T)
- Student Residency Questionnaire (Attachment J-6)
- Elementary & Secondary Reason Codes (Attachment P)
- Transitional Kindergarten Expansion Program (ETK) List of Schools (Attachment V)

INSTRUCTIONS: PREPARATION PROCEDURES FOR OPENING DAY

To ensure a smooth opening with MiSiS, schools shall complete all relevant tasks in advance of the first instructional day. To plan for a successful opening of the 2017-18 school year, please refer to MiSiS Opening of School Year Checklist (Attachment A).

ATTENDANCE ACCURACY

In an effort to ensure that all schools input data in MiSiS accurately, beginning in the 2017-18 school year, all schools will continue to utilize the Certify tool to help detect data errors in MiSiS every night in the following areas:

- Enrollment/Withdrawal and demographics
- Scheduling



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REFERENCE GUIDE

- Attendance
- English Learner Issues

Principals will be required to designate one or more school site staff to receive Certify emails and be responsible for all student-data issues. School site data designees will then receive an email with data errors and issues that need to be corrected or monitored.

I. REGISTRATION

Schools should make every effort to ensure that every student is enrolled immediately. Parents/guardians or unaccompanied youth shall not be turned away when seeking registration. School offices shall not limit registration and/or enrollment services to certain hours or days of the week and must enroll students during all regular school office hours. Schools that coordinate mass registration events prior to the beginning of a school year (e.g., kindergarten enrollment) must notify parents/guardians at least two weeks in advance.

School personnel shall, immediately, without delay, register all known non-enrolled students residing within the school's attendance boundaries and those with special circumstances (e.g., homeless, foster youth, probation, and recently immigrated youth) regardless of the time of year. Schools may contact the School Enrollment Placement and Assessment (S.E.P.A) Center at (213) 482-3954 for support with registration/enrollment and resources for recently immigrated youth from other countries. Please note that the registration/enrollment must happen at the school site. Schools shall not send students to S.E.P.A Center for registration/enrollment.

Please note that all students, including students identified as homeless and foster youth and/or involved in the juvenile justice system (Cal. Educ. Code §§ 48432.5, 48853, 48853.5, and LAUSD Bul-6718.0), 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.

A. Residency Requirements (E.C. 48204)

A student may only have one residence for enrollment purposes:

- The residence of the student's parent/guardian who resides within the boundaries of the school district.
- A licensed foster or group home.
- The home of an adult caregiver who is located within the boundaries of the school.
- A state hospital located within the boundaries of the school.
- Students whose custody is shared by parents living separately have the option of attending the school of residence of either parent. A student may only be enrolled in one school. Dual enrollment due to custody issues is strictly prohibited. The choice of school is at the parents' discretion, unless otherwise stated by court documentation. Schools cannot and will not mediate custody issues for parents.
- Some exception to residency requirements apply for students on permits and/or targeted student populations. Please refer Section III. Targeted Student



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Populations and Section VI. Enrollment Permits.

B. Residency Verification (E.C. 48204.1)

A parent/guardian may offer documentation that reasonably verifies that his/her residence is located within school boundaries. The following are examples of documents that may be accepted as proof of residence, but are not limited to:

- utility bills (e.g., gas, water, electricity)
- property tax
- rental/lease agreement or current rental receipt with address of property on receipt
- official government mail (e.g., CalWORKs, Social Security, Medi-Cal)
- current pay stub
- voter registration

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 and placed in the student's cumulative record once process has been completed:

- a. Affidavit to Verify Residence (Attachment C)
- b. Affidavit of Temporary Residence (Attachment D)
- c. Affidavit for Proof of Age of Minor (Attachment F)
- d. Affidavit of Parent/Legal Guardian Information (Attachment G)
- e. Caregiver Authorization Affidavit (Attachment I)

Schools shall not accept telephone bills, drivers' licenses or Department of Motor Vehicles (DMV) Identification Cards as proof of residence. Licenses or identifications may be used to prove identity, but not to verify an address. If a parent/guardian does not have proof of address, the [Affidavit to Verify Residence](#) (Attachment C) shall be completed and accepted to document residence. School staff shall not request that parents/guardians notarize the affidavit or other documents to prove residency (e.g., rental agreements, or letters from landlords) and shall begin the enrollment process immediately.

Schools that receive an *Affidavit to Verify Residence* shall do the following:

- Instruct the parent/guardian that he/she will be responsible for providing proof of residence within 30 calendar days.
- Mail the [Verification of Residence Follow-up Letter](#) (Attachment E) the same day the parent/guardian completes enrollment as the 30-day period will begin. Write on the mailing envelope "Do Not Forward: Address Correction Requested" on the mailing envelope.
- Maintain all original *Affidavits to Verify Residence* in a single file or binder, including a log to monitor follow-ups. Once parent/guardian has provided proof of residence, school personnel shall place all documentation in student's cumulative record.

If a parent/guardian returns the mailed *Affidavit to Verify Residence Letter* within 30 days to the school, this is legally sufficient to establish residence.



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If the parent/guardian or caregiver does not return with valid proof or with the *Verification of Residence Follow-up* letter during the 30-day period, designated school staff shall follow-up with a telephone call to remind the parent/guardian of the need to provide proof of residence. Schools should also send or provide the parent/guardian with a copy of their signed, original *Affidavit for Verification of Residence Form*. Certificated school site staff may also conduct home visits as needed to verify residence.

If the letter is returned “Undeliverable” and with new address information, the administrator shall notify the parent/guardian, in writing, that the student does not reside in the school’s attendance area and determine the school of residence. If the letter is returned “Undeliverable” without a new address, the administrator shall contact the parent/guardian to provide proof of residence. Refer to the [Guidelines for Verification of Residence](#) (Attachment B) for a complete list of acceptable documentation.

C. Zone of Choice (ZOC) or Optional Attendance Area

1. Zone of Choice Enrollment

Zones of Choice are geographic areas comprised of multiple high school options. The small school options in each zone are open to all resident students and represent the demographics of the local area. Schools in a ZOC may not directly enroll students. Specific school assignments are made by ZOC staff. For more information, refer to <http://achieve.lausd.net/ZOC> or call (213) 241-0466.

2. Optional Attendance Area

There are some addresses that fall between two school boundaries which provide parents/guardians an option to choose either school. The parent/guardian of a student who moves into an optional attendance area shall have the options explained to them by school personnel when they inquire about the registration process. The parent/guardian must sign the [Optional Area Decision Form](#) (Attachment H), which indicates the choice of school. The decision must be made prior to the student’s enrollment and is considered final. Once an optional area decision has been made by the parent/guardian, any change of schools thereafter will require a valid permit or District initiated transfer.

II. ENROLLMENT

Once the residency requirements have been established, the student can begin the enrollment process. The principal is responsible for the immediate enrollment of all students under his/her supervision. All schools shall provide enrollment packets without requiring proof of residency. Schools shall not allow or maintain waiting lists for enrollment, or limit enrollment or registration services to certain hours or days of the week. Year-round schools shall enroll students on a track that will ensure completion of a full 180 day school year.

Enrollment is defined as both the process of registering (acceptance of all necessary



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documentation) and the presence of the student in class (elementary) or into each scheduled class (secondary).

For norm purposes, it is important that every secondary student have a complete class schedule entered in MiSiS. A student who is supposed to be enrolled but does not have any scheduled class or has only one class scheduled in MiSiS will not be included in the school's norm enrollment count. Therefore, schools should ensure that every student's class schedule is entered in MiSiS in a timely manner.

The enrollment date or E Date of student is the first day of in-class attendance. California regulations require school districts to certify attendance procedures with the State. School staff shall document students who enroll in school and shall follow the *School Enrollment Symbols* (Attachment K) when recording enrollment data.

LAUSD non-matriculating students who are transferring between LAUSD schools shall be auto-withdrawn in MiSiS by the receiving school. Refer to section II. D – Auto Withdrawal Process for more information. Students who are new to LAUSD shall be enrolled as new enrollees.

Every school shall ensure the maintenance of current and accurate data in MiSiS and verify and/or update, if required, addresses and contact telephone numbers for transferring students at the time of enrollment. Schools shall ensure that staff has verified and updated all addresses and emergency contacts according to newly submitted student emergency cards (provided annually) within five days of receipt. In addition, school staff shall ensure that their school site annually identifies all students experiencing homelessness via a *Student Residency Questionnaire* and military involved families via the *Student Emergency Information Form* and accurately inputs in MiSiS for accounting **no later than September 1st**.

A. Enrollment Forms and Procedures

School personnel shall provide parents/guardians with all mandated enrollment forms to be completed and returned individually for each student as part of the enrollment process. The *Student Enrollment Document Checklist* (Attachment J) should be used as a quick reference for documents to be included in enrollment packets. Listed as a requirement on the *Enrollment Document Checklist* is health insurance enrollment information, as it is required by California Assembly Bill 2706, for schools to provide health coverage information in every student's enrollment packet (Attachment J-12). The *Office Checklist for Student Enrollment* (Attachment J-1) must be completed and placed in the cumulative record for all enrolled students. Refer to REF-5259.0, *Use of New Student Enrollment Form*, dated October 11, 2010.

If a school cannot electronically enroll a student due to technical issues, the school shall process the enrollment and schedule classes on paper. Schools shall retain copies of all enrollment documents, including the enrollment packet and enter the enrollment into MiSiS as soon as possible. Pass-through Pupil Accounting Reports (PAR) for secondary schools are no longer used for any reason, with exception of City of Angels.



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Schools shall utilize information obtained from legal documents (e.g., name, date of birth, parent name, birth country) to prevent the duplication of student records and ensure the correct assignment of the Statewide Student Identifier (SSID), the unique student ID assigned to each California public school student.

1. Affidavit for Proof of Age of Minor

Schools shall establish student identity with any of the following:

- birth certificate
- baptismal certificate
- passport
- court order
- health office/vital statistics record of birth certificate date
- letter from the Department of Public Social Services (DPSS) verifying the birthdate and an explanation of how this was verified

If none of these documents are available, the parent/guardian shall complete the *Affidavit for Proof of Age of Minor* (Attachment F).

If a parent/legal guardian requests registering a student under an additional name and/or gender differing from the student's legal name/gender for purposes of LAUSD Pupil Records, please refer to [BUL- 5703.2 Name and/or Gender of Pupils for Purposes of School Records, dated July 17, 2014](#). This bulletin applies only to school records maintained by the Los Angeles Unified School District.

2. Affidavit of Parent/Legal Guardian Identification

Schools shall establish student's parent/guardian/caregiver (e.g., foster parent, group homes) identity and verify the relationship of the adult to the student with any of the following:

- student's birth certificate or baptismal certificate and adult's state identification (driver's license, DMV Identification Card or Passport)
- court order establishing the parent/guardian relationship

If the parent/guardian does not have any legal identification, the adult must complete the [Affidavit of Parent/Legal Guardian Identification](#) (Attachment G). The completed affidavit is to be kept in the student's cumulative record. As a safety precaution, schools shall ask parents/guardians without photo identification to take a picture to be kept on file. Schools shall retain copies of all pertinent documents and file them in the student's cumulative record.

3. Caregiver's Authorization

In the absence of a parent, legal guardian, or foster parent, or if the student does not reside with the parent or legal guardian, the school shall provide the adult who is enrolling the student with a [Caregiver's Authorization Affidavit](#) (Attachment I). The adult who enrolls the student must provide all other



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necessary enrollment documentation, including proof of residence in the attendance area of the school. The *Caregiver's Authorization Affidavit* is sufficient proof to determine that a student lives in the caregiver's home, unless there is a suspicion that the student is residing elsewhere (E.C. 48204). This affidavit must be renewed on a yearly basis. If the minor stops living with the caregiver, the caregiver shall notify the school and the affidavit shall be invalid (F.C. 6550). This affidavit is used for purposes of enrollment only. It does not grant the caregiver education rights. For procedures regarding Unaccompanied Youth, refer to section III Targeted Student Populations for additional information.

4. Student Emergency Information Form

In accordance with E.C. 49408, LAUSD requires parents/guardians to provide emergency information on the official *Student Emergency Information Form* (Attachment J-3).

For additional languages refer to <http://achieve.lausd.net/Page/889>.

A recent change to the Student Emergency Information Form will enable school staff to identify students that come from military families. As part of a new provision under the federal education law, Every Student Succeeds Act, school districts are now required to formally track and monitor the academic progress of students from military families as they move from military base to military base and state to state. This will enable the District to better support the needs of students from military families. For more information on how to update information for military family member in MiSiS, visit the MiSiS website <http://achieve.lausd.net/misis> and click on Job Aids to find "Update Information Military Family Members."

The *Student Emergency Information Form* shall be included in every enrollment packet and disseminated annually to all students. Each school site shall establish a protocol in order to obtain and update student emergency information for all students.

All student emergency information shall be entered into MiSiS within five school days after being received.

All schools shall maintain two copies of each Student Emergency Information Form. Elementary schools must keep one copy in the Nurse's Office and another in the Main Office. Secondary schools must keep one copy in the Health Office and the other in the Attendance Office or Small Learning Community, as appropriate. In addition, a copy must be placed in the student's cumulative record whenever a student matriculates to the next school level or upon transfer to another LAUSD school. An intensive effort shall be made to secure completed forms for all students. It is every school's responsibility to maintain the most up to date emergency contact information in MiSiS. This effort shall include, but is not limited to:

- calling student's home utilizing contact information in MiSiS and



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Blackboard Connect

- sending an additional *Student Emergency Information Form* home with the student
- mailing the [*Student Emergency Information Request Letter*](#) (Attachment L) with “Do Not Forward Address Correction Requested” printed on the envelope

5. Immunizations

Schools shall obtain proof of immunizations. Pursuant to Assembly Bill 354, effective July 1, 2012, all students entering or advancing to 7th grade will be required to show evidence of receipt of a T-dap vaccine on or after their 10th birthday. Students in foster care, experiencing homelessness, and/or involved in the Juvenile Justice System are granted a provisional 30-day period to meet all immunization requirements. Refer to BUL-6718.0, *Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System*. For additional assistance regarding immunizations, refer to BUL-1660.8, *Immunization Guidelines for School Admission*, dated January 11, 2016, or consult with the School Nurse or the Local District Nursing Coordinator.

6. Student Residency Questionnaire (SRQ)

The SRQ (Attachment J-6) shall be included in every enrollment packet. The SRQ must also be disseminated annually to all students to ensure proper identification in MiSiS by September 1st so that services are provided to homeless students and families accordingly. In addition, ensuring schools identify all students experiencing homelessness impacts the LCFF funding the District receives. Students who qualify as homeless must be identified in MISIS (census tab) and SRQ’s must be faxed to the Homeless Education Program (213-580-6551) as they are received.

7. Home Language Survey (HLS)

First Time Enrollee in a California Public School

Enter the parent/guardian responses from the HLS section on the enrollment form in MiSiS enrollment screen. If the parent/guardian has written more than one language for a question, enter the first non-English language in MiSiS. MiSiS will automatically populate the “*Student’s Primary Language*” field based on the responses to the first three questions on the HLS.

Students Transferring from Another California Public School Who Never Attended a LAUSD School

A school receiving new transfers must request the initial (earliest) HLS from a California school and enter the responses from that HLS in MiSiS. The school should also request Initial and Annual CELDT results (as applicable) and fax the CELDT results to School Information Branch (213-241-8969).



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Continuing or Returning Students Whose Primary Language is “Not Specified”

For instructions on how to correct a student’s Home Language in MiSiS refer to the MiSiS job aid “Update Student Home Language” on <http://achieve.lausd.net/misis>.

Continuing or Returning Students with a Valid Primary Language

If the student’s primary language is already displayed in the “Student’s Primary Language” field, the HLS responses *do not* need to be entered in MiSiS.

8. Determining Grade Placement

In order to determine appropriate grade placement, schools shall:

1. review the MiSiS Student Transfer Form, report card, or transcript
2. contact the last school of enrollment
3. for returning high school students, check cumulative high school credits on MiSiS/MyData
4. utilize the *Chronological Age Calculator*

http://notebook.lausd.net/pls/ptl/PTL_APPS.chron_age_calc.init_calc and the [Grade Placement Chart](#) (Attachment M) for guidance on appropriate grade placement. For more information refer to [MEM-6860, Chronological Age Calculator, 2017-18](#).

For secondary students who are credit deficient, schools shall immediately enroll, and then refer the student to their counselor for proper educational placement and exploration of their educational options. The student’s counselor shall subsequently change the grade placement if it is determined necessary when reviewing the student’s records during scheduling. Schools shall consider students’ educational history before determining grade placement solely on age. Students shall not be moved grade levels in the middle of a school year. Students shall not be moved up to a higher grade level, if they have not completed the grade prior, unless by mutual agreement with parent/guardians and without an evaluation of academic needs. For procedures regarding eighteen (18+) year-old Students, refer to section III under Target Student Populations. Contact the appropriate Local District Counseling Coordinator for further guidance.

B. Enrollment Transfers from another LAUSD School

Students entering from another LAUSD school or program, including those students with initial and subsequent changes in enrollment, do not require a MiSiS Student Transfer Form (PAR). Under no circumstances shall parents/guardians be required to return to the previous school of attendance for a Student Transfer Form (PAR), as all pertinent student information can be accessed in MiSiS.

For all current LAUSD students, a receiving school shall update the student’s record to reflect the new residence information in MiSiS.



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The enrolling school shall request the cumulative record from the previous school within two weeks of enrollment. For homeless students and foster youth, cumulative record requests shall be made within 2 days of enrollment.

If the enrolling student has established an academic record in the current school year at the previous school, the receiving school shall contact the previous school to request completion of the student withdrawal in order to document final grades in the student's classes. Refer to MiSiS Job Aids: *"Enroll Student and Assign Classes, Quick Guide to Enrollment Steps, Legacy Student Enrollment Form and MiSiS Screens, Enrollment Packet Forms & MiSiS Screens and E and L Codes"* at <http://achieve.lausd.net/Page/4596> for steps to enroll a student.

C. Enrollment Record Keeping

The enrollment date (E Date) of a student is the first day of in-class attendance. Schools are required to manually update the entry date for students returning to school after the first instructional day (No Shows). Failure to change the entry date will result in unexcused absences that will count towards truancy identification.

For elementary enrollment, the *Notice of Entrance and Withdrawal* (Pink E/L Slip) may be completed for each enrolling student whose name is to be placed in the E and L Book (if applicable), and sent to the assigned teacher with the enrolling student. The teacher shall use the *Notice of Entrance and Withdrawal* forms to enter the student into their roster and return them in to the office. The names of enrolling students shall be entered on the Daily Registration and Release Record form and recorded in the "E" and "L" book (if applicable). For the most updated instructions on enrollment procedures, visit the MiSiS Resources and Job Aids website <http://achieve.lausd.net/Page/8061>.

D. Auto Withdrawal Process

Schools may enroll a student who is currently enrolled at another LAUSD school using the Auto Withdrawal Process in MiSiS. Schools shall carefully verify the identity of the enrolling student by checking the student name, district identification number, birthdate, gender, parent name, and previous enrollment history before auto-withdrawing.

If a student was never marked present at the previous school in the current school year, the new school may enroll the student on any instructional day in the same school year. Class schedule and enrollment will be removed at the previous school. If the student was marked present and/or absent at the previous school, a pop-up message will appear to alert that the student has attendance records. The new school may enroll the student on any instructional day after the last day that student was marked present at the previous school. Class schedule and enrollment will be ended at the previous school on the date that student was last marked present.



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Schools that auto withdraw the wrong student shall call the MiSiS Helpdesk and request to undo the incorrect auto-withdrawal. In addition, schools shall call the student's school to inform them of the error.

Schools may run the MiSiS *Automatic Withdrawal Report* to determine which students were auto withdrawn from their school. For verification purposes, schools should run the Automatic Withdrawal Report daily during the first three weeks of the academic year. For additional information and the most updated instructions on using the Auto Withdrawal process and generating the Auto Withdrawal Report, visit the MiSiS Resources and Job Aids website <http://achieve.lausd.net/Page/8061> or call (213)241-5200.

E. No Show Procedures

A No Show student, is a student who is scheduled and expected for enrollment at any time of the instructional year, but is marked absent for every period that the student is scheduled. Schools should identify students as No Show within MiSiS at the end of the first instructional day. This process will remove the student's enrollment and class schedule. Once a student is identified in the system as a No Show, schools will not be able to view the student's class schedule. Therefore, schools **must** ensure the student's class schedule is saved and printed before indicating as a No Show in MiSiS. The No Show process will run every night in MiSiS. Schools shall follow the following procedures to identify and process No Show students:

Before identifying students as No Shows:

1. Generate and save a hard copy of the *Student Program Report* for all students.
 - A *Student Program Report* will facilitate the scheduling of classes for a student that may return any day after they are processed as a No Show.
 - Run the *Attendance Not Submitted Report* or collect and review Attendance Rosters to verify all teachers have submitted accurate attendance.
 - Run the *Teacher Discrepancy Report* and correct attendance, if required.
2. Identify No Show Students
 - Run the *Master Absence Report* to determine who was absent.
 - Identify students who did not pick up schedules.
 - Verify that identified students are marked absent with an Uncleared (UC) reason code.
 - Students who are marked absent with a reason code assigned, marked present, or who have Attendance Not Submitted will not be processed as No Shows in MiSiS.
3. In MiSiS, flag each identified No Show student.



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For the most updated instructions on using the No Show process and generating the *No Show Report*, visit the MiSiS Resources and Job Aids website at <http://achieve.lausd.net/Page/4596>.

If a No Show student returns to school on the same day (before being processed during the MiSiS overnight interface), schools shall remove the No Show check box for the student to prevent the removal of the student's enrollment and class schedule. After the nightly No Show Process runs, the *No Show Report* and screen will indicate that the No Show has been processed. Schools should process No Show students at the end of the first instructional school day and run the *No Show Report* in MiSiS regularly to assure that students were processed as No Shows. The *No Show Report* will list all students identified as No Shows. The report will also indicate if any student(s) identified by the school as No Shows could not be processed because of *Attendance Not Submitted*, being marked present or absent with a reason code, or other errors. Schools will have to correct those errors in order for the No Show status to process.

No Show students returning after being processed as No Shows will need to be re-enrolled. Schools shall manually update the student's entry date upon the student's first day of in-seat attendance for any students who return to school after the first instructional day of the academic school year. Failure to identify students as No Shows at the closing of the first day of instruction will lead to the following data errors, which will deflate a student's and school's attendance rate and artificially inflate school's enrollment:

- The student will accumulate invalid absences which will count towards truancy identification.
- E-Date Error: MiSiS sets the first day of instruction within any given school year as a student's entry date. However, schools will be allowed to manually change a student's entry date to the first date of actual presence.

Note: For norm purposes, No Show students and students with excessive absences (13 or more days), are excluded from the school's norm enrollment count. Please refer to BUL-5977.4, *Staffing Recommendations for Certificated and Clerical Personnel at Elementary Schools*, BUL-5978.4, *Staffing Recommendations for Certificated and Clerical Personnel at Elementary Schools*, BUL-5979.4, *Staffing Recommendations for Certificated and Clerical Personnel at Senior High Schools*, BUL-5981.3, *Staffing Recommendations for Certificated and Clerical Personnel at Magnet Centers and Magnet School*, and/or BUL-5980.4 *Staffing Recommendations for Certificated and Clerical Personnel at Options Schools*, for other adjustments to school norm enrollment count.

Mid-Year No Shows

A student identified as a mid-year No Show is a student that was **not** enrolled at your school the first semester, but was expected for enrollment and had a future enrollment date in the second semester but subsequently did not show up. Under these circumstances, you must flag the student as a No Show. MiSiS will not process students as a second semester No Show if they attended the same school during the



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first semester.

F. The CA Longitudinal Pupil Achievement Data System (CALPADS)

The statewide student information system implemented by the California Department of Education (CDE) does not allow overlapping or concurrent enrollment (CCE). A CCE occurs when a student is enrolled with 100% apportionment at more than one school simultaneously. This normally occurs when the L date at a previous school of enrollment is not entered or is later than the E date at the new school. The Auto-Withdrawal process supports eliminating the dual enrollment of students within LAUSD. Keep in mind that students are sometimes dually enrolled across different school districts so it is important to assure that students are officially withdrawn from the last school attended outside of the district.

III. TARGETED STUDENT POPULATIONS

A. Students Experiencing Homelessness and Unaccompanied Youth

Federal and State Law mandate that all school districts identify homeless students annually and remove barriers to academic success. The District uses the Student Residency Questionnaire (SRQ) to identify eligible homeless students and provide support services.

The SRQ establishes the parent/student's rights under McKinney Vento if they identify themselves as meeting one of the definition criteria listed below:

- 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 or inadequate 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 with his/her family because of lack of adequate living accommodations.
- Living "doubled-up," 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).
- Unaccompanied youth are defined as youth who are not in the physical custody of a parent, guardian or caregiver 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.

Please note: If the family is residing in a domestic violence shelter, the school shall enroll the student as homeless with a confidential address in accordance with the California Confidential Address Program. See [BUL 6591.0 California Confidential Address Program Implementation](#), dated October 5, 2015.



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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 mailing 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. Regardless of a student's nighttime residence, all parents/caregivers are required to submit a completed emergency card for their child(ren).

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.

All LAUSD schools shall:

1. Enroll homeless students immediately, regardless of the availability of school records, immunization records, school uniforms or the existence of fines or materials from a prior school.
2. Identify homeless students utilizing the [*Student Residency Questionnaire \(SRQ\)*](#) (Attachment J-6). The SRQ shall be included in every enrollment packet and disseminated annually to all students to ensure proper identification and that services are provided to homeless students and families. Schools shall ensure the SRQ is filled out completely and accurately by both the parent and school. If the student qualifies as homeless, schools shall enter the corresponding information in MiSiS as follows:

Go to Student Enrollment Information Screen

- *Census*
 - *Homeless*
 - *Add new record*
 - The *Begin Date* should be the date the student enrolled at your school site and the *End Date* should automatically populate to the default date (i.e., the last day of the fiscal year).
 - Select appropriate *nighttime residency code*
 - Select whether the student is a *runaway and/or unaccompanied youth*
 - Select whether student is requesting *transportation assistance*
3. Fax the completed SRQ to the Homeless Education Program (213) 580-6551. The school site shall retain a copy of the SRQ in a confidential file. The SRQ shall not be filed in the student cumulative record. All completed SRQs that indicate that the student is not homeless should be maintained at the school site until the end of the school year.
 4. Allow homeless students to remain at their School of Origin:
 - A. The school the youth attended when they became homeless;



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- 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).

School of origin rights apply to all schools, including magnet programs and Early Education Centers.

- 5. Allow Unaccompanied Homeless Youth to self-enroll. For assistance contact the Homeless Education Program at (213) 202-7581.
- 6. Utilize the [Affidavit to Verify Residence](#) (Attachment C) or Affidavit of Temporary Residency (Attachment D) to verify the student's residence if necessary.

If there is a dispute over the eligibility of a student who has identified as homeless, the student must be immediately enrolled and the school must file a Dispute Resolution Form with the Homeless Education Program (refer to BUL-6718.0, *Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System*). Schools shall not deny enrollment or check a student out of school due to a dispute. The student should remain enrolled until the dispute is resolved with the assistance of the Homeless Education Program.

B. Youth in Foster Care and/or Involved in the Juvenile Justice System

Children meeting one or more of the definition criteria below:

- Are currently the subject of a petition filed in the dependency court(s) (i.e., are under the jurisdiction of the juvenile court); and/or
- Have been declared a dependent or ward of the dependency and/or juvenile courts (open court cases), with a case supervised by a child welfare and/or probation agency. Education Code (EC) § 48853.3(a) and EC§ 51225.2; and/or
- 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 (Welfare Institutions Code 602 offense); and/or
- Have an open delinquency court case and it has been determined by a judge to have violated a state or federal law while under age 18 (Welfare and Institutions Code 602 office) and are on probation; and/or
- A foster or probation youth may be living in a foster home, group home, with biological parents or relatives under court supervision, or in a juvenile hall or camp.

All LAUSD schools shall:

- 1. Enroll foster youth and/or students involved in the juvenile justice system immediately, regardless of the availability of school records, immunization records, school uniforms or the existence of fines or materials from a prior school (E.C. 48432.5, 48853, 48853.5).



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Allow foster youth and/or students involved in the juvenile justice system to remain in their school of origin (E.C. 48204, 48853, 48853.5) even if they are no longer in the attendance area, in order to promote school stability. School of origin rights apply to all schools, including magnet programs and out-of-district schools. Foster youth and/or students involved in the juvenile justice system have multiple schools of origin including:

- The school the youth attended when they entered the dependency and/or court systems; and/or
- The school in which the youth was last enrolled; and/or
- Any other school the youth attended within the last 15 months in which they have a connection (e.g., favorite teacher, peer relationship, participation on a sports team); and/or
- These youth have the 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.

2. Allow unaccompanied foster youth to self-enroll. For assistance contact the Homeless Education Program at (213) 202-7581.
3. Request the Department of Children and Family Services (DCFS) Form 1399 from the youth's caregiver, social worker, and/or other adult enrolling the child at the time of enrollment (not required prior to enrollment). This form contains important information such as the school of origin, identifies the Education Rights Holder (ERH), and specifies special education information. The ERH is the ultimate decision maker regarding what is in the best interest of the student.
4. Exempt foster youth and/or students involved in the juvenile justice system from all immunizations requirements. School staff shall immediately enroll and secure proof of student's meeting all immunization requirements within 30 days of enrollment. Refer to BUL-1660.8, *Immunization Guidelines for School Admission*, dated January 11, 2016.
5. Request pupil records from the previous school within two (2) business days. The sending school is required by law to provide these records within two (2) business days of the request. If records are not received within this timeline, schools shall follow up with the sending school to ensure their prompt receipt (E.C. 48853.5).
6. Enroll foster youth and/or students involved in the juvenile justice system in the same or equivalent (meeting same graduation requirement) courses as those they took at their previous school, even if they are transferring mid-semester. Foster youth cannot be enrolled in all or a majority of elective classes. Schools shall determine foster youth's eligibility for the AB 167/216 graduation exemption. Refer to BUL-6718.0, *Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System*.



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7. Allow students in foster care and/or students involved in the juvenile justice system to remain in high school for a 5th year in order to complete the LAUSD and/or state minimum graduation requirements.
8. Schools shall issue full or partial credits, based on in-seat time, for all work satisfactorily completed for students who must transfer schools.
9. 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. Foster Youth and/or students involved in the juvenile justice system 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. Refer to BUL-6718.0, *Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System*.
10. Issue grades and full/partial credits on an official transcript upon withdrawal.
11. The official transcript must be sent to the receiving school within 2 business days of receiving a request for records (E.C. 48853.5, 49069.5, 51225.2).
12. Not deny students who are 18 years of age or older enrollment in a school program solely on the basis of age. Individualized consideration should be given to each student's placement to ensure the student is enrolled/re-enrolled in an appropriate education placement in the least restrictive environment.

Students in foster care and/or students involved in the juvenile justice system have a right to immediate enrollment in their local comprehensive public school and shall not be required to attend a continuation school, adult school, or independent study program, even if they are not on track for high school graduation, have failing grades, or have behavior problems.

If there is a dispute regarding a student's school of origin, identification of Education Rights Holder (ERH), or any matters related to enrollment of foster youth, refer to BUL-6718, *Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System*, contact Pupil Services at (213) 241-3844.

C. Recently Immigrated Youth

Recently Immigrated (Unaccompanied) Youth come from other countries and may or may not have been processed through a U.S. Detention Center. Students who are being processed through U.S. Detention Centers have typically been placed with an adult sponsor (parent/relative/friend). These students may be in removal proceedings and may qualify for the Homeless Education Program support if identified as homeless through the SRQ (Attachment J-6).

Schools shall follow the same enrollment procedures as for all students, including:



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1. Students under 18 years of age must be enrolled immediately. Schools may enroll students over the age of 18, who present at the school for enrollment. Refer to section I. Eighteen (18+) Year Old Students in this policy bulletin.
2. Schools shall provide LAUSD affidavits if necessary to facilitate enrollment.
3. For students with pending immigration court proceedings that require absence from school shall be cleared with reason code "5"
Administrator Approval.
4. If students under 18 years of age present a high school diploma from their home country, they may still enroll in high school. The academic counselor or Local District Counseling Coordinator shall evaluate their transcript and determine equivalency to a California High School Diploma.

Schools shall:

Identify students in MiSiS enrollment screen as an "Unaccompanied Minor" by clicking the yes button which states the following:

This category is intended for minors who provide information that indicates they were at a U.S Immigration Detention Center when they entered the country.

If the student identifies as Homeless on the Student Residency Questionnaire (SRQ), enter this information in the Census Tab, Homeless Option.

For additional support, contact the School Enrollment Placement and Assessment (S.E.P.A.) Center (213) 482-3954.

D. Pregnant and Parenting Students

No school shall deny enrollment based upon a student's pregnant or parenting status. Pregnant and parenting students have the right to enroll in any school or program for which they would otherwise qualify, regardless of proximity to their due date. Students who are pregnant or parenting are not exempt from the Compulsory Education Law (EC 48200). Refer to BUL 2060.1, *Pregnant and Parenting Students Educational Rights*, dated March 11, 2016.

Health and personal information is confidential, and should not appear in cumulative records. Pregnancy information is confidential and shall not be considered for educational or job opportunities, awards or scholarships. An exception to confidentiality includes, but is not limited to, a reasonable suspicion of child abuse or a clear and present danger to the health and safety of the student and/or their child. However, pregnancy in and of itself does not meet the criteria to breach student confidentiality. Consultation with an LAUSD Health and Human Services professional (e.g. Nurse, PSA, and PSW) is recommended.

Schools shall make reasonable adjustments to facilitate the equal access and full participation of pregnant and parenting students. Schools must also make



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reasonable accommodations to the educational program and activities that are related to a student's lactation needs. Students cannot legally be expelled, suspended, or otherwise excluded from, or required to participate in, any school programs solely on the basis of their pregnancy-related condition, or marital or parental status.

Schools shall follow all pertinent attendance, enrollment and withdrawal policies and procedures. Students are entitled to a period of extended absence for pregnancy and related conditions. Disenrollment of a pregnant/parenting student to avoid accounting of prolonged absence is prohibited. LAUSD policies regarding excused and unexcused absences apply to pregnant and parenting students. In addition, absences of parenting students shall be considered excused when absent due to the illness or medical appointment of a child for whom the student is the custodial parent. Schools may require verification for illness absences in accordance with policies applicable to all students. Schools may not require additional verification from pregnant/parenting students to justify their absences. Written documentation of pregnancy related absences shall not appear in student records, and must be retained in a separate confidential file. Schools shall consult with the School Nurse or Local District Nursing Coordinator regarding health and medical concerns and medical release related to pregnancy.

Every case is different, and school staff is advised to use their judgment and collaborate with their Nurse, Counseling Staff and PSA Counselor as appropriate to determine what adjustments are necessary. Possible temporary adjustments may include:

- Hall passes for bathroom use as needed.
- Ensuring classes are scheduled in accessible locations.
- Allowing elevator access if needed and possible.
- Additional time for passing periods, nutrition and lunch.
- Alternative activities in P.E. when requested by student and her medical provider.
- Assignment to school-based Independent Study during extended pregnancy-related medical absence.
- Scheduling flexibility whenever possible to enable full participation and reduce school absences due to medical concerns.
- Reduced schedule of classes or contracts for medical complications.
- Alternative educational options should be explored when appropriate (e.g., Carlson Home/Hospital School, City of Angels, McAlister, and providers outside LAUSD) if student and parent/guardian request.

Schools shall refer to Title IX of the Educational Amendment of 1972; BUL-2060.1, *Pregnant and Parenting Students Educational Rights*, dated March 11, 2016 and BUL-3276.1, *Compliance on Services for Pregnant Minors and Parenting Minors*, dated August 15, 2007. For additional assistance, contact Pupil Services (213) 241-3844 or Nursing Services (213) 202-7580.

E. Emancipated Minors

Some minors have legally become adults prior to age 18. This includes minors who



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have joined the armed forces, have received a Declaration of Emancipation from a judge, or are married. By law, a person under the age of 18 who has entered into a valid marriage is an Emancipated Minor, even if the marriage has been dissolved (F.C. 7002). Emancipated minors are not exempt from the Compulsory Education Law and must attend school. Emancipated minors can self-enroll. If enrolling in another educational program, an emancipated minor may initiate his or her own request to withdraw.

F. English Learners (EL)

Students may remain in a comprehensive high school until requirements are met or through the age of 21, as long as satisfactory progress is maintained (Refer to the [Master Plan for English Learners](#)).

All LAUSD schools shall:

1. Immediately enroll all students under age 18. Schools may enroll students over the age of 18, who present themselves at the school for enrollment. Refer to *Section I. Eighteen (18+) Year Old Students* in this policy bulletin.
2. Provide support to ensure enrollment without delay (e.g. affidavits, immunization resources).
3. Provide students with sufficient time to meet LAUSD graduation criteria and A-through-G college requirements.

G. Special Education

Students with Individualized Educational Plans (IEP) shall be immediately enrolled and placed in a program which provides comparable services to those in their most recent IEP. If the student and parent/guardian do not present a current IEP upon enrollment, staff shall enroll the student without delay and contact the student's previous school to obtain the most current IEP.

Students with IEPs shall be provided with special education services, regardless of whether or not the child is vaccinated, in accordance with Individuals with Disabilities Education Act (IDEA) and other state and federal laws.

By law, students who are eligible for IEPs may attend school until age 22, or until they earn a high school diploma (E.C. 56026). This law applies to students, birth through 21 years of age, enrolled in or eligible for a program prior to their 19th birthday who have not yet graduated with a high school diploma.

Refer to [Special Education Policies and Procedures Manual](#), dated July, 2007. For assistance determining the appropriate placement of a special education student, implementing IEPs, or other related concerns, contact the Local District Special Education Support Center or Special Education Operations.

H. Eighteen (18+) Year Old Students

Students are entitled to a minimum of four full years of high school



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and may be provided with additional years as required in order to earn a high school diploma. The California Department of Education allows students over the age of 18, who have not been continuously enrolled in high school and have not completed a diploma, to enroll to the high school of residency to continue their education leading to a high school diploma. Students 18 and over may establish their own residence and self-enroll.

All LAUSD schools shall:

1. Make every reasonable effort to provide students with four full years of study.
2. Not arbitrarily withdraw or deny enrollment to any student from school merely because the student has reached 18 years of age.
3. Discuss options for high school completion with each student, based upon an individual review of his or her circumstances and academic progress to date. If placement at a comprehensive high school is not in the best interest of the student, the principal or designee is responsible for facilitating and ensuring enrollment in an LAUSD Adult School or another program. When referring outside of the comprehensive high school, the principal or designee shall document all information and resources provided to the student and/or parent/guardian on the *Student Education Plan* (Attachment N). The school shall retain this documentation for five years.

IV. LAUSD PLACEMENT

The District aims to maintain school stability for all students, therefore, there are certain circumstances that permit enrollment whether or not a student resides within a school's boundaries. Examples of such special circumstances include, but are not limited to:

A. District Placement

District Superintendents or designees have the authority to make the final decision on special circumstance placements.

B. School of Origin

Students in foster care, students returning from juvenile justice facilities, or those who are identified as homeless may remain in their School of Origin even if they move outside of the residential boundaries of that school site. Refer to section III Targeted Student Populations for additional information.

C. School Attendance Review Board (SARB) Placement

The School Attendance Review Board has the authority to make placement recommendations.

D. Opportunity Transfer (O.T.)

An O.T. is issued for remedial and corrective reasons as an alternative means of correction to address student misconduct after prior interventions have failed to bring about proper conduct or when the student's enrollment at the current school



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presents a safety risk to others. Refer to BUL-6362.0, *Opportunity Transfers (O.T.) Policy and Procedures*, dated August 14, 2014.

The Opportunity Transfer Bulletin, BUL-6362.0, revises District policy and procedures and provides clear guidelines regarding school or District initiated involuntary transfer of students within the District, the referral and appeal process of the transfer, as well as the documentation and recording requirements in the LAUSD MiSiS Student Support.

For further information, contact the Student Discipline and Expulsion Support Unit at (213) 202-7555.

E. Expulsions

When a student is recommended for expulsion the principal or designee must follow the procedures outlined in BUL-6050.2, *Expulsion of Students - Policy and Procedures*, dated October 10, 2016. All student recommendations for expulsions must be documented in the MiSiS Student Support module. Refer to BUL-5808.4, *My Integrated Student Information System (MiSiS) Student Support Module Required Usage*.

V. ENROLLMENT CHOICES

A. District K-12 Open Enrollment

Open Enrollment enables TK-12th grade students who reside in LAUSD the opportunity to apply to any regular, grade-appropriate Los Angeles public school who has designated open enrollment seats for the next school year. School sites will no longer be responsible for conducting a random selection of students if a school receives more Open Enrollment applications than designated seats. District staff will conduct a random and unbiased computer selection of students to determine who will be placed on a wait list. Families can apply online for open enrollment seats at apply.lausd.net. Online applicants can track their applications and manage the select/decline process online. If parents prefer paper submission paper applications are available at all school sites. Applications are available the first week of May. For Open Enrollment Transfers refer to BUL-6491.2 dated April 3, 2017

B. Open Enrollment-Romero Transfer

If parents inquire about Open Enrollment (SBX 5 4) they should be informed that an online application for Open Enrollment (Romero/ SBX 5 4) is not available and that this transfer type is not an option for the 2017-18 school year. Students already attending schools on a Romero permit have a right to continue at the school they are attending.

C. CORE Waiver Public School Matriculate Choice Program (PSMCP)

As of July 1, 2015, the CORE Waiver Priority School Matriculate Choice Program (PSMCP) will not continue in LAUSD. Students already receiving services, including transportation, may continue until they reach the highest grade level at their current



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school. For assistance or further information please contact, Federal and State Education Programs at (213) 241-6990.

D. Magnet Program

A voluntary integration opportunity to all students in grades K-12 who live within the boundaries of LAUSD. This program is administered by Student Integration Services (213) 241-4177.

All applications must be submitted at apply.lausd.net website.

E. Permits with Transportation Program (PWT)

A voluntary integration program available to residents of LAUSD who live within a PWT sending school area. This program is administered by Student Integration Services, (213) 241-4177.

All applications must be submitted at apply.lausd.net website.

F. Independent Study

Independent Study (IS) is a voluntary alternative instructional strategy by which qualifying elementary and secondary students may reach District curriculum objectives and fulfill graduation requirements outside of the regular classroom setting (California Education Code, Article 5.5, Sections 51745-51749.3 and California Code of Regulations (CCR), Title 5, Section 11700-11703. For more information refer to BUL- M-128, Guidelines for Independent Study Programs.

- Elementary Education: Parents/guardians of elementary students requesting IS must be in partnership with the school and willing to make a commitment to properly assist the teacher to meet all the requirements of IS as outlined by Education Code.
- Secondary Education: Students and parents/guardians must be in partnership with the school and willing to make a commitment to properly assist the teacher(s) to meet all the requirements of IS as required by Education Code.

For more information on Independent Study Options please contact College and Career Education in Division of Instruction at (213) 241-7510, Counseling Coordinators at Local Districts and/or Elementary and Secondary Directors at Local Districts.

VI. ENROLLMENT PERMITS

A. Intra-District Permits (within LAUSD)

Intra-District Permit is for students who reside within LAUSD boundaries, but outside school's attendance area. Principals must ensure that students have a current, valid permit approved by the school of attendance and the requested school. Refer to BUL 5347.1, *Intra-district Permits (School to School) and Student Transfers in Elementary and Secondary*, dated June 10, 2013.

- Continuing Enrollment Permit

A Continuing Enrollment Permit may be granted, when a student moves out of the attendance area of the school he/she is attending, but wishes to remain at the



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school. The parent/guardian may request this permit when notifying school of change of address. This permit does not require an *Intra-District Permit Application Form*. If a student is issued a Continuing Enrollment Permit mid-year, the home school would need to sign the release for a renewal the first year. If after the first year the official permit is signed by both schools, there is no requirement for the home school to sign off for any subsequent years. Refer to BUL 5347.1, *Intra-district Permits (School to School) and Student Transfers in Elementary and Secondary*, dated June 10, 2013.

If an Intra-District permit is issued mid-year, a permit application is not required; however, for subsequent years, a paper application must be completed and signed off only by the requested school site. Parents/guardians applying for new continuing permits at the start of a school year must complete the paper application and obtain signatures/approvals from both the school of attendance and the requested school. Each subsequent year, only the requested school administrator needs to sign off on the permit renewal. Inter-District Permits (Entering from another school district)

Inter-District Permits are for students who reside outside of the LAUSD boundaries. The Permits Office must authorize Inter-District Permits. Parents should be directed to apply online for a permit at <http://studentpermits.lausd.net>. The online application period for outgoing permits is February 1st through April 30th annually. Refer to BUL 5341.2, *Inter-district Permits (District to District)*, dated January 22, 2013.

VII. PROGRAMS

Students are not subjected to Compulsory Education Law until 6 years of age. However, once enrolled in school, parents/ guardians are accountable to the school and the District attendance policy.

A. Kindergarten

Students may not be enrolled in Kindergarten unless they are five years of age on or before September 1, 2017. Schools shall enroll kindergarten students even if they enroll late in the school year (E.C. 48000). It is not permissible for schools to place students on a waiting list for Kindergarten. Refer to Quick Reference Chart for Entrance Ages in BUL-5708.1, *Transitional Kindergarten, Kindergarten, and 1st Grade Entrance Age Requirements, Verification of Birth Date, and Placement Forms*, dated May 13, 2013 or the [Grade Placement Chart](#) (Attachment M)

B. Transitional Kindergarten (TK)

To comply with SB 1381, Transitional Kindergarten classrooms or TK/K combination classes must be made available at all elementary schools that have Kindergarten students enrolled. Enrollment in TK must be available to families throughout the school year. TK is not an optional program that schools choose to offer.

TK students must be enrolled in their school of residence just as Kindergarten students would be. If a TK student who meets the age requirement (i.e., 5 years old



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between September 2 and December 2, inclusive) seeks to enroll after the school year begins, the school of residence has an obligation to enroll the student just as any other student. It is not permissible for schools to place students on a waiting list for TK.

Transitional Kindergarten is year one of a two-year kindergarten program. In the second year, TK students will attend traditional kindergarten. The TK program follows the same instructional day schedule as the rest of the students in school.

Children who meet the age eligibility for kindergarten (5 years of age on or before September 1) *may* be enrolled in the TK program upon parent request. For these students, a California Department of Education Kindergarten Continuance Form must be signed by the parent and filed in the student's cumulative record folder in order for the District to receive ADA. BUL-5708.1, *Transitional Kindergarten, Kindergarten, and 1st Grade Entrance Age Requirements, Verification of Birth Date, and Placement Forms*, dated May 13, 2013 or the [Grade Placement Chart](#) (Attachment M).

C. Expanded Transitional Kindergarten (ETK) Implementation

As of the 2016-17 school year, the School Readiness Language Development Program (SRLDP) transitioned to Expanded Transitional Kindergarten (ETK). There will be 266 ETK programs in schools across the District for the 2017-2018 school year (Attachment V). This program is intended to provide quality preschool seats for low-income children who turn 5 after December 2nd and before June 30th of the current school year. This program follows the same time schedule as other elementary classrooms. The class size will be limited to 24 children. Enrollment priority will be given to families who reside within the school's attendance boundaries. After all neighborhood children have been offered enrollment, schools may enroll students outside of the residential boundary. For additional information, refer to [REF-6595.1 Expanded Transitional Kindergarten Implementation issued April 12, 2016](#) or contact the Early Childhood Education Division at (213) 241-0415.

VIII. RESIDENCE CHANGES AND INACCURATE/SUSPICIOUS/FALSE ADDRESSES

All pupils must attend their school of residence unless a current, valid permit is on file. Some exceptions to residency requirements apply for students on permits and/or special student populations (refer to Section III. Targeted Student Populations and Section VI. Enrollment Permits).

Schools are responsible for proper enrollment of all students, including verifying residency information and ensuring permit policies are followed. Any change of address must be reported by the parent to the appropriate school office, in writing, within 30 days of such a change (see Parent Student Handbook).



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A. District Students Residing Outside of School Boundaries/School Error

When a student is enrolled, despite having given an address which is outside the school's attendance area, but within LAUSD jurisdiction, and the error is not discovered within the first three weeks of the school year, the school shall give the parent guardian the option of:

- Transferring the student to the School of Residence, or
- Having the student continue at the current school for the remainder of the semester through the use of a Continuing Enrollment Permit.

B. Failure to Report Change of Address

A family's failure to report, in writing, a change of address within 30 days, shall be cause for forfeiture of the right to a Continuing Enrollment Permit (described in Section VI, above), provided that the school meets its responsibility regarding residence verification (as outlined in Section I, B above). Students may or may not be withdrawn at the discretion of the principal. Once a parent presents satisfactory proof of residence, the verification process shall be considered complete.

C. Investigating False or Suspicious Addresses

When school officials have reason to believe that the address provided by the parent/guardian is incorrect, or was falsely reported, every effort must be made to ascertain the correct information. School staff have the right and obligation to conduct a thorough investigation (due diligence) in order for the principal to take appropriate action. Students should not be checked out simply because address information is unknown. Students shall remain enrolled during the investigation process.

School staff shall review the student's enrollment documents and determine what proof of residence was provided upon enrollment. If the [Affidavit to Verify Residence](#) (Attachment C) was submitted upon enrollment, ensure that the procedures outlined in Section I under the area titled "Residency Verification" of this Guide were followed accordingly. If the procedures were not followed, and the student has been enrolled for 60 days or more, then the parent/guardian shall be given the option of:

- Transferring the student to the School of Residence, or
- Having the student continue at the current school for the remainder of the semester through the use of a Continuing Enrollment Permit.

If the [Affidavit to Verify Residence](#) (Attachment C) was submitted upon enrollment, and the procedures outlined in Section I under the area titled "Residency Verification" of this Guide were followed accordingly, then investigation (due diligence) shall proceed as follows:

- Contact the parent/guardian by telephone and send a *Verification of Residence Follow-up Letter* (Attachment E). When mailing a letter, be sure to write "Do Not Forward – Address Correction Requested" on the envelope. Inquire about possible change of residency and request updated information if indicated.



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- If a letter is returned with forwarding information, proceed to the Response to Investigation section (section D, below).
- If a letter is returned undeliverable, but without forwarding information, the school must attempt to contact the parent/guardian to determine accurate information. If the parent refuses to provide such information, the school shall exhaust all efforts to investigate as outlined in this Guide.
 - Conduct a home visit to establish residency at either the current or previous addresses. A school-based PSA Counselor or other certificated school staff member can conduct home visits.
 - If attempts to contact the parent are unsuccessful, search MiSiS for siblings by entering the Caregiver's First and Last name in the *Advanced Search* screen. Review address information for siblings and consider mailing letters or conducting home visits using their addresses if different.
- Surreptitious photographing or video-recording of pupils who are being investigated is prohibited. In accordance with Education Code (EC) § 48204.2, "surreptitious photographic or vide-recording" means the covert collection of photographic or video graphic images of person or places subject to an investigation. For purposes of this paragraph, the collection of images is not covert if the technology is used in open and public view.

These situations can become very complicated. Document all contacts and efforts in the MiSiS *Contact Log*. If additional support and guidance is needed, consult with the Local District PSA Field Coordinator, or the LAUSD Office of General Counsel.

D. Public Documents/Electronic Databases for Verification of Student Address

In situations where a false address is suspected or may have been used, a school may review publicly available documents, in paper form or through an electronic database, to verify the address of students by a review of property records. This tool may **not** be used as sole verification of address for any student, nor shall this tool be used to verify residence for students living in apartments, under leases or subleases, in foster or probation placements, in the Confidential Address Program, or in homeless situations. The use of this tool must comply with and cannot substitute for the District's verification of address procedures, which include other strategies that must be used in the verification process. Any agreement to use an electronic database must go through the District's procurement process and must comply with all applicable laws and regulations, including the Family Educational Rights and Privacy Act.

There are special circumstances under which a parent/guardian may be reluctant or refuse to give their address of residence. If this occurs, the parent/guardian shall be referred immediately to a school-site administrator for assistance. The family may be homeless or residing in a domestic violence shelter. Both circumstances require sensitivity and confidentiality. Refer to [BUL-6591.0, California Confidential Address Program Implementation, dated October 5, 2015](#).



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E. Response to Investigation

When a new address is obtained, it must be immediately entered into MiSiS. If the address corresponds to a different LAUSD school, the administrator shall attempt to conference with the parent/guardian to determine special circumstances or a transfer to the school of residence, if appropriate. The administrator shall ensure the educational continuity for each student and determine if students will remain in school of origin, pursue continuing enrollment permit or transfer to school of residence.

If the new address is located outside of LAUSD boundaries, and the student does not already have an Inter-District permit, the student must be referred to the Office of Permits and Student Transfers immediately.

If it is determined after due diligence (refer to Investigating False or Suspicious Addresses), that the parent/guardian provided inaccurate information regarding their place of residence from the initial time of enrollment, the administrator must request a meeting with the parent/guardian to notify them that the student shall be immediately transferred to the School of Residence. The student shall not be eligible to receive any type of permit at the school where the falsification or inaccuracy occurred until the conclusion of that semester, plus one additional semester. If a parent refuses to attend the requested meeting, the Administrator may transfer the student to the School of Residence and shall mail the [Moved, False Address, Forfeiture of Permit Form](#) (Attachment O) notifying the parent/guardian that their residence information has been discovered and the student must be enrolled in the School of Residence. If the parent fails to reply to the request to pick up their child's transfer, the school may complete the withdrawal and send the MiSiS Student Transfer Form (formerly PAR) home with the student. If the residence information is false and the student is no longer in attendance (ten or more consecutive days absent), the school administrator must use due diligence efforts to exhaust all investigative procedures outlined above to determine the student's actual address, before a determination to withdraw the student can be made. After exhausting all due diligence efforts and documenting such, the school administrator shall consult with the Local District Pupil Services and Attendance Coordinator or other appropriate District official, to determine if withdrawal of the student is appropriate.

IX. ATTENDANCE ACCOUNTING PROCEDURES

Principals are responsible for ensuring that student attendance is recorded daily, accurately, and in a timely manner for all students in all class periods. Teachers are required to submit and certify attendance in MiSiS every day for each class during the first 15 minutes.

Schools shall provide all teachers with the *Five Column Rosters* at the beginning of each semester, for each class period. School office staff shall retain a master copy of the *Five Column Rosters*, generated from MiSiS at the beginning of each semester, and periodically as needed. The *Attendance Not Submitted* and *Teacher Discrepancy (secondary schools only)* reports shall be generated at least once per day to verify that all attendance has been submitted, accurate, and followed-up on as needed.



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It is recommended that, in addition to recording attendance in MiSiS, teachers record attendance on *Five Column Rosters* (paper record) until norm day and for several weeks at the beginning of each new semester to ensure accurate attendance accounting. If MiSiS is unavailable, teachers shall record attendance on a printed *Five Column Roster*. These paper attendance records must be retained for 5 years for audit purposes. In addition, principals must ensure that substitute teachers have access to *Five Column Rosters*, MiSiS, and any other tools that might be necessary to submit attendance as required. Refer to the MiSiS Job Aid, “*Manage Educator Absences and Generate Substitute Slips*” <http://achieve.lausd.net/Page/6104>.

All teachers shall:

- Accurately submit and certify attendance in MiSiS every day for every class period during the first 15 minutes of class.
- Record students as present, absent, tardy or left early, including reason code and time in/out in MiSiS as appropriate.
- Record attendance on a printed *Five Column Roster* if unable to take attendance, due to MiSiS technical issues, on the same day of instruction. Teachers shall add the names of any students not listed on their *Five Column Roster* and cross out the names of any students dropped from their class and sign and date the report.

Schools shall not retroactively input attendance in MiSiS without retaining the corresponding paper attendance records, as this may affect audits and misrepresent Average Daily Attendance (ADA). The District can be fined and must repay falsely claimed ADA. Elementary and secondary students must be physically present in order to be marked present. All attendance records must be updated and accurately input by the deadline of June 30th of each school year. Prior to making any changes to past year attendance records, schools shall consult with their Local District Pupil Services Office.

A. Taking Attendance During Loss of Connectivity

Due to occasional lapses of internet connectivity or MiSiS functionality, principals shall provide all teachers with *Five Column Rosters* at the beginning of each semester, updated periodically as needed, and anytime MiSiS is unavailable. Teachers may also generate these reports if desired. School office staff shall also retain a master copy of the *Five Column Rosters* for all classes, generated periodically.

Teachers shall report connectivity or system functionality problems immediately to the designated school office, which shall take appropriate steps to investigate the issue and report to the ITD helpdesk (213-241-5200) if required. Teachers shall then take attendance on a printed *Five Column Roster*, adding the names of any students not listed and crossing out the names of any dropped students.

In the event that *Five Column Rosters* are not available, attendance is to be recorded on a blank sheet of paper. The teacher must sign his or her name and date the paper attendance record. The paper attendance record shall be used to enter the information into MiSiS as soon as connectivity is restored. If connectivity does not



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return on the same day as the outage, secondary principals shall designate an office clerk to receive all written attendance records and promptly input the information as soon as connectivity is restored. Paper attendance records must be retained for five years from their date, unless the school is notified by the Central Office of an audit delay requiring a longer retention period.

B. Attendance and Enrollment Record Accuracy

Each month, all elementary schools shall distribute a *Student Monthly Attendance Summary Report* (SMASR) to each teacher to review for possible errors and to make necessary corrections to enrollment or attendance information in MiSiS. For the most updated instructions on generating the SMASR, visit the MiSiS Resources and Job Aids <http://achieve.lausd.net/Page/8061>.

C. Absences

Every principal shall require satisfactory explanation from the parent/guardian of a student, either in person or by written note, whenever the pupil is absent a part or all of a school day as per California Code of Regulations (CCR), Title 5, section 306. Absences are defined as excused, unexcused, or non-compliant.

California E.C. 48208 provides that a student shall be excused from school include, but are not limited to:

- Excusable absences (reason codes 1: *IM*, *IN*, *IP*)
 - i. Illness or injury of pupil
 - ii. Illness or medical appointment during school hours of a child of whom the pupil is a custodial parent
 - iii. Funeral of an immediate family member (may include any relative residing with the pupil)
 - 1 day: in state
 - 3 days: out-of-state and/or country
 - iv. Jury Duty (students 18 years or older)
 - v. Medical, dental, optometric or chiropractic services
 - vi. Quarantine under the direction of a county or city health officer
 - vii. Administrator Approval -Justifiable Personal Reasons (reason code 5)
 - viii. Attending a pupil's naturalization ceremony to become a United States citizen
- Although absences for any reason are discouraged, *Administrator Approval of Student Absence Form* may be provided to parents/guardians requesting administrator approval for "justifiable personal reason" absences.

Administrator Approval absences include, but are not limited to:

- Active military duty (immediate family member; maximum 3 days)
- Court appearance
- Educational conference offered by non-profit organization (legislative/judicial)
- Employment conference
- Entertainment industry- no more than 5 absences per school year
- Funeral service (extended days)



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- Medical exclusion or exemption
- Member of a precinct board for an election (students 18 years or older)
- Observance of religious or cultural holiday, ceremony, or secular historical remembrance
- Participation in not-for-profit performing arts organization (maximum 5 per school year)
- Pre-arranged mental health services (mental health day treatment)
- Religious instruction (attend minimum school day no more than 4 days per school month)
- Religious retreat (shall not exceed 4 hours per semester)
- Revoked suspension through appeal's procedure
- "Take Your Child to Work Day"

School sites shall retain copies of completed and approved/denied *Administrator Approval of Student Absence Forms* in the same location as all other absence notes and maintain them with all absence notes for audit purposes for five years.

- School Bus (reason code SB)
This reason code is used when a student was absent or tardy due to the school bus (LAUSD only)

Apportionment Absences

The following reasons are approved by California Department of Education as classroom absences that generate attendance for apportionment (Average Daily Attendance or ADA) purposes:

- Field Trip (FT)
- Extracurricular (EC)
- Student Government (SG)
- Athletic Team (AT)
- Testing (TP)
- Suspended Class (SC)
- In School Suspension (4I)

Schools shall retain documentation of students' participation in these activities to support the use of these reason codes for five years. Refer to the [*Elementary and Secondary Absence Reason Codes*](#) (Attachment P).

Any absences for reasons other than those listed above are not excused will count toward truancy classification. Excused absences do not count towards the classification of truancy.

For any student with a history of excessive parent excused absences (reason code 1P), schools may revoke a parent's/guardian's privilege to excuse absences using the following procedures:

- i. For individual students, schools shall hold a School Attendance Review Team meeting (SART) or parent conference and indicate on the SART contract or via a letter to the parent that a parent note will no longer



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excuse the student's absences from school.

- ii. Through a standard, written attendance policy schools may limit the number of absences that may be excused by a parent note (e.g., the school will accept up to 7 parent notes per year and then require additional documentation to verify and excuse additional absences). Schools shall provide this policy to parents in writing at least two times during the school year, including the beginning.

Once a parent/guardian's privilege to excuse absences by use of a parent note is revoked, all subsequent absences will only be excused by medical note/documentation or by the school nurse or designee. Seek consultation from your Local District Pupil Services Field Office for additional guidance.

D. Absence Verification

Schools are tasked with the responsibility of partnering with parents/guardians to clear all absences, including partial-day absences. Every effort shall be made by the school staff to notify parents/guardians of their child's uncleared absences and steps required to clear all absences. The reason(s) for an absence may be submitted by a parent/guardian, or caretaker, students 18-years or older either in person, by written note, phone, or verified by a home visit. Any of the following persons may verify an absence(s) due to illness or quarantine according to C.C.R. Title 5, Sect. 421:

- A school or public health nurse
- An attendance supervisor (e.g., PSA Counselor)
- A physician
- A principal
- A teacher
- Any other qualified employee of a school district assigned to make such verification.

Students are to be readmitted by the office rather than the classroom teacher for all absences that are five or more consecutive days. For absences of five or more consecutive days related to illness, the school nurse or designated staff member is to be consulted and must clear the absence prior to class admittance. School staff may not require a health-care provider's verification for re-admittance to class, unless the student has a serious medical condition or contagious disease.

Students with prolonged absences due to a serious illness or accident shall be marked absent by their school until home or hospital instructional services begins. Refer to BUL-1229.2, *Home, Hospital & Tele-Teaching Instructional Services (Carlson Home Hospital School)*, dated May 7, 2015.

Parents have 10 days to submit verification for student absences as stated in the Parent-Student Handbook. Schools may mark an absence a 0-No Note/ No Explanation after 10 school days following an absence if no explanation was received. If attempts are made by the school staff to clear absences with sufficient due diligence, yet no reasons are provided, the absences may be converted to reason



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code (2) unexcused after 10 days and will be included in the count toward truancy identification.

Parents/guardians are responsible for providing documentation of an excused student absence (CA Code of Regulations §306). Acceptable methods for parents/guardians to communicate an absence reason are as follows:

- Providing a written notice, signed and dated by parent/guardians; and/or
- An email from parent/guardian's known email address; and/or
- A phone call from the known parent/guardian. Schools shall ensure to document the phone call with reason from parent/guardian for audit purposes.

Non-acceptable methods for parents/guardians to communication an absence reason are as follows:

- An email from an unfamiliar account to the school or to the teacher's personal device is not acceptable; and or
- A text message from any mobile device.

In State Compliance audits, the most common finding is discrepancies between absence notes and attendance reported. School staff should not only use the absence notes to enter the reason codes, but also to confirm that the absence is reported correctly in MiSiS. Staff at elementary schools shall confirm that the absent day in MiSiS matches the absence date on the note. In addition to this confirmation, staff at secondary schools should also confirm that if note states that the student was absent for the entire day, all class periods for that student reflect the absence; if not, staff should change the present record to absent.

E. School Emergency and Mass Absence Procedures

Students may be absent from school due to a school emergency that impacts both the school and students' residential community as stated in E.C. 46390. Emergency events can include a natural disaster, a major safety hazard, State of emergency or strike involving transportation to students provided by a non-school entity. This event may result in having absences greater than 10% of the school's enrollment. If a mass absence is due to some event which affects the District as a whole, the District will distribute appropriate guidelines for documentation and response.

The school administrator/designee shall follow the procedures listed below:

- Immediately report the incident to the appropriate Operations Coordinator or Division Head by telephone.
- Document the incident by completing the District's online Incident System Tracking Accountability Report (iSTAR) form and electronically submit via the Office of School Operations' website <http://schooloperations.lausd.net>. Schools should email the Attendance and Enrollment Section at AttendanceEnrollmentSection@lausd.net with the iSTAR incident report number that has been generated. Schools should use the *Add New* in the Notify Details tab of the iSTAR Report and enter the *Attendance and Enrollment*



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Section to indicate that notification was made. For any state updates go back in to iSTAR and amend the report.

- Communicate incident information to parents/guardians through the Blackboard Connect notification system and other forms of communication as needed.
- Contact the MiSiS Help Desk either through phone or online (<https://lausd.onbmc.com>) regarding the request to use the School Emergency code and/or to make adjustments to meeting patterns, if required. The School Emergency code is an absence code which may only be applied to students who are marked absent. The Help Desk will provide a service ticket number, which will be used to open a MiSiS request.

The MiSiS Help Desk will:

- Contact the Attendance & Enrollment Section of Budget Services & Financial Planning for further details to finalize the school emergency code process.
- Contact the school when the process has been completed.

F. Attendance Document Retention

Pupil records are legal documents. Federal and State laws mandate that school employees protect and maintain the security and confidentiality of pupil records. State law requires that certain types of attendance documents be filed and stored. Required retention timeframes are detailed in BUL-4926.2, *Attendance Manual Policy and Procedures*, dated March 1, 2013. Principals are responsible for maintaining enrollment and attendance accounting records in accordance with District policy and ensuring that these records are available for audits.

X. ATTENDANCE MONITORING AND ACCURACY

Monitoring attendance taking and ensuring record accuracy are critical to ensuring that students are regularly attending school and abiding by California Compulsory Education Law. There are numerous reports and systems in place that are tools and resources schools should utilize to track student attendance outlined in the *Essential Reports for Monitoring Attendance Taking and Accuracy* (Attachment T). In addition to the numerous reports and systems in place, schools can use the *School Site Quick Reference for Five Column Rosters* (Attachment S).

A. Attendance and Dropout Prevention Section of Safe School Plan

LAUSD schools are required to comply with California Education Codes 32280-32289 which mandate that every school prepare a school safety plan. Each volume of a Safe School Plan clearly delineates responsibilities for all stakeholders to help create a positive school climate that supports safety, attendance, wellness, emergency preparedness and coordinated planning for emergencies and critical incidents. The Coordinated Safe and Healthy School plan (CSHSP) Volume 1 outlines requirements related to positive attendance and building resilience.

B. BlackBoard Connect



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Blackboard Connect calls are made based on attendance information in MiSiS.

- By default, attendance messages from Blackboard Connect are sent twice a day to the parent/guardian of students that have an absence or tardy that day.
- Parents/guardians can designate the telephone number that will receive attendance messages on Blackboard Connect by indicating such on the *Student Emergency Information Form*.
- Attendance information is taken from MiSiS at 9:30 a.m. to generate the morning call to the parents/guardians. This call provides parents/guardians an early notification of absence and tardies, so that an effort can be made to get the student to class.
- The evening call is based on attendance data in MiSiS as of 3:30 p.m. and reflects attendance information for the entire day. Calls are made for all absences and tardies with a reason code 2 (unexcused), 3 (non-compliant), UC (Uncleared) and/or 0 (No Note).
- It is important that schools accurately submit attendance and make all necessary updates prior to these two times to communicate correct information to parents/guardians and to minimize unnecessary inquiries.
- Designate appropriate staff member(s) to make personal phone calls to parents/guardians when students are absent.
- Principals should encourage classroom teachers to call home to inquire about students' chronic absences.

It is recommended that designated staff clear absences on a daily or weekly basis throughout the school year to ensure that only students who qualify receive a NOT letter. Schools should regularly generate the MiSiS Uncleared Absence Report to identify students with uncleared absences and attempt to obtain verification for absence from parents/guardians.

Unexcused tardies and leave earlies of 30 minutes or more must be verified by the school site and coded with a reason code 3, otherwise they will not count toward truancy classification.

For more information refer to *The School Attendance Review Board (SARB) Intervention Guide for Schools*, on Pupil Services Website
<http://pupilservices.lausd.net> under "Tools for Schools."

XI. WITHDRAWAL PROCEDURES

Students are expected to be enrolled and attend school on all assigned school days according to state law. Schools shall not send students home, conduct mass checkouts, force outs, push outs, or withdraw students early to prevent their attendance at school. Examples of other prohibited practices include:

- Finalizing grades prior to the end of a semester
- Mass check-outs based on age
- Withdrawing students prior to the end of the school year or semester
- Withdrawing students to prevent participation in testing



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- Withdrawing students because of discipline and/or attendance issues
- Withdrawing students who are not on track to culminate/graduate or are failing classes

The withdrawal of a student from elementary and secondary schools may be initiated by:

- Parent/guardian
- 18-year-old student
- Emancipated minor
- Appropriate school site administrator (e.g., Opportunity Transfer)
- School Attendance Review Board (SARB)
- District Operations
- District Administrative Office
- District Headquarters (e.g., Expulsion)

A. Reasons for Withdrawal

Parent/guardian withdrawal requests are not automatically granted. For the most updated list of withdrawal codes (L Codes) visit the MiSiS Resources and Job Aids website <http://achieve.lausd.net/Page/8061> under enrollment -Appendix D

i. Residence Change

A student may be withdrawn from his or her school of residence if the parent/guardian presents documentation verifying a change in residence, and the new address belongs to a different school. If the exact address is not available, but it is known that the student will reside in the boundaries of a different school district (e.g. out of state, out of country, or within CA but outside of LAUSD boundaries), school staff shall document the city and state to which the student is moving and proceed with student withdrawal.

ii. Enrollment in an Alternative Education Program

A student may be withdrawn upon presenting proof of being accepted into an alternative educational program. Examples include: continuation school, charter schools, Los Angeles County Office of Education (LACOE) schools, independent study programs, and Accelerated College and Career Transition (AC²T) Program.

iii. Whereabouts Unknown

For Secondary schools, students who are withdrawn as Whereabouts Unknown will appear on the Potential Dropout List (PDL) and negatively affect Dropout Rate and Graduation Rate at the last school of attendance. Designated school staff shall continue to search for and attempt to reenroll all students who have been withdrawn Whereabouts Unknown. School personnel shall document all efforts to contact, locate and re-enroll students in the MiSiS Counseling Communications.

Schools shall make every effort to locate students with excessive consecutive absences and exercise due diligence, including sending letters to the home,



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

placing phone calls to all known contact numbers for the student's caregiver(s) and emergency contact(s), and conducting home visits (by a certificated staff member). Students should continue to appear on MiSiS rosters unless they are enrolling in another educational option. Teachers shall continue to record accurate daily attendance. Once all due diligence efforts have been exhausted to locate the student, the school may withdraw the student. If school staff is able to locate the absent student, designated school staff shall implement strategies to re-engage the student and family with the goal of returning the student to regular attendance, or referring to an appropriate alternative educational program if indicated.

If a parent or guardian notifies school staff that a student has left home without parent's consent and the student's whereabouts are unknown, school personnel shall:

- Advise the parent/guardian to file a police report if this has not already been done.
- Maintain the student's active enrollment status, allowing for the student to return without an interruption in enrollment.
- Notify parents/guardians of their responsibility to inform the school of any updated information.
- Re-enroll the student immediately upon the student's return

B. Secondary and Elementary Student Withdrawals

Parent/guardian must sign and submit the [Authorization to Withdraw Student from Enrollment](#) (Attachment Q) and the [Parent Assurance Letter \(PAL\)](#) (Attachment R). School staff shall document as much information as possible, including a destination school, home address, working phone number, and contact information of relatives. The withdrawal date should be the last day of attendance to avoid duplicate enrollment. The *Parent Assurance Letter (PAL)* is the official form used to document withdrawal, transfer and other student movement. Student withdrawals should not be withheld due to a student owing textbooks or materials.

1. Secondary Student Withdrawals

The student or designee shall carry a *Clearance Form* to each of the classes in which the student was enrolled where each teacher will enter a final grade. The original PAL must be placed in the student's cumulative record and a copy filed in a designated office where it can be accessed if the student appears on the school's *Potential Dropout List*.

2. Elementary Student Withdrawals

Office staff shall send the *Notice of Entrance and Withdrawal* (Pink E/L slip) to notify the teacher that the student is withdrawing from the class. The teacher will retain the *Notice of Entrance and Withdrawal* form with the student's absence notes and will turn them in when absence notes are collected by the office.

Although school attendance for students under the age of 6 is not mandatory,



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

school staff shall not withdraw an enrolled Kindergarten student for low academic performance, poor attendance, or disciplinary reasons. If it is determined by the administrator that a student was enrolled in Kindergarten using fictitious records and information, the school shall:

- Withdraw the student.
- Collect the health information form or official records that have been created for the student.
- Document on each record the circumstances that caused the withdrawal of the student.
- Store all documents in the student's cumulative record.
- Contact the Attendance and Enrollment Section at attendanceEnrollmentSection@lausd.net to receive instructions on how to amend the statistical report, classification report, Grade Span Adjustment and other pertinent reports. Refer to [BUL 5708.1, *Transitional Kindergarten, Kindergarten, and 1st Grade Entrance Age Requirements, Verification of Birth Date, and Placement Forms*](#), dated May 13, 2013

XII. DOCUMENTATION OF SERVICES, CONTACTS AND/OR INTERVENTIONS

State and federal laws strictly regulate the rights and obligations regarding access to and disclosure of pupil record information and an individual's health information (Family Educational Rights and Privacy Act, (FERPA), 20 U.S.C. Section 1232g; California Education Code Sections 49060 et seq., 49073 et seq. and The Federal Health Insurance Portability and Accountability Act of 1996 ("HIPAA")). Refer to BUL-1077.1 *Information Protection Policy* issued December 5, 2006 and BUL-2469 *Pupil Records: Access, Confidentiality, and Notice of Educational Rights* issued April 24, 2006.

It is the policy of the Los Angeles Unified School District (LAUSD) to protect sensitive student information. All District employees shall uphold both FERPA and HIPAA when documenting student information and accessing and/or sharing pupil records. Therefore, it is important that District employees understand the appropriate ways to document student information in MiSiS.

The My Integrated Student Information System (MiSiS) should be used for recording contact with student's parents/guardians, counseling communications, student discipline as well as collecting student counseling, discipline and intervention data. Information documented in MiSiS becomes part of the pupil records. Upon request or subpoena, parents/guardians will have access to student records. School staff is required to utilize the MiSiS Student Support Module to record and track student counseling services and discipline authorized by the California Education Code (E.C.) including any actions and prior interventions taken in response to student misconduct. In addition, schools are required to utilize the records, provide data-driven interventions, and develop solutions and strategies to effectively address student behavior. This applies to all LAUSD schools including comprehensive schools and alternative programs of the Educational Options. Administrators and school principals are responsible for making sure that the school staff is provided with clear guidance and supported with mandatory trainings in order to appropriately utilize the system and accurately document and maintain student records.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

Procedures for documenting in MiSiS are as follows:

- **Entering a Counseling Communication**
Counselors and principals can enter a Counseling Communication when contact is made with a student(s) regarding a counseling issue. Individual Counseling Communications can be entered through the student profile or in mass using the Advance Search > Action > Manage Counseling Communications.

For a step-by-step guide, refer to Job Aid “Entering a Counseling Communication” under the Admin Portal at <http://achieve.lausd.net/Page/5831>.

- **Entering an Intervention**
Teachers can enter intervention for students on their roster through the Teacher portal. Principal’s designated staff (Administrator/Designee) can enter intervention for a referred student through Administrative Portal. Users are to accurately enter applicable information on the “Intervention” page under the Support tab for the selected student. The date and time automatically default to the present and is to be updated as needed to match when the incident occurred. The “Comments” field must be used to describe incident-related relevant information. The description of the behaviors and/or actions must be based on facts, not subjective information.

For a step-by-step guide, refer to Job Aid “Entering and Viewing Prior Interventions” under the Teacher Portal or the Admin Portal at <http://achieve.lausd.net/Page/5831>.

- The MiSiS Contact Log should not be used for documenting any of the examples provided above. The MiSiS Contact Log should only be utilized to document general and non-sensitive information (e.g., contacts, home visits, and written communication. No confidential detailed information should be documented in Contact Log.

For more information refer to BUL-5808.4 [*My Integrated Student Information System \(MiSiS\) Student Support Module Required Usage*](#)

RELATED RESOURCES:

BUL-4926.2, [*Attendance Manual: Policy and Procedures for Elementary, Secondary and Option Schools*](#), dated March 1, 2013

BUL-999.11, [*Responsibility Use Policy \(RUP\) For District Computer and Network Systems*](#), August 20, 2015

BUL-1229.2, [*Home, Hospital & Tele-Teaching Instructional Services \(Carlson Home Hospital School\)*](#), dated May 7, 2015

BUL-1660.8, [*Immunization Guidelines for School Admission*](#), dated January 11, 2016

BUL-2060.1, [*Pregnant and Parenting Students Educational Rights*](#), dated March 11, 2016



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

BUL-3276.1, [*Compliance on Services for Pregnant Minors and Parenting Minors*](#), dated August 15, 2007

BUL-3585.6, [*Oral Health Assessment for Kindergarten or First Grade*](#), dated August 1, 2016

BUL-5255.1, [*Implementation of the Romero Open Enrollment Act*](#), dated November 5, 2012

REF-5259.0, [*Use of New Student Enrollment Form*](#), dated October 11, 2010

BUL 5341.2, [*Inter-district Permits \(District to District\)*](#), dated January 22, 2013

BUL 5347.1, [*Intra-district Permits \(School to School\) and Student Transfers in Elementary and Secondary*](#), dated June 10, 2013

BUL-5509.2, [*Restitution Procedures for the Loss or Damage of School Property for Students*](#), dated March 7, 2017

BUL-5708.1, [*Transitional Kindergarten, Kindergarten, and 1st Grade Entrance Age Requirements, Verification of Birth Date, and Placement Forms*](#), dated May 13, 2013

REF-5777.5, [*Transitional Kindergarten Implementation*](#), dated July 12, 2016

BUL-6050.2, [*Expulsion of Students - Policy and Procedures*](#), dated October 10, 2016

BUL-6303, [*Student Emergency Information Form*](#), dated June 16, 2014.

BUL-6362.0, [*Opportunity Transfers \(O.T.\) Policy and Procedures*](#), dated August 14, 2014

[*Special Education Policies and Procedures Manual*](#), dated July 2007

BUL-6718.0, [*Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System*](#), dated August 8, 2017.

ASSISTANCE: For assistance or further information, please contact:

- Office of Pupil Services at (213) 241-3844
- Local District Pupil Services and Attendance Coordinators
- Office of Data and Accountability at (213) 241-2460
- For MiSiS questions, contact the ITD Service Desk at (213) 241-5200 or <http://techsupport.lausd.net/>



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

ATTACHMEN TS

- A MiSiS Opening of School Year Checklist
- B Guidelines for Verification of Residence
- B-1 Guidelines for Verification of Residence – SPANISH
- C Affidavit to Verify Residence Form
- C-1 Affidavit to Verify Residence Form – SPANISH
- D Affidavit of Temporary Residence
- D-1 Affidavit of Temporary Residence – SPANISH
- E Verification of Residence Follow-Up Letter
- E-1 Verification of Residence Follow-Up Letter – SPANISH
- F Affidavit for Proof of Age of Minor
- F-1 Affidavit for Proof of Age of Minor – SPANISH
- G Affidavit of Parent/Legal Guardian Identification
- G-1 Affidavit of Parent/Legal Guardian Identification – SPANISH
- H Optional Area Decision Form
- H-1 Optional Area Decision Form - SPANISH
- I Caregivers Authorization Affidavit
- I-1 Caregivers Authorization Affidavit – SPANISH
- J Student Enrollment Document Checklist
- J-1 Office Checklist for Student Enrollment
- J-2 Student Enrollment Form
- J-3 Student Emergency Information Form
- J-4 Guide to Immunizations Required for School Entry – Grades TK/K-12
- J-5 Oral Health Assessment/Waiver Request
- J-6 Student Residency Questionnaire
- J-7 Migrant Education Program Family Work Questionnaire
- J-8 American Indian – Alaskan Native Letter Questionnaire
- J-9 Financial Responsibility for Damaged School Property
- J-10 Student Success Library Care Program Opt-In Form
- J-11 CHAMP Program Brochure
- J-12 Health Care for All Families
- J-13 Responsible Use Policy (RUP) for District Computer Systems
- J-14 Parent/Guardian Publicity Authorization and Release
- K School Enrollment Codes
- L Student Emergency Information Request Letter
- L-1 Student Emergency Information Request Letter – SPANISH
- M Grade Placement Chart
- N Student Education Plan
- O Moved, False Address, Forfeiture of Permit
- O-1 Moved, False Address, Forfeiture of Permit – SPANISH
- P Elementary and Secondary Reason Codes
- Q Authorization to Withdraw Students From Enrollment
- R Parent Assurance Letter
- S School Site Quick Reference Five Column Roster
- T Essential Reports for Monitoring Attendance Taking and Accuracy
- U School Attendance: A Guide for Parents
- U-1 School Attendance: A Guide for Parents - SPANISH



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

V Transitional Kindergarten Expansion Program List of Schools



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

TITLE: 2017-2018 Winter Recess and District Shutdown Days

NUMBER: MEM-043382.0

ISSUER: Jose R. Cantu, Ed.D., Assistant Chief Human Resources Officer
Human Resources Division

DATE: November 17, 2017

PURPOSE: The purpose of this memorandum is to provide information to all schools and offices regarding the 2017-2018 winter recess and District shutdown days.

MAJOR CHANGES: None

INSTRUCTIONS: I. Background

ROUTING
All Employees
All Locations

The winter recess includes a shutdown period for most District staff. The District shutdown period will be from December 25, 2017 – January 1, 2018 which includes three holidays and three shutdown days. This memorandum informs A-Basis employees who are assigned to school sites and employees assigned to non-school sites (offices) and their administrators/supervisors on how this shutdown period is to be treated.

A. Schools will not be in session during Winter Recess as follows:

NOTE: Dates listed below are based on the instructional calendars only. Refer to the appropriate payroll calendar for various calendar options for each basis.

1. Single-Track Schools: December 18, 2017 – January 5, 2018
2. Early Education Centers: December 25, 2017 – January 1, 2018

B. Holidays

December 25, 2017 (Christmas Day), December 29, 2017 (alternate Lincoln Day), and January 1, 2018 (New Year's Day) are paid legal holidays for regular employees.

C. Shutdown Days

December 26, 27, and 28, 2017 (three days)



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

II. Schedule for A-Basis School Site Employees

A. December 26, 27, and 28, 2017 (Shutdown Days)

1. All schools and Early Education Centers will be closed on these days. Employees must use vacation on December 26, 27, and 28, 2017 (shutdown days), except as noted below.
2. All Early Education Centers will reopen on January 2, 2018.

- B. To the extent operationally feasible, A-Basis school based employees are encouraged to use vacation during additional non-holiday times that schools are not in session.

III. Schedule for A-Basis, Non-School Site Employees

- A. All District offices will be closed from December 25, 2017 through January 1, 2018, and will reopen on January 2, 2018.

- B. Offices will be closed or will operate with skeleton crews on shutdown days (December 26, 27, and 28, 2017), as determined by the site administrator. Except as noted below, unless needed to work as part of a skeleton crew, employees must use vacation on shutdown days.

NOTE: Unit D A-Basis employees who are not needed at their assigned work site may use vacation, take unpaid time, or request in writing, to work at a site that is in operation on these days. Administrators should ensure that Unit D A-Basis employees are notified of their options, and that these employees inform their administrators of the option selected (especially in the case of request to work) no later than December 8, 2017. *Note: Most school-based Unit D clerical employees are E-Basis.*

Unit A (School Police) employees are not required to use vacation during the shutdown period.

Unit E employees with accrued vacation earned *in prior years, inclusive of 1994 vacation hours*, must utilize these hours during the shutdown period. Employees with only *the current year's* vacation accrual may choose to use vacation during the shutdown period; or may be assigned to work, only to the extent that work is available at a maintenance area; or otherwise be unpaid.



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

**RELATED
RESOURCES:** More detailed information regarding the various vacation provisions can be found in the applicable collective bargaining agreements, Board Rule 1990, and Personnel Commission Rule 812.

ASSISTANCE: Employees should contact their time reporter or supervisor/administrator for assistance with payroll matters (e.g., calendar configurations for different bases, time reporting procedures, etc.).

Administrators should contact their Staff Relations Field Director for assistance with certificated employee questions, or Senior HR Representative for assistance with classified employee questions.

For all other inquiries contact Personnel Research and Analysis Section at (213) 241-6356.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of District Operations
Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support
Rubric of Implementation (ROI)

School Name: _____

Date: _____

Key Feature	1	2	3	4	Score
Administrative Leadership and Support	<input type="checkbox"/> Administrator(s) does not actively support the SWPBIS process.	<input type="checkbox"/> Administrator(s) supports the process but does not take as active a role as the rest of the team.	<input type="checkbox"/> At least one school administrator is a member of the SWPBIS/Discipline Review team. <input type="checkbox"/> SWPBIS is on the agenda at some faculty meetings. <input type="checkbox"/> SWPBIS is addressed in some staff and parent newsletters.	<input type="checkbox"/> At least one school administrator is an active participant on the SWPBIS Discipline Review / team. <input type="checkbox"/> SWPBIS is on the agenda at all faculty meetings. SWPBIS is addressed in all staff and parent newsletters.	
Team Based Implementation	<input type="checkbox"/> No SWPBIS/Discipline Review team is established.	<input type="checkbox"/> A SWPBIS/Discipline Review team is established and meets at least 2 times per year.	<input type="checkbox"/> The SWPBIS/Discipline Review team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc. <input type="checkbox"/> The SWPBIS/Discipline Review team has regularly scheduled monthly meetings.	<input type="checkbox"/> The SWPBIS/Discipline Review team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, a Student (High School Only) including tracks, grade levels, etc. <input type="checkbox"/> The SWPBIS/ Discipline Review team has regularly scheduled monthly meetings. <input type="checkbox"/> Agendas, minutes, sign-in sheets, action plans, etc. from each monthly meeting are memorialized. <input type="checkbox"/> Each team member knows their role and responsibility as part of the team.	
Behavioral Expectations Defined	<input type="checkbox"/> The school has more than six behavioral expectations. <input type="checkbox"/> The expectations are negatively stated.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for some of the common areas.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for all of the common areas. <input type="checkbox"/> These expectations are clearly visible (posted) in most of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	<input type="checkbox"/> 3 – 6 positively stated expectations are established, defined and clearly visible (posted) in all of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	

LOS ANGELES UNIFIED SCHOOL DISTRICT

Division of District Operations

Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support

Rubric of Implementation (ROI)

School Name: _____

Date: _____

Key Feature	1	2	3	4	Score
Behavior Expectations Taught	<input type="checkbox"/> No documented plan for the teaching the expectations exist. <input type="checkbox"/> Some staff may teach the expectations in their own classrooms.	<input type="checkbox"/> Students are told what the expectations are. <input type="checkbox"/> Some staff may teach the expectations in their own classrooms.	<input type="checkbox"/> There is a documented system for annually teaching the behavioral expectations, to all students (Behavior/Procedure Fair, Assemblies, skits, homeroom/advisory lessons, etc.).	<input type="checkbox"/> There is a documented system for annually teaching the behavioral expectations to all students (Behavior/Procedure Fair, homeroom/advisory lessons, assemblies, skits, etc.). <input type="checkbox"/> There is a documented system for on-going review of expectations on weekly to monthly basis. <input type="checkbox"/> The school has developed strategies to involve families/community with the teaching of the expectations.	
Acknowledge and Reinforce Appropriate Behavior	<input type="checkbox"/> There is not a consistent acknowledgment/reinforcement system in place.	<input type="checkbox"/> The documented acknowledgment/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by 50% of the staff.	<input type="checkbox"/> The documented acknowledgement/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by 75% of staff.	<input type="checkbox"/> The documented acknowledgment/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by 90% of staff. <input type="checkbox"/> A ratio of 4(+): 1(-) is in place to acknowledge students, staff and families.	
Monitor and Correct Behavioral Errors	<input type="checkbox"/> Problem behaviors are not clearly defined. <input type="checkbox"/> The response to problem behavior is inconsistent.	<input type="checkbox"/> Problem behaviors are clearly defined and agreed upon by a least 50% of school staff. <input type="checkbox"/> There is an inconsistent process for what behavior is handled in the classroom and what is referred out (Dean, Counselor, AP, etc.)	<input type="checkbox"/> Problem behaviors are clearly defined, agreed upon by at least 75% of school staff and documented. <input type="checkbox"/> At least 75% of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (Dean, Counselor, AP, etc.).	<input type="checkbox"/> Problem behaviors are clearly defined, agreed upon by at least 90% of school staff and documented. <input type="checkbox"/> At least 90% of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (Dean, Counselor, AP, etc.). <input type="checkbox"/> There is evidence that consequences for "behavioral errors" are consistent, progressive, and communicated to all stakeholders.	

LOS ANGELES UNIFIED SCHOOL DISTRICT

Division of District Operations

Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support

Rubric of Implementation (ROI)

School Name: _____

Date: _____

Key Feature	1	2	3	4	Score
Data Based Decision Making	<input type="checkbox"/> MiSiS discipline data is not reviewed to make decisions.	<input type="checkbox"/> MiSiS discipline data is reviewed but not used to make decisions.	<input type="checkbox"/> MiSiS is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions). <input type="checkbox"/> The SWPBIS/Discipline Review team uses MiSiS and other District data systems to make decisions in designing, implementing, and revising school-wide efforts at least 2 times per school year. <input type="checkbox"/> MiSiS data is shared with school staff at least 2 times per school year.	<input type="checkbox"/> MiSiS is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions). <input type="checkbox"/> The SWPBIS/Discipline Review team uses MiSiS data and other District data systems to make decisions in designing, implementing, and revising school-wide efforts at least 3 or more times per school year. <input type="checkbox"/> The SWPBIS/Discipline Review team reviews MiSiS discipline data at their monthly team meetings. <input type="checkbox"/> MiSiS data is shared with school staff at least 3 or more times per school year.	
Family and Community Collaboration	<input type="checkbox"/> There is no family/community involvement in the SWPBIS system.	<input type="checkbox"/> A family/community member is inconsistently part of the SWPBIS/Discipline Review team. <input type="checkbox"/> Updates on the SWPBIS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least 2 times per school year.	<input type="checkbox"/> A family/community member is an active member of the SWPBIS/Discipline Review team. <input type="checkbox"/> Updates on the SWPBIS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least 5 times per school year.	<input type="checkbox"/> A family/community member is a consistent member of the SWPBIS/Discipline Review team. <input type="checkbox"/> Updates on the SWPBIS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least 8 times per school year.	
TOTAL SCORE					

Rubric of Implementation completed by:

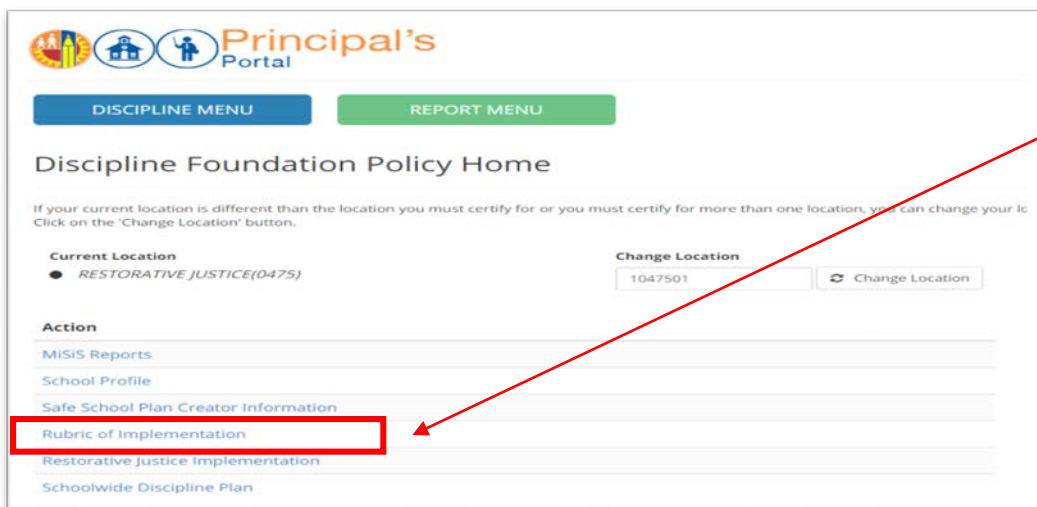
Principal (Signature) _____

Date _____

School Operations (Signature) _____

Date _____

Rubric of Implementation (ROI) Upload Feature



Principal's Portal

DISCIPLINE MENU **REPORT MENU**

Discipline Foundation Policy Home

If your current location is different than the location you must certify for or you must certify for more than one location, you can change your location. Click on the 'Change Location' button.

Current Location
 ● RESTORATIVE JUSTICE(0475)

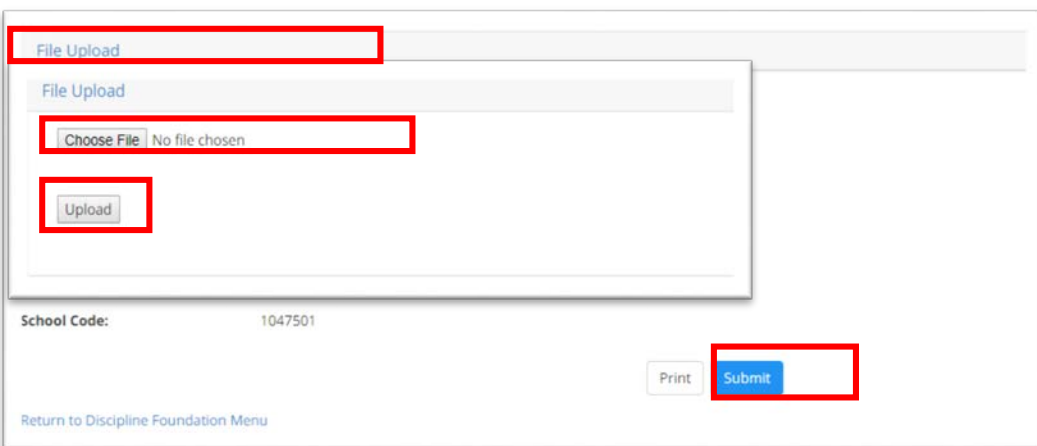
Change Location
 1047501 [Change Location](#)

Action

- MiSIS Reports
- School Profile
- Safe School Plan Creator Information
- Rubric of Implementation**
- Restorative Justice Implementation
- Schoolwide Discipline Plan

Step 1

- Log-on to the Principal's Portal
- Click on "Rubric of Implementation"



File Upload

File Upload

Choose File No file chosen

Upload

School Code: 1047501

[Print](#) [Submit](#)

[Return to Discipline Foundation Menu](#)

Step 2

- Click on File Upload
- Click on Choose File
- Select the file you want to upload
- Click on Upload
- Click on Submit
- Should you wish to replace the file, repeat steps 2.a to 2.e



LOS ANGELES UNIFIED SCHOOL DISTRICT BULLETIN

TITLE: Holiday Displays and Programs

NUMBER: BUL-6204.2

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

Diane H. Pappas, Chief Executive Officer
Division of District Operations & Digital Innovation

DATE: November 21, 2017

ROUTING
All Employees
All Locations

PURPOSE: The purpose of this Bulletin is to update and clarify procedures for holiday displays and programs at schools, District offices, and worksites.

MAJOR CHANGES: This Bulletin replaces BUL-6204.1, “Holiday Displays and Programs”, dated December 7, 2015, issued by the Office of the Superintendent, and reflects recent organizational changes.

BACKGROUND: This Bulletin provides guidelines regarding holiday displays and programs. Respect for humankind is increased by recognizing and understanding the beliefs, values, and customs of others. School programs designed to improve comprehension and acceptance of differences have educational significance. This Bulletin provides information for administrators and personnel who will be preparing holiday displays and planning holiday programs. With regards to religious matters in public school settings, section 51511 of the California Education Code provides, as follows:

“Nothing in this code shall be construed to prevent, or exclude from the public schools, references to religion or references to or the use of religious literature, dance, music, theatre, and visual arts, or other things having a religious significance when such references or uses do not constitute instruction in religious principles or aid to any religious sect, church, creed, or sectarian purpose and when such references or uses are incidental to or illustrative of matters properly included in the course of study.”

GUIDELINES: The following guidelines apply:

- I. The demographics of the District emphasize the need to provide inclusive education and information about the rich cultural traditions and heritage of the many groups that are represented in our communities. Care needs to be exercised in developing the content of these programs to respect diversity and the separation of church and state in a prudent and objective manner, and to ensure that sectarian doctrine is avoided. A multitude of faiths and beliefs are



LOS ANGELES UNIFIED SCHOOL DISTRICT BULLETIN

represented within the District. There is no expectation that students and staff be shielded from content that differs from their own faith or belief.

Guidelines for holiday displays are applicable to schools, District offices, and worksites. Displays that include holiday symbols such as Christmas trees or menorahs would not be a violation of federal or state law. A program that includes a song that references religion among other holiday or seasonal musical selections, would similarly not violate law.

The court recognizes Santa Claus, Christmas trees, and menorahs as relevant to holidays that have a secular, as well as religious significance, and has upheld their decorative usage, as long as they neither advance nor inhibit religion. Nevertheless, schools, offices, and worksites are encouraged to exercise sensitivity and inclusion so that all students and staff feel welcome in their school community or work location.

II. Administrative, Multicultural, and Curricular Implications

- A. Students benefit from programs that increase awareness of the variety of beliefs in a pluralistic society and that teach mutual understanding, fellowship, and respect for group differences. They also benefit from programs that increase their awareness of how holidays are observed by different cultures and nationalities. Emphasis should be placed on cultural learning.
- B. Staff members, advisory councils, members of the Parent Teacher Student Association (PTSA), leadership councils, and other appropriate advisory personnel should participate in planning and developing holiday programs that reflect respect for the sensibilities of staff and students of all faiths. Programs should be consistent with the policies of the Board of Education and the laws of the State of California.
- C. Holiday programs require careful planning so that no student or staff member will be prevented from participation, nor compelled to participate. At all times, students and staff must be provided the privilege of excuse from participation in any holiday program because of firmly held personal convictions without penalty, bias, or retaliation.
- D. The quality of content and the length of time spent in the preparation and presentation of any program must be educationally justifiable. Programs prepared under the jurisdiction of the school are a part of the curriculum, and administrators are expected to assess and supervise the educational value of all programs that are developed.



LOS ANGELES UNIFIED SCHOOL DISTRICT BULLETIN

- E. Sectarian scenes, displays, and tableaux whose purpose is to create a religious tone or sacred atmosphere are not to be included.
- F. Religious exhibits, displays, or symbols such as crosses, crèches, and menorahs may be used when they are a necessary and integral part of the study of subjects in the curriculum, such as art or history. However, such exhibits, displays, and symbols may not be used as decorations unless they are part of a display that includes other holiday symbols.
- G. The District Memorandum on the "Calendar of Commemorative Dates and Observances" is issued annually and offers opportunities for a variety of school programs. Some of these include recognition of persons who made significant contributions to American life, events that influenced development as a nation, and activities that highlight cultural and religious heritages.

AUTHORITY: United States Constitution, First and Fourteenth Amendments
California Education Code, section 51511
County of Allegheny v. Greater Pittsburgh ACLU (1989) 492 U.S. 573
Okrand v. City of Los Angeles (1989) 207 Cal App. 3d 566
School Dist. of Abington Township, Pa. v. Schempp, 374 U.S. 203 (1963)
Floreay v. Sioux Falls School Dist., 619 F. 2d 1311 (8th Cir. 1980)

RELATED RESOURCES: BUL-5479.2, "Guidelines for Teaching About Religions," dated April 11, 2016, issued by the Office of the Superintendent.

Memorandum on the Calendar of Commemorative Dates and Observances, issued annually

ASSISTANCE: For assistance, please contact your Local District Operations Coordinator. For further information, please call the Division of District Operations at (213) 241-5337.