

# Friday's Operation's Brief

BELIEVE • BEHAVE • BECOME

VOLUME 4, ISSUE 27

FEBRUARY 24, 2017



## IMPORTANT DATES TO REMEMBER

Assistant Principals'	3/15
Principals Meeting	3/22
SAA Meeting	3/23
Safe Passages	3/30

## WHAT'S DUE

Probationary I Recommendation Forms Due	3/1
February Water Flushing	3/1
February Metal Detection Certif.	3/1
Mandatory Spring Child Abuse Training	3/17
Spring Administrative Certification Due	3/17

## A Commitment to Caring

In the article, "Do We Value CARING?", published in the periodical, Educational Leadership, the authors reveal that students get mixed messages about the importance of achievement, happiness, and caring for others (Attachment 1). In multiple studies, parents and teachers state that raising and educating children who are caring, honest, and fair are highly valued. However, when surveyed, middle and high school students from across the United States indicated that their parents and teachers placed a "higher priority on their achievement than on whether they are caring."



So how do we balance the academic demands of school and our desire to foster caring citizens of our communities? The authors provide the reader with strategies to communicate to students that caring and empathy matters. These strategies include: Circles of Concern, School Climate Committees, and Relationship Mapping. To access these strategies and resources to promote caring and respect, please follow the link: <http://mcc.gse.harvard.edu/educators/toolkit/strategy-guides>

In implementing these strategies, schools can move toward what is essential—children growing into adults who care for others and "have a real commitment to creating a more just, caring world."

## Suspensions, Opportunity Transfers, and Change of Placement

When addressing student behavior at our schools, students need to be afforded due process. With the exception in extreme cases involving Category One offenses, schools must establish a system of progressive discipline to support our students in adherence to the School-Wide Positive Behavior Intervention and Support policy. With this in mind, the District has provided policy guidelines, which **must** be followed prior to:

- Suspending student from school
- Transferring Students as Opportunity Transfers (O.T.'s)
- Revoking permits
- Changing student placements who are in the Special Education program.

Effective immediately, all decisions involving O.T.s, Safety Permits, Suspensions, Expulsions, cancellations of permits, and change of placement for students with IEP's due to safety issues need to be made by the school principals in consultation with Local District Central Operations Unit and the respective District Division, as applies. (Attachment 2).

## Consolidated Charitable Campaign—Week 3



In last week's article, Mr. Hernandez gave Local District Central schools the challenge of raising \$60,000. If we, as Local District Central, can meet this goal, Mr. Eugene Hernandez, Administrator of Operations, has **AGREED** to get SLIMED!!! Now, our committee's question is "Where is this going to happen?" The answer is simple. The school with the highest monetary contribution. So the **CHALLENGE** is on for all in Local District Central! As a team, we can meet this challenge and all for a good cause!

GO Team LD CENTRAL!

## Student Attendance Impacted by National Policy Change!

One of the top priorities of the Los Angeles Unified School District (L.A. Unified) is to create safe spaces for learning. With recent national policy changes, the District has continued to receive questions from students, families, and employees around immigration-related issues. We would like to inform school sites of the resources available to share with families that are most vulnerable during this time. Providing families with reassurance and information regarding recent policy changes may have a positive change with our student attendance. Families may also be directed to one of the two Extended Support Sites located in Local District Central.



Should the need arise, Student Health and Human Services has prepared the following resources to support school leaders in responding to questions around these issues and in managing immigration-related situations on campus.

- Attachment 3: Talking points you can use when discussing immigration-related issues with members of your school community. Translated versions of the talking points are included, which will be sent to parent community representatives today (included here for your records)
  - Attachment 4: Responses to "Frequently Asked Questions" about immigration policy and freedom from discrimination, which you can print and distribute to members of your school community as you deem appropriate (this document has been translated into four additional languages)
  - Attachment 5: Resource and information guide, organized by local district, which can be distributed to students and families.
  - Attachment 6: Reference Guide REF-6767.1: LAUSD Campuses as Safe Zones and Resource Centers, and related materials, which provide guidance on procedures to follow if federal immigration officials request access to a school site or District facility, student, or student records
  - Training video on REF-6767.1, available at: [http://www.lausd.net/cdg/PupilServices/6767/story\\_html5.html](http://www.lausd.net/cdg/PupilServices/6767/story_html5.html)
- Thank you for your ongoing work to cultivate safe learning environments, where all students and staff – regardless of immigration status, religion, disability, nationality, race, ethnicity, gender, or sexual orientation – are respected, affirmed, and welcomed.

Local District Central Attendance Data for last week's day of protest held on February 17, 2017:

LD Central	# of Full day Absences
2/15/2017	4.09%
2/16/2017	8.67%

## Attendance Award: Riordan Primary Center

Riordan Primary Center Principal Wood recognized Mrs. Montejano, Teacher and her 1st Grade Students for having the highest perfect attendance of all first grade classrooms for December of 2016 and January of 2017. Riordan PC 1st graders proudly represent their school for achieving the 2016-2017 Student Attendance Goal for the First Semester – Fall 2016 at 74%. Our little Riordan rockets are "OFF" to a good start!



## ILLUMINATING HOPE: OBAMA GLOBAL PREPARATORY ACADEMY AND THE “LIGHTHOUSE PROJECT”

One of the major goals of school-based Psychiatric Social Workers (PSWs) is to promote the social and emotional wellbeing and academic achievement of all of our students. In order to meet the many social and emotional needs of the student population, PSW Monica Rodriguez and PSW intern Juan Villa developed an intervention to assist students in obtaining help before their mental health issues became a crisis.

The “Lighthouse Project” was created by PSW Rodriguez for students to easily identify “lighthouse keepers”. The “keepers” are school staff members, who have volunteered to place a “lighthouse” image outside of their office or classroom door. The lighthouse serves as symbol as a safe space for students who may need social and emotional support—especially those who are in the face of adversity. These staff members then refer the student(s) to PSW Rodriguez and PSW Intern Villa who provide appropriate mental health services or linkage to resources.

To promote the “Lighthouse” project, a Public Service Announcement (PSA) was made to the student body informing them of the project and its purpose. Many students at Obama have reported awareness of the “lighthouse project” and expressed understanding on how to utilize it. Students seen by PSW Rodriguez identified that the “lighthouse” assisted them in getting support at school for a variety of difficult situations. The “lighthouse keepers” are illuminating hope, empowerment and compassion across the entire school through a collaborative and innovative safe school practice.



*“Lighthouse Project”  
PSW Monica Rodriguez at Obama Academy*

## RESTORATIVE JUSTICE: AFFECTIVE STATEMENTS PART II

Affective statements, as well as affective questions, communicate people’s feelings and allow individuals to reflect on how their behavior affects others.

### Characteristics of High Quality Affective Statements:

- Are “I” statements that express a feeling.
- Make students aware of either the positive or negative impact of their behavior.
- Provide a precise description of a student’s behaviors and the specific impact of those behaviors.
- Do NOT protect students from the consequences of their behavior.
- Are strategically delivered in a time frame, place and manner most likely to maximize impact.
- Are delivered in a personalized manner directly to the student who impacted others.
- Focus on behavior, not on the intrinsic worth of the person (separates the deed from the doer).
- Are respectful in tone.
- Encourage students to express feelings.



## Staff Relations Updates

### Affirmative Decision Forms for Prob I Employees

- Completed forms with Principal and Instructional Director signatures are due to Local Superintendent's Office by 4:00 p.m. on Friday, March 3, 2017.

### Final EDST Performance Evaluation for Certificated Employees

- Single Track deadline is May 9, 2017
  - ◇ Schedule the Final Evaluation Conference early so that unforeseen circumstances do not cause you to miss the deadline
- Issuance of a Below Standard Evaluation
  - ◇ Contact your Staff Relations Field Director as soon as possible to review required steps and deadlines
  - ◇ You will need to have issued a Mid-Year Warning
  - ◇ You will need to issue an "Attachment" to the final evaluation that includes:
    - \* Specific deficiencies
    - \* Recommendations
    - \* Assistance Provided
    - \* Assistance to be Provided
  - ◇ Schedule the Final Evaluation Conference as early as possible to avoid missing the deadline

## Reminders



### Water Flushing Certification & On-Line Metal Detector Certification



As a reminder, February 2017 Water Flushing & Metal Detector Certifications will soon be due. Please be aware that they are due the first of each month with a cutoff of the 15th. Avoid being late due to unforeseen emergencies and special circumstances by certifying early.



### Mandated 2017 Spring Child Abuse Training Resources

Spring semester is here! All schools and offices are required to complete the 2017 Spring Child Abuse Training by March 17, 2017. The revised Child Abuse Training materials are posted at <http://caat.lausd.net>. It is recommended that Firefox or Chrome browsers are used to access them. Prior to your professional development session, please review MEM-6338.2, Child Abuse Awareness Training and Resources to plan your session.

#### Breaking the Silence Child Abuse Awareness

If you suspect that a child is being abused...  
**REPORT** Physical Abuse Neglect  
Sexual Abuse Exploitation



Michelle Obama



# Do We Value

**Richard Weissbourd  
and Trisha Ross Anderson**

**S**ara's best friend Jessica was a proud, independent teenager who was normally exceptionally calm under pressure, so Sara was surprised when Jessica unexpectedly called her late on a Thursday night. Jessica was in tears. Her parents were fighting again, and Jessica thought she heard the D word (for divorce) mentioned. Jessica really wanted to talk.

Sara wanted to help Jessica, but she also knew that she needed to study for her big history test the next day. Her guidance counselors, her parents, and her teachers seemed to be reminding her almost daily that she needed to boost her grades. Sara talked to Jessica for a few minutes before telling her that she needed to get back to work. Jessica seemed hurt and angry, but Sara told herself that they could catch up later—after the test was over.

## **The Perception Gap**

Research suggests parents in the United States highly value their children "being honest, loving, and reliable" and say it's more important to raise children to be caring than high achieving (Bowman, Hunter, Dill, & Juelfs-Swanson, 2012; Suizzo, 2007). Our own research indicates that teachers also prioritize caring over achievement in students, and schools typically trumpet values such as caring, honesty, and fairness. These values are posted on walls, reiterated in assemblies, and included in mission statements.

Our research, though, also points to a troubling reality: There's a large gap between the values parents and teachers espouse and the messages they actually convey to children day-to-day. Most students report that their parents or teachers place a higher priority on their achievement than on whether they are caring. Nor is being caring a top priority for students themselves.

That's no trivial matter. When children prioritize caring, they are far more likely to act altruistically even when it conflicts with their self-focused desires and goals. These students are more willing to help a friend like Jessica who is struggling with a family crisis, even if it might slightly hurt

their grade. They're more likely to help a classmate prepare for a test, even if the test will be graded on a curve and helping might reduce their own grade, or to pass the ball when they'd prefer to shoot a basket themselves. They're more likely to stand up for a bullied peer, even if it might make them less popular. In short, they're more able to sacrifice at important times, to put other people's needs ahead of their own. Because they're motivated to care, they're also more motivated to develop empathy and other key social and emotional skills.

Further, developing the capacity to care is not only key to children becoming moral, but also often a key to happiness. The ability to tune in to and care for others is at the heart of close relationships, including friendships, romantic relationships, and parent-child relationships. And these relationships are perhaps our most important and durable source of lasting happiness (Carter, 2010; Lyubomirsky, 2008; Vaillant, 2012).

## **Mixed-Up Priorities**

During the last 10 years, we've conducted research to understand what values students prioritize and what values they believe the influential adults and peers in their lives prioritize. In 2013–14, we surveyed 10,000 diverse middle and high school students from across the United States. Among many questions, we asked students what was most important to them: "caring for others," "achieving at a high level," or "being a happy person (feeling good most of the time)." We also asked students to imagine how their parents, their teachers, and their school peers would rank these values. We conducted scores of individual interviews and led numerous conversations with groups of students, parents, and teachers to dig deeper into these questions, including asking students how they define happiness, caring for others, and achievement.<sup>1</sup>

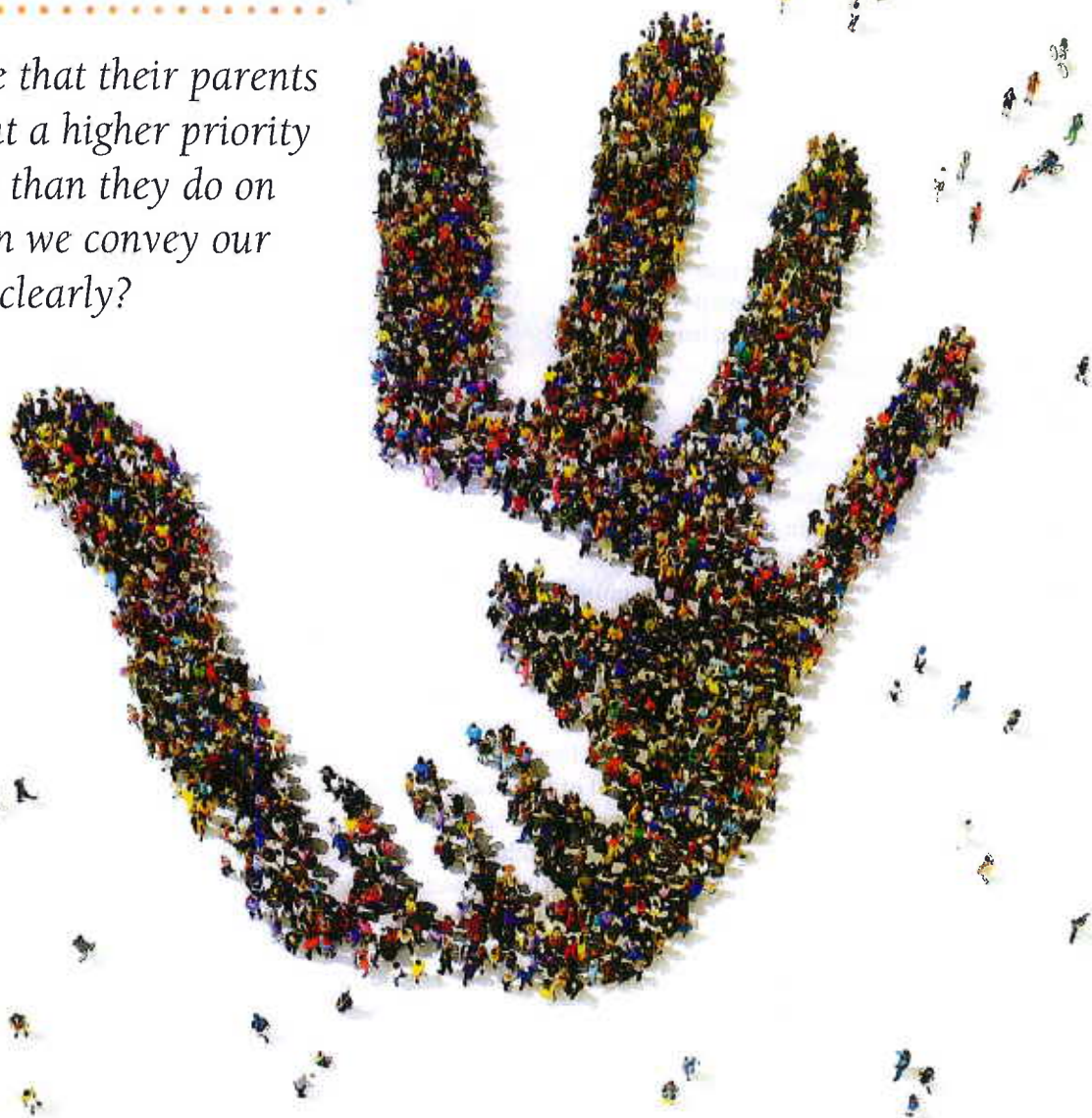
Almost 80 percent of students picked achievement (48 percent) or happiness (30 percent) as their top choice. Only about 22 percent selected caring for others. Comments included,

■ "If you are not happy, life is nothing. After that, you want to do well. And after that, expend any excess energy on others."

■ "Happiness is my primary goal in life. Achievement

# CARING?

*Students believe that their parents and teachers put a higher priority on achievement than they do on caring. How can we convey our priorities more clearly?*



and moral goodness are only important if they make me happy.”

■ “I think achieving at a high level is at the top, because I want to be successful and make my parents proud.”

■ “I think that achieving at a high level is the most important because I want to work hard to be noticed and go to college to get a good job in the future. I honestly do care for others, but it’s not the most important.”

Most parents feel differently, according to research. For

example, a study by Suizzo (2007) found that most parents, across racial and ethnic groups, said they value caring or “benevolence” more than achievement in their children. In a 2012 study (Bowman et al.), 96 percent of parents surveyed viewed developing moral character in children as “very important, if not essential.”

But our findings suggest that young people aren’t buying it. When asked what their parents prioritize, about 80 percent of young people viewed their parents as



valuing their children's achievement (54 percent) or happiness (27 percent) above caring. Only 19 percent viewed caring as their parents' top priority. Students were three times more likely to agree than disagree with this statement: "My parents are prouder if I get good grades in my classes than if I'm a caring community member in class and school." If parents really value caring over achievement, they don't seem to be conveying that message to their children.

There appears to be a similar gap between teacher and student perceptions. Sixty percent of the 300 teachers we surveyed ranked their students being caring as more important than their achievement, and 68 percent prioritized students' caring over students' happiness. Yet when we asked students what they thought the adults in their schools most valued, only 15 percent saw "promoting caring in students" as their teachers' top priority. The majority, 62 percent, thought teachers most valued academic success.

It's certainly understandable that students perceive teachers as mainly focused on academic achievement. That's typically how teachers' jobs are formally defined. But here again is a gap between what adults are espousing and what children are hearing.

### Lost in Translation

Why this gap between teachers' and parents' espoused values and what students hear them say? In our research, we've observed that parents and teachers frequently send powerful messages about the importance of achievement and happiness, often drowning out their messages about concern for others.

Many teachers' interactions with students focus almost exclusively on academic content, and students can pick up numerous signals that grades

and performance on standardized tests are the top priorities for adults at school. Parents, too, often tacitly elevate achievement or happiness over concern for others. Parents often ask about students' quiz performance before asking about the rest of their day, are more excited when their children win a most valuable player award than a sportsmanship award, or encourage children to engage in com-

Developing the  
capacity to care  
is often a key to  
happiness.

munity service not for its own sake but to enhance their college prospects.

It's not that adults and students don't value caring; it's just that caring too often appears to be subordinate to achievement or happiness. Almost half of the young people in our sample ranked caring second, and 45 percent imagined that their parents would rank caring second. Additionally, 81 percent of youth in our sample agreed that their parents clearly communicate that it's important to be kind to other people. Some students revealed a deep commitment to caring, with comments like, "If I am a good person who cares about others, then in my mind I am already happy," and "Making others happy will make you happy, and this is achievement in and of itself."

It is also important to clarify that there are significant race, class, and culture differences in the meaning of happiness, caring, and achievement. For many low-income and working-class teens especially, for example, achievement is about caring—it's

about supporting their families and communities.

The challenge for teachers and parents, then, is not to drum up a commitment to caring from scratch, but to make caring a priority.

### Developing a Commitment to Caring

When we share our survey findings, administrators and teachers are often surprised and concerned. They ask, "How can we get students to care more about one another?" "How can we convince students that we value their capacity to care?" and "How can we balance the academic rigors of school with our desire to foster good people and citizens?"

Every school can take a number of steps to show students that caring and empathy matter and to make these values live and breathe in students' day-to-day lives.

To begin, teachers can return to the ethical commitments that sparked their motivation to teach. Schools might structure professional development time to allow teachers to revisit their goals for entering the teaching profession and discuss how they might express their commitment to children's moral, social, and emotional development in their teaching. Further, administrators can engage teachers in brainstorming strategies for how they might explicitly talk with students about the gap between their beliefs and students' perceptions and how they might enable other staff and students to hold them accountable for the values they espouse.

At the same time, school staff can review schoolwide norms and practices to assess whether they elevate caring as a priority and are consistent with their stated values. Are many students sitting alone in the cafeteria? Are transitions to buses after school safe and orderly? Are hallway monitors

respectful, and do they intervene when they observe students bullying another student?

School staff can also consider creating new norms and activities that express a commitment to compassion, empathy, generosity, and fairness. These norms and activities can be low-burden, no-cost, and often fun.

Simple practices and routines can make a large difference. For example, the principal can set the tone for caring by knowing every student's name and warmly greeting each student as he or she enters the school building. Teachers can model how to care for others when they strive to understand what each student hopes for, worries about, dreams about, finds funny, and loves. Because a caring, respectful relationship with a teacher is key to cultivating caring in students, a teacher might also review his or her class list a few times a year, and ask these questions about all students: "Does this student trust and respect me? If not, what might I do to repair the relationship?" Teachers can also incorporate simple mindfulness and compassion exercises into transition times.

Schools can promote a culture of care by giving students more opportunities to connect with and learn about others in the school, especially those who may seem different or foreign to them. These strategies might include a "mix it up" day in the cafeteria in which students are assigned seats that encourage them to get to know new people. Students can interview and create biographies of other students or staff who are strangers to them. Here are two additional strategies.<sup>2</sup>

### *Circles of Concern*

The Circle of Concern exercise is designed to challenge students to

think about whom in their school and community they regularly care about and who is off their radar. Students are given a template with three concentric circles, with the smallest titled "You Are Here," the next titled "Circle of Concern," and the largest titled "Outside Your Circle of Concern." They then reflect on who is in their circle of concern—people they regu-



larly think about and care about (such as friends, family, and so on)—and who in the school community is not currently in the circle. They also think about how to expand their circles of concern.

This activity can be used to guide individual written reflections as well as whole-class discussions. For example, the teacher might ask students to respond to the written prompt, "Pick one or two people you listed as being outside your circle of concern. Why are these people (or groups) outside your circle of concern? How might their being outside your circle of concern affect them? How might it affect you? How might it affect the community as a whole?" The Circle

of Concern exercise is most effective when it's used regularly (perhaps during an advisory period) so that conversations about relationships and community become normal practice.

### *School Climate Committee*


In middle and high school, students themselves can play a powerful role in building a caring community. Students have insiders' knowledge of problems and issues in the school culture. They often have the best ideas about how to resolve these issues and the most leverage with their peers.

Schools can either use the existing student council or create a separate school climate committee to lead initiatives to create a more inclusive and caring school. It's recommended that two widely respected adults take an active role in forming and facilitating the committee. The committee should recruit a range of students as leaders, including those who are socially prominent (and therefore have leverage) and those who are socially marginalized. Once formed, the committee might meet weekly or biweekly for the first few months of the school year and at least biweekly after that.

One valuable committee task is to gather information through school climate surveys and to brainstorm strategies to address identified issues. For example, the school climate committee might review the results of a student survey and find that many students indicate they do not have an adult they feel comfortable talking to at school. In response, the committee might implement such initiatives as student-teacher lunch days, which provide a casual and informal atmosphere for students and teachers to get to know one another outside the classroom.



## Walking the Talk

These strategies can move us closer to what both teachers and parents say is essential—children who grow into adults who balance their own concerns with concern for others; who are willing to sacrifice at pivotal moments; and who have real commitments to creating a more just, caring world. In our conversations and research with parents, educators, and many other adults, we pick up deep worries about the degree to which achievement and happiness have become the main goals of child raising, usurping the value of caring for others and promoting the common good. In the face of this trend, it's time for all of us to walk our talk. 

<sup>1</sup>The full survey report, *The Children We Mean to Raise: The Real Messages Adults Are Sending About Values*, is available at

[http://sites.gse.harvard.edu/sites/default/files/making-caring-common/files/mcc\\_report\\_6.30.14.pdf](http://sites.gse.harvard.edu/sites/default/files/making-caring-common/files/mcc_report_6.30.14.pdf).

<sup>2</sup>Circles of Concern, School Climate Committees, and other strategies are described in detail, with step-by-step guidance, in the Toolkit for Educators on Making Caring Common's website (<http://mcc.gse.harvard.edu/educators/toolkit>).

## References

- Bowman, C. D., Hunter, J. D., Dill, J. S., & Juelfs-Swanson, M. (2012). *Culture of American families executive report*. Charlottesville: Institute of Advanced Studies in Culture, University of Virginia. Retrieved from [www.iasc-culture.org/survey\\_archives/IASC\\_CAF\\_Exec\\_Report.pdf](http://www.iasc-culture.org/survey_archives/IASC_CAF_Exec_Report.pdf)
- Carter, C. (2010). *Raising happiness: 10 simple steps for more joyful kids and happier parents*. New York: Ballantine Books.
- Lyubomirsky, S. (2008). *The how of happiness: A new approach to getting the life you want*. New York: Penguin.

- Suizzo, M. A. (2007). Parents' goals and values for children: Dimensions of independence and interdependence across four U.S. ethnic groups. *Journal of Cross Cultural Psychology*, 38(4), 506–530
- Vaillant, G. (2012). *Triumphs of experience: The men of the Harvard Grant Study*. Cambridge, MA: Belknap Press.

---

**Richard Weissbourd** (Richard\_weissbourd@gse.harvard.edu) is director of the Human Development and Psychology Program and codirector of the Making Caring Common project at the Harvard Graduate School of Education, Cambridge, Massachusetts. He is the author of *The Parents We Mean to Be: How Well-Intentioned Adults Undermine Children's Moral and Emotional Development* (Houghton Mifflin Harcourt, 2009). **Trisha Ross Anderson** (trisha\_ross@gse.harvard.edu) is a senior program manager at Making Caring Common.

**Los Angeles Unified School District**  
**INTEROFFICE CORRESPONDENCE**  
**Local District Central**  
**OPERATIONS UNIT**

**TO:** Principals

**DATE:** February 24, 2017

**FROM:** Eugene L. Hernandez   
Administrator of Operations

**SUBJECT: SUSPENSIONS, OPPORTUNITY TRANSFERS, REVOCATION OF PERMITS AND SPECIAL EDUCATION PLACEMENTS FOR SAFETY REASONS**

This memorandum serves as a reminder that when addressing student behavior at our schools, students need to be afforded due process. With the exception in extreme cases involving Category One offenses, schools must establish a system of progressive discipline to support our students in adherence to the School-Wide Positive Behavior Intervention and Support policy. With this in mind, the District has provided policy guidelines, which **must** be followed prior to:

1. Suspending student from school
2. Transferring Students as Opportunity Transfers (O.T.'s)
3. Revoking permits
4. Changing student placements who are in the Special Education program.

**Suspensions**

Per BUL-5655.3 Guidelines for Student Suspension, school administrators should implement a system of positive behavior support and strategic intervention that are age appropriate and designed to progressively and effectively address and correct the student's specific misconduct **prior to issuing a student suspension.**

**MiSiS**

Per BUL-5808.3, My Integrated Student Information System (MiSiS) Student Support Module Required Usage, issued March 23, 2015, all schools are required to utilize the MiSiS to document and monitor student behavior, search and update discipline records, provide data- driven interventions and strategies to effectively address student behavior, and document all information regarding student suspension in the MiSiS Module. When issuing a school suspension, the principal shall give the student being suspended from school a copy of the Pupil Suspension Notice, signed by the principal, along with the appeal form. All school suspensions are to be issued by the principal in consultation with the Local District Operations Coordinator.

**Opportunity Transfers**

An Opportunity Transfer is issued 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 continued enrollment at the current school presents a safety risk to others. An Opportunity Transfer (O.T.) is a *school or District initiated* student transfer for the purposes of behavioral intervention or compliance with other District-level procedures.

BUL 6362.0- Opportunity Transfer (O.T.)-Policy and Procedures, outlines the procedures and guidelines for opportunity transfers. The policy clearly states that an O.T. shall not be used to remedy low academic achievement, attendance issues, or for being a victim of a fight. To consider a transfer for the student's safety or protection; follow BUL-5347.1, *Intra-district (school to school) Permits and Student Transfers in Elementary and Secondary Schools*, issued June 10, 2013. **The O.T. process does not apply to students with an IEP.** Furthermore, an O.T. also may not be issued to a student who is not yet eligible as a student with disability but the District has knowledge or suspects that the student may have a disability.

The District's O.T. Policy also gives the responsibility to the Local District Administrator of Operations to implement the District's O.T. policy and have the authority to monitor the O.T. process of their school, which includes approving the cancellation of O.T.'s. **All O.T.'s are to be approved by the Operations Coordinator assigned to your school.**

#### **Students on Permits**

BUL-5347.1. Intra-district Permits and Student Transfers in Elementary and Secondary Schools, specifies that Cancellation, Revocation or denial of permits should be done at the end of the school year. Extreme circumstances might warrant cancellations at the semester break, however, documentation must exist showing due diligence in supporting the student with interventions and remediation. BUL-5347.1 also reads that "Permits should not be revoked based on one incident", if a permit is revoked, cancelled or denied, parents are to be informed of appeal procedures.

LD Central will collaborate with Zone of Choice (ZOC) to ensure that this policy is followed. Any request to change the placement of students other than new enrollees to the District or changes of residence within LD Central should be referred to LD Central Operations for review.

#### **Students with Special Education Services**

Change of placement of students with IEP's will go through the Special Education Unit **and** LD Central Operations. Thus, any change in placement must be made via the IEP process and reviewed by our Special Education Unit. There are no safety permits for students receiving special education services. Any change of placement due to safety concerns must be determined by the IEP Team in consultation with Special Ed Operations and Local District Central Operations Units.

**Effective immediately, all decisions involving O.T.s, Safety Permits, Suspensions, Expulsions, cancellations of permits, and change of placement for students with IEP's due to safety issues need to be made by the school principals in consultation with Local District Central Operations Unit and the respective District Division, as applies.**

Please contact your LD Central Operations Coordinator should you have additional questions.



# **Talking Points Regarding Immigration Policies and Freedom from Discrimination**

## **Schools Continue to be Safe Spaces for Learning**

- One of the top priorities of L.A. Unified continues to be creating safe spaces for learning, where all students are respected and have access to a quality education.
- The District's policies prohibit discrimination against or harassment of our students, families, or employees on the basis of actual or perceived religion, disability, nationality, race, ethnicity, gender, sexual orientation, or other protected classes.
- All children in the United States have a Constitutional right to equal access to a free public education, regardless of immigration status or that of their parents. L.A. Unified will continue to honor that right.
- L.A. Unified does not ask for the immigration status of a student or family member for enrollment or educational purposes.

## **Recent Changes to Immigration Law**

- On January 25, 2017, President Trump signed executive orders related to immigration and border security, including:
  - Increasing resources to enforce immigration laws
  - Identifying resources for the construction of a wall along the U.S.-Mexico border
  - Withholding federal grants to what the administration could identify as “sanctuary jurisdictions”
- It is possible that these executive orders might be challenged in court or by lawmakers.
- On January 27, 2017, President Trump also signed an executive order restricting travel from seven countries. This order is currently being challenged in court.
- Deferred Action for Childhood Arrivals ([DACA](#)) is a policy implemented under the Obama Administration in June 2012. At this time, the new presidential administration has not released guidance on whether it will modify or remove DACA.

## **For More Information...**

- The District's School Enrollment Placement and Assessment (S.E.P.A.) Center can provide information related to immigration status and freedom from discrimination, as well as direct support and referrals to non-District agencies. The S.E.P.A. Center can be contacted at (213) 482-3954.
- The District has also opened temporary extended support sites in each region of the District that provide similar resources to the S.E.P.A. Center.
- To find the extended support site that is closest to them, people can call a hotline that has been set up to respond to questions around these issues and others. The hotline number is (866) 742-2273.

# **Puntos de discusión sobre las Políticas de Inmigración y libertad contra la Discriminación**

## **Las escuelas siguen siendo espacios seguros para el aprendizaje**

- Una de las prioridades primordiales del Distrito Escolar Unificado de L.A. sigue siendo la creación de espacios seguros para el aprendizaje y donde todos los estudiantes sean respetados y tengan acceso a una educación de calidad.
- Las políticas del Distrito prohíben la discriminación o el acoso en contra de nuestros estudiantes, familias o empleados, con base en la religión, discapacidad, nacionalidad, raza, origen étnico, género, orientación sexual u otras características protegidas -reales o percibidas.
- Todos los niños en los Estados Unidos tienen el derecho Constitucional de obtener acceso a una educación pública y gratuita sin considerar su estatus migratorio o el de sus padres. El Distrito Escolar Unificado de L.A. cumpliendo ese derecho.
- En el Distrito Escolar Unificado de L.A. no se pregunta sobre el estatus migratorio de un estudiante o miembro de la familia para la inscripción o para fines educativos.

## **Cambios recientes a la Ley de Inmigración**

- El 25 de enero de 2017, el presidente Trump firmó órdenes ejecutivas con relación a la seguridad migratoria y fronteriza, que incluyen:
  - Aumentar recursos para hacer cumplir las leyes migratorias
  - Identificar recursos para la construcción de un muro a lo largo de la frontera entre EEUU y México
  - Retener subvenciones federales dirigidas a jurisdicciones que la administración podría identificar como “jurisdicciones santuario”
- Es posible que estas órdenes ejecutivas sean cuestionadas en los tribunales o por parte de legisladores.
- Asimismo, el 27 de enero de 2017, el presidente Trump firmó una orden ejecutiva restringiendo (limitando) los viajes a personas provenientes de siete países. Esta orden actualmente está siendo impugnada (cuestionada) en los tribunales.
- La consideración de Acción Diferida para los Llegados en la Infancia (**DACA**) es una política implementada bajo la Administración de Obama en junio de 2012. En estos momentos, la nueva administración presidencial no ha publicado guías indicando que se modificará o eliminará la política DACA.

## **Para mayor información:**

- El Centro de Inscripción, Colocación y Evaluación del Distrito (S.E.P.A.) ofrece información relacionada a cuestiones de estatus migratorio y libertad contra la discriminación, así como apoyo directo y referencias a agencias no relacionadas con el Distrito. Para comunicarse al Centro S.E.P.A. favor de llamar al (213) 482-3954.

- Además, el Distrito ha establecido temporalmente sitios de apoyo adicional en cada región del Distrito, para proporcionar recursos similares a los del centro S.E.P.A.
- Para ubicar el centro de apoyo más cercano, llame a la línea de consulta que se creó para responder preguntas sobre este y otros temas, al (866) 742-2273.



# **Հիմնական դրույթներ Ներգաղթային քաղաքականության և խտրականության ու նից ազատության վերաբերյալ**

## **Դպրոցները դեռ շարունակում են մնալ ապահովվայր ոսանելու համար**

- Լոս Անջելեսի միասնական դպրոցի հիմնական առավելություններն են մեկն այն է, որ այն շարունակում է ստեղծել անվտանգ վայր ու սոցիոմիթրականացնելու համար, որտեղ բոլոր ուսանողները արժանանում են հարգանքի և նրանք ունեն հնարավորություն ստանալ որակյալ կրթություն:
- Տարածաշրջանի քաղաքականությունը արգելում է խտրականությունը մեր ուսանողների, ընտանիքների կամ աշխատակիցների կամ այլ պաշտպանված դասակարգերի դեմ կամ նրանց հանդեպ ճշման գործադրումը անկախորակ կամ կարծեցյալ կրոնի, հաշմանդամության, ազգության, ցեղատեսակի, էթնիկ պատկանելիության, սեռի, սեռական ուղղվածության:
- ԱՄՆ-ի բոլոր երեխաները ունեն սահմանադրական իրավունք հավասարապես հնարավորություն ունենալ անվճար պետական կրթության անկախ նրանց կամ նրանց ծնողների ներգաղթային կարգավիճակի: Լոս Անջելեսի միասնական դպրոցը կշարունակի հարգել այդ իրավունքը:
- Լոս Անջելեսի միասնական Դպրոցը չի պահանջում ուսանողի կամ նրա ընտանիքի անդամի ներգաղթային կարգավիճակի մասին տեղեկատվություն կրթական հաստատությունը նդունելու ժամանակ այլ կրթական ծրագրեր իրականացնելու համար:

## **Ներգաղթի օրենքի մեջ վերջին փոփոխությունները**

- 2017թ.-ի հունվարի 25-ին Նախագահ Թրամփը ստորագրել է հրամանագրեր ներգաղթի և սահմանների անվտանգության վերաբերյալ, այդ թվում՝
  - Ռեսուրսների ավելացում ներգաղթի օրենքը իրագործելու համար
  - Ռեսուրսների ընդունում կառուցելու համար պատԱՄՆ-Մեքսիկա սահմանին
  - Դաշնային դրամաշնորհների դադարեցում և դրանց փոխարինում ԱՄՆ Կառավարության խոսքերով «պատժամիջոցների իրավագործության»:
- Այս հրամանագրերը կարող են բողոքարկվել դատարանում կամ օրենսդիր մարմինների կողմից

- 2017թ.-ի հունվարի 27-ին Նախագահ Թրամփը նաև ստորագրեց հրամանագիր յոթ երկրներից ԱՄՆ մուտք գործելու սահմանափակման վերաբերյալ: Այս հրամանագիրը ներկայապահին բողոքարկվում է դատարանում:
- Հետագա վաճառ գործողություններ ԱՄՆ մուտք գործած անչափահասների վերաբերյալ (DACA) քաղաքականությունը իրականացվել է 2012թ.-ի հունիսին Օբամայի Կառավարության օրոք: Այդ ժամանակ Նախագահի նոր աշխատակազմը չի արձակել հրահանգ, թե արդյոք այն փոփոխվելու թե վերացնելու է DACA ծրագիրը:

### Լրացուցիչ տեղեկատվություն ստանալու համար...

- Տարածաշրջանի Դպրոց ընդունելության և արդյունքների գնահատման Կենտրոնը (S.E.P.A.) կարող է տրամադրել տեղեկատվություն ներգաղթյալին կարգավիճակի և ազատության խտրականությունից վերաբերյալ, ինչպես նաև ցուցաբերել ուղղակի աջակցություն և ուղարկել Տարածաշրջանից դուրս Գործակալություններ: S.E.P.A. կենտրոն կարելի է կապվել (213) 482-3954 հեռախոսահամարով:
- Տարածաշրջանը նաև բացել է ժամանակավոր լայնամասշտաբ աջակցության ցուցաբերման կայքեր Տարածաշրջանի յուրաքանչյուր հատվածում, որտեղ տրամադրում են նմանատիպ ռեսուրսներ S.E.P.A. Կենտրոնին:
- Մոտակա տարածքում լայնամասշտաբ աջակցության ցուցաբերման կայք գտնելու համար կարելի է գանգահարել թեժ գծին, որը ստեղծվել է այս և այլ հարցերին պատասխանելու համար: Թեժ գծի համարն է՝ (866) 742-2273.

# 關於移民政策 與反對歧視的談話要點

## 學校仍然是安全的學習環境

- 為學生創造安全的學習環境一直是洛杉磯聯合學區的首要任務，全部學生都能夠獲得尊重，享受優質的教育。
- 學區的政策禁止因為真實存在或感知到的宗教信仰、殘疾、國籍、種族、民族、性別、性取向或其他受保護的群體而歧視或騷擾我們的學生、家庭或員工。
- 憲法規定，美國的全部兒童都擁有獲得免費公立教育的平等權利，不論兒童或其父母是否是移民身份。洛杉磯聯合學區將繼續尊重這一權利。
- 洛杉磯聯合學區不會以招生或教育為目的詢問學生或其家庭成員是否是移民。

## 最近期對移民法的變更

- 2017年1月25日，總統Trump簽署了關於移民和邊境安全的行政命令，內容有：
  - 為實施移民法提供更多資源
  - 確定負責方，沿美國-墨西哥邊境建設一道牆
  - 暫停聯邦授予行政機構提供「避難裁定」的權利。
- 這些行政命令很可能會受到聯邦法院或立法者的反對。
- 2017年1月27日，總統Trump還簽訂了限制七國赴美的行政命令。聯邦法院目前正在質詢這一行政命令。
- 暫緩遣返青少年(DACA)是一項2012年6月在總統Obama執政期間實施的政策。此時，新總統團隊並未表示是否要修改或廢除暫緩遣返青少年(DACA)。

## 查看更多資訊...

- 學區的學校招生安排與評估(S.E.P.A.)中心可以提供關於移民身份與反對歧視的資訊，以及直接支援和推薦非學區機構。學校招生安排與評估中心連絡電話：(213) 482-3954。
- 學區已在各個地區開設臨時的擴展支援中心，為家長們提供與學校招生安排與評估(S.E.P.A.)中心類似的資源。Center.
- 若要查找距離您最近的擴展支援中心，您可以撥打專門設立的熱線電話詢問。熱線電話號碼：(866) 742-2273

更新於2017年2月13日。



# 이민 정책 및 차별 금지 관련 논점

## 학교는 안전한 학습 공간을 계속 유지한다

- L.A. Unified 의 최우선 순위들 중 하나는 모든 학생들이 존중받고 질적으로 우수한 교육에 대한 기회가 제공되는 안전한 학습 공간을 지속적으로 유지하는 것이다.
- 교육구 방침에 의거하여 학생, 패밀리 또는 직원들을 상대로 실질적 또는 인지된 종교, 장애, 국적, 인종, 민족성, 성적 경향 또는 기타 보호된 집단을 근거로 행해진 차별 또는 괴롭힘을 금지한다.
- 미국에 있는 모든 아동들은 학생 자신 또는 부모의 이민 신분과 관계없이, 무상 공립교육의 동등한 기회에 대한 헌법상의 권리가 있다.
- L.A. Unified 는 등록 또는 교육적 목적으로 학생 또는 가족원의 이민 신분을 묻지 않는다.

## 이민법의 최근 변경 내용

2017 년 1 월 25 일, 트럼프 대통령은 이민 및 국경 안전 관련 행정 명령에 서명했으며, 다음이 포함된다:

- 이민법 집행을 위한 자원 증가
- 미국-멕시코 국경 장벽 설치를 위한 자원 식별
- 행정부가 “보호 관할 구역”으로 식별한 지역에 연방 보조금을 보류한다
- 이런 행정명령은 사법기관 또는 입법자들에 의해 이의가 제소될 가능성이 있다.
- 2017 년 1 월 27 일, 트럼프 대통령은 7 개국으로부터 들어오는 입국자들을 제한하는 행정명령에도 서명했다. 이 행정명령은 현재 사법기관에 의해 제소되어 있다.
- 아동으로 입국한 경우 유예 조치는 (DACA) 2012 년 6 월 오바마 행정부가 실행한 정책이다. 현시점에서 새 대통령 행정부는 DACA 의 수정 또는 삭제 지침서를 공개하지 않았다.

## 추가 정보가 필요하다면...

- 교육구 학교 등록 및 배정 센터(S.E.P.A.)는 이민 신분과 차별 금지 관련 정보를 제공할 수 있다. S.E.P.A. 센터에 (213) 482-3954 으로 연락할 수 있다.
- 더불어, 교육구는 교육구의 여러 학군에 임시 연장 지원 장소를 오픈했고, S.E.P.A. 센터가 제공하는 유사한 자원을 제공한다.
- 핫라인에 전화하여 인근 연장 지원 장소를 알아볼 수 있으며, 이런 핫라인은 이런 문제 관련 질문과 다른 질문에 답하기 위해 설치한 전화번호입니다. 핫라인 전화번호는 (866) 742-2273 입니다



## **Responses to Frequently Asked Questions:**

### **Immigration Policies and Freedom from Discrimination**

One of the top priorities of the Los Angeles Unified School District (L.A. Unified) is to create safe spaces for learning, where all students – regardless of immigration status, religion, disability, nationality, race, ethnicity, gender, or sexual orientation – are respected and have access to a quality education.

Below are answers to questions many have raised concerning immigration policies and freedom from discrimination and harassment.

#### **Immigration Policies**

**Question 1: How may President Trump’s executive orders on immigration impact students and families who do not have lawful immigration status?**

Answer 1: On January 25, 2017, President Trump signed executive orders related to immigration and border security, including increasing resources to enforce immigration laws, identifying resources for the construction of a wall along the U.S.-Mexico border, and withholding federal grants to what the administration could identify as “sanctuary jurisdictions.” It is possible these executive orders will be challenged in courts or by lawmakers. On January 27, 2017, President Trump signed an executive order restricting travel from seven countries. This order is currently being challenged in court.

The executive orders on immigration do not change L.A. Unified’s commitment to providing a free quality education to all District students, regardless of immigration status.

**Question 2: Are public K-12 schools in the United States required to provide a free public education to students, regardless of immigration status?**

Answer 2: Yes. All children in the United States have a Constitutional right to equal access to a free public education regardless of their immigration status or that of their parents. That right was confirmed in the United States Supreme Court case *Plyler v. Doe*. Discrimination is also prohibited by federal laws, including Titles IV, VI, and IX of the Civil Rights Act of 1964.

**Question 3: Does L.A. Unified ask for the immigration status of a student or family member for enrollment or educational purposes?**

Answer 3: No. L.A. Unified does not ask for the immigration status of a student or family member for enrollment or educational purposes. This includes applications for transportation, free/reduced-price meals, academic programs, extracurricular activities, and other services.

**Question 4: Does L.A. Unified ever share a student’s immigration status or confidential student records information with federal immigration officials?**

Answer 4: L.A. Unified does not collect a student’s immigration status and information (unless a student or parent informs the District that he or she is enrolling under a foreign student or business visa). Therefore, L.A. Unified would not have this information to provide to federal immigration officials. If L.A. Unified inadvertently becomes aware of a student’s status, that information is not retained.

The Family Educational Rights and Privacy Act (FERPA) generally prohibits school districts from providing third parties with student education records. However, there may be exceptional circumstances under which the District could be *required* to provide pupil records information to federal immigration officials, including the following: 1) if there is a valid subpoena, warrant, or court order; and 2) if there are emergency circumstances, such as a confirmed danger to public safety.

**Question 5: Does the Los Angeles School Police Department (LASPD) play a role in federal immigration investigations?**

Answer 5: The LASPD's primary mission is to promote a safe learning environment at schools. Members of the LASPD do not inquire about immigration status. Additionally, the LASPD does not interact with immigration officials, unless there is an emergency situation concerning the immediate safety of students or employees.

**Question 6: Can federal immigration officials come onto L.A. Unified campuses?**

Answer 6: Federal immigration officials have a policy restricting enforcement actions at "sensitive locations," including schools, hospitals, and institutions of worship. The policy is still valid at the time of this writing. Also, as with other law enforcement agencies, federal immigration officials may come onto campuses under exceptional circumstances, such as immediate public safety issues, or when there is a valid search warrant, subpoena, or court order. Additional information may be found in the District's Reference Guide [\*REF-6767.1: LAUSD Campuses as Safe Zones and Resource Centers\*](#).

**Question 7: What could happen if I am a recipient of DACA?**

Answer 7: Deferred Action for Childhood Arrivals ([DACA](#)) is a policy implemented under the Obama Administration in June 2012. At this time, the new presidential administration has not released guidance on whether it will modify or remove DACA. Information about DACA can be found on the National Immigration Law Center webpage at <https://www.nilc.org/issues/daca/>.

**Question 8: What resources are available to help students and families who are newcomers to the country and are seeking to enroll in the District?**

Answer 8: The District's School Enrollment Placement and Assessment (S.E.P.A.) Center connects students and families with resources to support academic, social, and emotional success. The S.E.P.A. Center also provides referrals to other social services and legal assistance programs that are not affiliated with the District, but are available at the discretion of families. The main S.E.P.A. Center is open from 8:00 a.m. to 4:30 p.m., Monday through Friday, at 1339 Angelina St., Los Angeles, and can be contacted at (213) 482-3954.

In addition, the District has opened temporary extended support sites in each region of the District, which provide similar resources to the S.E.P.A. Center. You can find the extended support site nearest you by calling a hotline that has been set up to respond to questions around these issues and others. The hotline number is (866) 742-2273.

**Question 9: What should I do if I have more questions about immigration laws and procedures?**

Answer 9: District personnel cannot give legal advice concerning specific immigration matters. However, it is the District's opinion that licensed immigration attorneys are the most likely to provide reliable legal advice on immigration matters. For your protection, the District does not recommend seeking legal advice from non-attorney "notarios." A directory of free or low-cost nonprofit immigration legal services providers can be found at <https://www.immigrationlawhelp.org>. Please note that the advice provided by people found on this website do not necessarily reflect the opinions of the District. Additional information and resources can be accessed at <http://achieve.lausd.net/familyresources>.

It is recommended that families with immigration questions contact an immigration legal services provider as soon as possible, because such providers are becoming very busy.

For additional questions regarding enrollment or access to resources, please contact the S.E.P.A. Center at (213) 482-3954.

## Freedom from Discrimination and Harassment

### **Question 10: What is L.A. Unified's policy on discrimination and harassment?**

Answer 10: The District is committed to educational excellence, equity, and access. Our policies prohibit discrimination against or harassment of our students, families, or employees on the basis of actual or perceived religion, disability, nationality, race, ethnicity, gender, sexual orientation, or other protected classes.

To learn more about the District's nondiscrimination policies, please visit the Educational Equity Compliance Office website at <http://achieve.lausd.net/eeco>.

### **Question 11: What should I do if I believe my child or I have been the victim of discrimination or harassment?**

Answer 11: The District takes allegations of discrimination and/or harassment very seriously. Please immediately report the behavior to a school leader, supervisor, Office of the Superintendent, or your local law enforcement agency. For information about school-based discrimination, please contact the Educational Equity Compliance Office at (213) 241-7682 or visit their website at <http://achieve.lausd.net/eeco>.

For updated information, please visit the District's homepage at [lausd.net](http://lausd.net).



## **Respuestas a las preguntas más frecuentes:**

### **Políticas migratorias y libertad contra la discriminación**

Una de las prioridades principales del Distrito Escolar Unificado de Los Angeles (LAUSD) consiste en crear espacios seguros para el aprendizaje, donde todos los estudiantes - sin importar a su estatus migratorio, religión, discapacidad, nacionalidad, origen racial, origen étnico, género, u orientación sexual - sean respetados y tengan acceso a una educación de calidad.

Las siguientes son respuestas a preguntas que se han planteado en gran medida sobre las políticas de inmigración y libertad contra la discriminación y el acoso.

#### Estatus migratorio

**Pregunta 1: ¿Cuántas órdenes ejecutivas del presidente Trump sobre la inmigración afectan a los estudiantes y a las familias que no cuentan con un estatus migratorio legal?**

Respuesta 1: El 25 de enero de 2017, el presidente Trump firmó órdenes ejecutivas con relación a la seguridad migratoria y fronteriza, que incluyen aumentar recursos para hacer cumplir las leyes migratorias, identificar recursos para la construcción de un muro a lo largo de la frontera entre EEUU y México, y retener subvenciones federales dirigidas a jurisdicciones que la administración podría identificar como “jurisdicciones santuario”. Es posible que estas órdenes ejecutivas sean cuestionadas en los tribunales o por parte de legisladores. El 27 de enero de 2017, el presidente Trump firmó una orden ejecutiva restringiendo (limitando) los viajes a personas provenientes de siete países. Esta orden actualmente está siendo impugnada (cuestionada) en los tribunales.

Las órdenes ejecutivas sobre la inmigración no cambian el compromiso del Distrito Escolar Unificado de L.A. de proporcionar una educación gratuita y de calidad para todos los estudiantes sin importar su estatus migratorio.

**Pregunta 2: ¿Se requiere que las escuelas públicas de Kinder a 12º en Estados Unidos proporcionen una educación pública y gratuita para los estudiantes sin considerar su estatus migratorio?**

Respuesta 2: Sí. Todos los niños en los Estados Unidos tienen el derecho Constitucional de obtener acceso a una educación pública y gratuita sin considerar su estatus migratorio o el de sus padres. Ese derecho se ha confirmado en el caso *Plyler v. Doe* de la Corte Suprema de los Estados Unidos. Las leyes federales también prohíben la discriminación, así como los Títulos IV, VI, y IX de la Ley de Derechos Civiles de 1964.

**Pregunta 3: ¿En LAUSD preguntan sobre el estatus migratorio de un estudiante o miembro de la familia, para la inscripción o para fines educativos?**

Respuesta 3: No. En el Distrito Escolar Unificado de L.A. no se pregunta sobre el estatus migratorio de un estudiante o miembro de la familia para la inscripción o para fines educativos. Esto incluye solicitudes para transporte, alimentos gratuitos a o precios reducidos, programas académicos, actividades extracurriculares, y otros servicios.

**Pregunta 4: ¿En LAUSD comparte el estatus migratorio de los estudiantes, o información confidencial del expediente escolar, a agentes federales de inmigración?**

Respuesta 4: El Distrito Escolar Unificado de L.A. no documenta el estatus migratorio y demás información de los estudiantes (a menos que el estudiante o padre le informen al Distrito sobre la inscripción mediante una visa de estudiante o de negocios). Por lo tanto, el Distrito Escolar Unificado de L.A. no tiene esta información para proporcionársela a agentes federales de inmigración. Si el Distrito Escolar



Unificado de L.A. por casualidad se entera del estatus de un estudiante, dicha información no se documenta en nuestros archivos.

La Ley sobre los Derechos de la Familia a la Educación y a la Privacidad (FERPA, por sus siglas en inglés) generalmente prohíbe que los distritos escolares proporcionen a partes terceras los expedientes educativos de los estudiantes. No obstante, posiblemente se presenten circunstancias excepcionales -bajo las cuales se le requiera al Distrito que proporcione información del expediente estudiantil a agentes federales de inmigración- incluyendo las siguientes: 1) si se presenta un citatorio judicial, orden de ejecución u orden de la corte; y 2) ante circunstancias de emergencia, como peligro confirmado a la seguridad pública.

**Pregunta 5: ¿El Departamento de la Policía Escolar de Los Ángeles (LASPD, por sus siglas en inglés) desempeña algún papel en las investigaciones federales de inmigración?**

Respuesta 5: La misión primordial de LASPD consiste en promover un ambiente de aprendizaje seguro en las escuelas. Los miembros de LASPD no preguntan sobre el estatus migratorio. Además, LASPD no interactúa con oficiales de inmigración, a menos de que se presente una situación de emergencia que afecte directamente la seguridad de los estudiantes o de los empleados.

**Pregunta 6: ¿Pueden ingresar agentes federales de inmigración a las escuelas del Distrito Escolar Unificado de L.A.?**

Respuesta 6: Los agentes federales de inmigración tienen una política que les limita proceder con sus funciones en “zonas vulnerables”, entre ellas, escuelas, hospitales, e instituciones religiosas. Esta política sigue en vigor al momento de la presente redacción. Asimismo, al igual que con otras entidades del orden público, los agentes federales de inmigración pueden ingresar a los planteles escolares bajo circunstancias excepcionales, como cuestiones urgentes de seguridad pública, o habiendo una orden válida de cateo, orden judicial, u orden de la corte. Para mayor información, consulte la Guía de Consulta del Distrito [\*REF-6767.1: Zonas seguras y Centros de Recursos en LAUSD\*](#).

**Pregunta 7: ¿Qué podría suceder si recibo DACA?**

Respuesta 7: La consideración de Acción Diferida para los Llegados en la Infancia ([\*DACA\*](#)) es una política implementada bajo la Administración de Obama en junio de 2012. En estos momentos, la nueva administración presidencial no ha publicado una guía indicando que se modificará o eliminará la política DACA. Para mayor información sobre la política DACA visite la página Web de *National Immigration Law Center* (Centro Nacional de Derecho Migratorio): <https://www.nilc.org/issues/daca/>.

**Pregunta 8: ¿Qué recursos están disponibles para ayudar a estudiantes y familias recién llegadas al país que soliciten inscripción en el Distrito?**

Respuesta 8: El Centro de Inscripción, Colocación y Evaluación del Distrito (S.E.P.A.) pone en contacto a estudiantes y familias con los recursos de apoyo para que tengan éxito académico, social y emocional. El Centro S.E.P.A. también proporciona referencias para otros servicios sociales y programas de asistencia legal no están afiliados con el Distrito, pero disponibles conforme las familias los soliciten. Las oficinas principales del centro S.E.P.A. están abiertas de 8:00 a.m. a 4:30 p.m., de lunes a viernes, en 1339 Angelina St., Los Angeles, y reciben llamadas al (213) 482-3954. Además, el Distrito ha establecido temporalmente sitios de apoyo adicional en cada región del Distrito, para proporcionar recursos similares a los del centro S.E.P.A. Para ubicar el centro de apoyo más cercano, llame a la línea de consulta que se creó para responder a preguntas sobre este y otros temas, al (866) 742-2273.

**Pregunta 9: ¿Qué puedo hacer si tengo más preguntas sobre las leyes y los procedimientos de inmigración?**

Respuesta 9: El personal del Distrito no puede proporcionar asesoría legal sobre cuestiones específicas de inmigración. Sin embargo, es la opinión del Distrito, que para obtener asesoría confiable sobre asuntos migratorios, los profesionales más apropiados son los licenciados en derecho migratorio. Para su protección, el Distrito no recomienda que se solicite asesoría legal con “notarios” que no son abogados. Para obtener acceso a un directorio de servicios migratorios gratuitos o de bajo costo visite la página: <https://www.immigrationlawhelp.org>. Favor de tener en cuenta que la asesoría proporcionada por los especialistas de este sitio Web no necesariamente refleja las opiniones del Distrito. Para información y recursos adicionales visite: <http://achieve.lausd.net/familyresources>

Se recomienda que las familias con preguntas de inmigración se pongan en contacto con un proveedor de servicios legales de inmigración lo antes posible, ya que dichos profesionales están siendo muy solicitados.

Para preguntas adicionales sobre la inscripción o acceso a recursos, favor de comunicarse al centro S.E.P.A. al (213) 482-3954.

**Pregunta 10: ¿Cuáles son las políticas del Distrito Escolar Unificado de L.A. sobre la discriminación y el acoso?**

Respuesta 10: El Distrito está comprometido con la excelencia, equidad y acceso en la educación. Nuestras políticas prohíben la discriminación o el acoso en contra de nuestros estudiantes, familias o empleados, con base en la religión, discapacidad, nacionalidad, raza, origen étnico, género, orientación sexual u otras características protegidas -reales o percibidas.

Para mayor información sobre las políticas del Distrito que prohíben la discriminación, favor de visitar la página Web de la Dirección para el Cumplimiento de la Equidad Educativa:  
<http://achieve.lausd.net/eeco>.

**Pregunta 11: ¿Qué debo hacer si pienso que mi hijo -o yo- hemos sido víctimas de discriminación o acoso?**

Respuesta 11: El Distrito se toma muy en serio las denuncias sobre la discriminación y/o el acoso. Favor de reportar inmediatamente dicha conducta a un líder escolar, supervisor, a la oficina superintendente, o su agencia local del orden público. Para mayor información sobre la discriminación en las escuelas, favor de comunicarse con la Oficina para el Cumplimiento de la Equidad Educativa al (213) 241-7682 o visitar su página Web: <http://achieve.lausd.net/eeco>.

Para información actualizada, favor de visitar la página principal del Distrito: [lausd.net](http://lausd.net).



# Պատասխաններ Հանձնարարական Տրվող Հարցերին՝ Ներգաղթյալ ին քաղաքականությունը Ազատությունը և Խտրականությունը

Լոս Անջելեսի միասնական դպրոցական շրջանի (ԼԱՄԴԾ) հիմնական նպատակներից մեկն է ստեղծել անվտանգ միջավայր ուսուցող մի իրականացնելու համար, որտեղ բոլոր ուսանողները անկախ ներգաղթյալ ին կարգավիճակի, կրոնի, հաշմանդամության, ազգության, ցեղատեսակի, էթնիկ պատկանելիության, սեռի կամ սեռական ուղղվածության, արժանանում են հարգանքի և ունեն հնարավորություն ստանալ որակյալ կրթություն:

Ստորև ներկայացվում են ներգաղթյալ ին քաղաքականությունը և Խտրականությունը, ճնշման գործադրման դեմ պայքարի վերաբերյալ նրանց կողմից առաջադրված հարցերի պատասխանները:

## Ներգաղթյալ ին Կարգավիճակ

**Հարց 1: Ներգաղթի վերաբերյալ Նախագահ Թրամփի կողմից տրված հրամանագրերից քանի՞սն են ազդեցություն թողել այն ուսանողների և նրանց ընտանիքների վրա, ովքեր չունեն օրինական ներգաղթյալ ին կարգավիճակ:**

Պատասխան 1: 2017թ.-ի հունվարի 25-ին Նախագահ Թրամփը ստորագրել է հրամանագրեր ներգաղթի և սահմանների անվտանգության վերաբերյալ, այդ թվում՝ ռեսուրսների ավելացում ներգաղթի օրենքը իրագործելու համար, ռեսուրսների ընդունում ԱՄՆ-Մեքսիկա սահմանին պատկանող ցեղաբնակչության համար և դաշնային դրամաշնորհների դադարեցում և դրանց փոխարինում ԱՄՆ Կառավարության խոսքերով «պատժամիջոցների իրավագործության»:

Այս հրամանագրերը կարող են բողոքարկվել դատարանում կամ օրենսդիր մարմինների կողմից: 2017թ.-ի հունվարի 27-ին Նախագահ Թրամփը նաև ստորագրեց հրամանագիր, որ երկրներից ԱՄՆ մուտք գործելու սահմանափակման վերաբերյալ: Այս հրամանագիրը ներկայապահին բողոքարկվում է դատարանում:

Ներգաղթի վերաբերյալ հրամանագրերը չեն փոփոխում Լոս Անջելեսի պարտավորությունը նորամադրել անվճար որակյալ կրթություն և Տարածաշրջանի բոլոր ուսանողներին անկախ նրանց ներգաղթի կարգավիճակից:

**Հարց 2: Արդյոք պետական K-12 դպրոցները պարտավոր են ապահովել անվճար պետական կրթություն ուսանողներին անկախ ներգաղթյալ ին կարգավիճակից:**

Պատասխան 2: Այո: ԱՄՆ-ի բոլոր երեխաները ունեն սահմանադրական իրավունք հավասարապես հնարավորություն ունենալ անվճար պետական կրթության անկախ նրանց ծնողների ներգաղթյալ ին կարգավիճակի: Այդ իրավունքը հաստատվել է ԱՄՆ-ի Գերագույն

Դատարանի կողմից, Փլիեթը և Դոնգործի շրջանակներում:  
Խտրականությունը նաև արգելված է դաշնային օրենքով համաձայն  
1964թ.-ի Քաղաքացիական իրավունքների մասին օրենքի IV, VI, և IX  
բաժիններին:

- **Հարց 3:** Արդյոք Լոս Անջելեսի Միասնական դպրոցական շրջանը պահանջում է ուսանողի կամ նրա ընտանիքի անդամի ներգաղթային կարգավիճակի մասին տեղեկատվություն կրթական հաստատությունում ընդունելության կամ այլ կրթական ծրագրերի իրականացնելու համար:

**Պատասխան 3:** Լոս Անջելեսի Միասնական դպրոցական շրջանը չի պահանջում ուսանողի կամ նրա ընտանիքի անդամի ներգաղթային կարգավիճակի մասին տեղեկատվություն կրթական հաստատությունում ընդունելության կամ այլ կրթական ծրագրերի իրականացնելու համար: Այն ներառում է դիմումներ փոխադրման, անվճար/ցածր գներով սննդի տրամադրման, ուսումնական ծրագրերի, արտադպրոցական միջոցառումների և այլ ծառայությունների համար:

- **Հարց 4:** Արդյոք Լոս Անջելեսի Միասնական դպրոցական շրջանը հրապարակում է ուսանողի ներգաղթային կարգավիճակի կամ ուսանողի անձնական տվյալների մասին դաշնային ներգաղթի մարմիններին:

**Պատասխան 4:** Լոս Անջելեսի Միասնական դպրոցական շրջանը չի հավաքագրում ուսանողի ներգաղթային կարգավիճակի մասին տեղեկատվություն (եթե ուսանողը կամ ծնողը չեն տեղեկացնում Sարածաշրջանին, որ նագրանցվել է օտարերկրյա ուսանող կարգավիճակով կամ ծառայողական վիզայի միջոցով): Ուստի Լոս Անջելեսի Միասնական դպրոցական շրջանը չունի այդպիսի տեղեկատվություն դաշնային ներգաղթի մարմիններին հայտնելու համար: Եթե Լոս Անջելեսի Միասնական դպրոցական շրջանը պատահաբար իմանում է ուսանողի կարգավիճակի մասին, այդ տեղեկատվությունը ենթակա է չբացահայտման:

Ընտանեկան կրթական իրավունքների և գաղտնիության պահպանման մասին օրենքով սովորաբար արգելվում է, որպեսզի դպրոցները երրորդ անձանց տրամադրեն ուսանողի կրթության վերաբերյալ տվյալներ: Այնուամենայնիվ կարող են լինել բացառություններ կազմող հանգամանքներ, որոնց հետևանքով Sարածաշրջանից կարող են պահանջել տրամադրել աշակերտի մասին տվյալներ դաշնային ներգաղթի մարմիններին, ներառյալ հետևյալը՝ 1) եթե նրանց ներկայացվում է օրինական դատական ծանուցում, ձերբակալման մասին օրդեր կամ դատական որոշում և 2) առկա է արտակարգ իրավիճակներ, ինչպես օրինակ հաստատված վտանգ հասարակության անվտանգությանը:

- **Հարց 5:** Արդյոք Լոս Անջելեսի դպրոցական Ոստիկանության բաժինը որևէ կերպ մասնակցում է դաշնային ներգաղթի ուսումնասիրություններին գործում:

**Answer 5:** Լոս Անջելեսի դպրոցական Ոստիկանության բաժնի առաջնային նպատակն է դպրոցներում ապահովել անվտանգ միջավայր



ուսուցում իրականացնել ու համար: Լոս Անջելեսի Դպրոցական Ոստիկանության բաժնի աշխատակիցները չեն հետաքրքրվում ներգաղթի կարգավիճակի մասին: Դեռավել ինչ, Լոս Անջելեսի Դպրոցական Ոստիկանության բաժնին չի համագործակցում ներգաղթի մարմինների հետ, եթե չկա արտակարգ իրավիճակ, որը վերաբերում է ուսանողների կամ աշխատակիցների անվտանգությանը:

**Հարց 6: Կարո՞ղ են դաշնային ներգաղթի մարմինները ներխուժել Լոս Անջելեսի միասնական դպրոցական շրջանի կամպուս:**

Պատասխան 6: Դաշնային ներգաղթի մարմինները առաջնորդվում են «խոցելի վայրերում», այ դժվոր մ` դպրոցներում, հիվանդանոցներում և ժամերգությունների անցկացման հաստատության ներքո միարկադիո գործողություններ կատարել ու ցզերծ մնալ ու քաղաքականության մեջ: Քաղաքականությանը գործում է այս փաստաթղթի կազմել ու ժամանակ: Բացի այդ ինչպես այլ իրավապահ մարմինները, այնպես էլ դաշնային ներգաղթի մարմինները կարող են ներխուժել կամպուս բացառությամբ ու կազմող հանգամանքների առկայության դեպքում, ինչպես օրինակ անհապաղ լուծում պահանջող հասարակության անվտանգությանը առնչվող հարցեր, կամ եթե առկա է օրինական խուզարկության անցկացման հրաման, դատարանի ծանուցում կամ դատական որոշում: Լրացուցիչ տեղեկատվություն կարելի է ստանալ Տարածաշրջանի տեղեկատու ուղեցույցից [REF-6767.1: ԼՄԴԾ Կամպուսները որպես ապահով գոտի և ռեսուրսային կենտրոն](#).

**Հարց 7: Ի՞նչ կարող է պատահել, եթե ես օգտվում եմ հետաձգված գործողությունների ԱՄՆ մոլ տք գործած անչափահասների վերաբերյալ քաղաքականությանից (DACA):**

- Պատասխան 7: Հետաձգված գործողությունների ԱՄՆ մոլ տք գործած անչափահասների վերաբերյալ ([DACA](#)) քաղաքականությանը իրականացվել է 2012թ.-ի հունիսին Օբամայի Կառավարության օրոք: Ներկա պահին Նախագահի նոր աշխատակազմը չի արձակել հրահանգայն մասին, թե արդյոք այն փոփոխել ու կամ վերացնել ու է DACA ծրագիրը: DACA-ի մասին տեղեկատվություն կարելի է գտնել Ազգային Ներգաղթի Օրենքի կենտրոնի <https://www.nilc.org/issues/daca/> կայքից:

**Հարց 8: Ի՞նչ ռեսուրսներ կան օգնել ու համար այն ուսանողներին և ընտանքներին, ովքեր նոր են մոլ տք գործել երկիր և ցանկություն ունեն ընդունվել Տարածաշրջանի դպրոց:**

Պատասխան 8: Տարածաշրջանի Դպրոց ընդունելության և արդյունքների գնահատման Կենտրոնը (S.E.P.A.) տրամադրում է ուսանողներին և նրանց ընտանիքներին ռեսուրսներ ուսումնական, սոցիալական և էմոցիոնալ առումով հաջողության հասնել ու համար: S.E.P.A կենտրոնը նաև առաջարկում է դիմել այլ սոցիալական ծառայություններ և իրաքանական օգնություն ցուցաբերման ծրագրերի, որոնք կապված չեն Տարածաշրջանի հետ, սակայն

հասանելի են ընտանիքներին: S.E.P.A գլխամասային կենտրոնը բաց է ժամը 08:00-ից մինչև 16:30, երկու շաբթի օրվանից մինչև ուրբաթ օրը հետևյալ հասցեով՝ 1339 Անգելինափող., Լոս Անջելես, հեռախոսահամարը՝ (213) 482-3954:

Բացի այդ Տարածաշրջանը բացել է ժամանակավոր մեծամաշտաբ աշակցության կայքեր տարածաշրջանում, որոնք տրամադրում են նմանատիպ մեծություններ S.E.P.A. կենտրոնին: Կարող եք գտնել Ձեր մոտակա մեծամաշտաբ աշակցության կենտրոնը գանգահարելով թե՛ գծին, որը ստեղծվել է այս նայլ հարցերին պատասխանելու համար: Թե՛ գծի հեռախոսահամարն է՝ (866) 742-2273.

**Չարց 9: Ի՞նչ անել, եթե ես ունեմ Լրացուցիչ հարցեր ներգաղթի օրենքի և ընթացակարգի վերաբերյալ:**

Պատասխան 9: Տարածաշրջանի աշխատակազմը չի կարող տրամադրել նեղ մասնագիտական իրավաբանական խորհրդատվություն ներգաղթի հարցերի շուրջ: Այնուամենայնիվ Տարածաշրջանը կարծում է, որ ներգաղթի հարցով զբաղվող արտոնագրված փաստաբանները հավանաբար կարող են տրամադրել վստահելի իրավաբանական խորհրդատվություն ներգաղթի հարցերի շուրջ: Ձեր ապահովության համար Տարածաշրջանը խորհուրդ է տալիս դիմել ոչ արտոնագրված փաստաբանների իրավաբանական խորհրդատվության ստանալու համար: Կարելի է գտնել անվճար կամ ցածր գնով շահույթ չհետապնդող ներգաղթային իրավաբանական ծառայություններ մատուցող հաստատություններ <https://www.immigrationlawhelp.org>. կայքից: Ցանկանում ենք նշել, որ այս կայքից ստացված իրավաբանական խորհրդատվություն տրամադրող մարմինների խորհուրդները միջոց է, որ համընկնում են Տարածաշրջանի կարծիքի հետ: Լրացուցիչ տեղեկատվություն և մեծություններ կարելի է գտնել <http://achieve.lausd.net/familyresources> կայքից:

Խորհուրդ է տրվում ներգաղթի վերաբերյալ հարցեր ունեցող ընտանիքներին դիմել ներգաղթի հարցերով զբաղվող իրավաբանական ծառայություններ հնարավորինս շուտ, քանի որ նրանց աշխատանքային ժամերը խիստ ծանրաբեռնված են:

Ընդունելության կամ մեծությունների ստացման վերաբերյալ Լրացուցիչ հարցերի դեպքում խնդրում ենք կապվել S.E.P.A. Կենտրոն (213) 482-3954 հեռախոսահամարով:

**Չարց 10: Ինչ պիտի՞ն է Լոս Անջելեսի Միասնական դպրոցական շրջանի քաղաքականությունը խտրակականության և ճնշման գործադրման վերաբերյալ :**

Answer 10: Տարածաշրջանը ձգտում է կրթական ոլորտում հաջողություններին, հավասարության և հասանելիության ապահովմանը: Մեր քաղաքականությունը արգելում է խտրակականություն կամ ճնշման գործադրում մեր ուսանողներին, ընտանիքներին կամ աշխատակիցներին դեմ անկախության կամ կարծեցյալ կրոնի, հաշմանդամության, ազգության, ցեղատեսակի, էթնիկ պատկանելիության, սեռի, սեռական ուղղվածության

Տարածաշրջանի խտրակականության դեմ պայքարի մասին լրացուցիչ տեղեկատվություն ստանալու համար, խնդրում ենք այցելել Կրթական հավասարության պահպանման գրասենյակի կայք <http://achieve.lausd.net/eeco>.

**Չարց 11: Ի՞նչ անել, եթե իմ երեխան կամ ես խտրակականության կամ ճնշման ենք ենթարկվել :**

Պատասխան 11: Տարածաշրջանը խտրակականության և/կամ ճնշման գործադրման մասին դիմումներին շատլուրջ մոտեցում է ցուցաբերում: Խնդրում ենք անմիջապես զեկուցել այդ մասին դպրոցի ղեկավարին, փոխտնօրենին, կամ Ձեր տեղական իրավապահ մարմիններին: Դպրոցական խտրակականության մասին տեղեկատվություն ստանալու համար խնդրում ենք կապ հաստատել Կրթական հավասարության պահպանման գրասենյակ (213) 241-7682 հեռախոսահամարով կամ այցելել <http://achieve.lausd.net/eeco> կայքը:

Ավելի թարմ տեղեկատվություն համար այցելեք Տարածաշրջանի գլխավոր էջ [lausd.net](http://lausd.net)



## 常見問題回答：

### 移民政策與反對歧視

洛杉磯聯合學區(L.A. Unified)的首要任務之一就是創建安全的學習環境，讓全部學生（不論是否是移民學生、不論宗教信仰、不論是否殘疾、不論國籍、種族、民族、性別或性取向）都可以獲得尊重，享受優質的教育。

以下是關於移民政策、反對歧視和性騷擾等問題的回答。

#### 移民身份

**問題1：** 對於沒有合法移民身份的學生和家庭，總統Trump的行政命令會有怎樣的影響？

**回答1：** 2017年1月25日，總統Trump簽訂了關於移民和邊境安全的行政命令，內容包括為實施移民法提供更多資源，確定負責方，沿美國-墨西哥邊境建設一道牆，暫停聯邦授予行政機構提供「避難裁定」的權利。這些行政命令很可能會受到聯邦法院或立法者的反對。2017年1月27日，總統Trump簽訂了限制七國赴美的行政命令。聯邦法院目前正在質詢這一行政命令。

關於移民的行政命令並不會改變洛杉磯聯合學區為學區內全部學生（不論是否是移民）提供免費、優質教育的承諾。

**問題2：** 美國的公立K-12學校必須向學生提供免費的公立教育嗎，不論學生是否是移民身份？

**回答2：** 是的。憲法規定，美國的全部兒童都擁有獲得免費公立教育的平等權利，不論兒童或其父母是否是移民身份。美國聯邦最高法院*Plyler v. Doe*案例確認了這一權利。聯邦法律禁止歧視，包括1964年民權法案第4、第6和第9章規定。

**問題3：** 洛杉磯聯合學區是否會以招生或教育為目的詢問學生或其家庭成員是否是移民？

**回答3：** 不會。洛杉磯聯合學區不會以招生或教育為目的詢問學生或其家庭成員是否是移民。提供交通、免費/優惠餐飯、學習計劃、課外活動和其他服務時也不會詢問。

**問題4：** 洛杉磯聯合學區會給聯邦移民官員分享學生的移民身份或保密記錄資訊嗎？

**回答4：** L.A.洛杉磯聯合學區不會收集學生的移民身份和資訊（除非學生或家長通知學區他或她要按照外國學生或商務簽證入學）。因此，洛杉磯聯合學區不會擁有此資訊，無法向聯邦移民官員提供。若洛杉磯聯合學區意外了解到了學生的身份，也不會保留此資訊。

家庭教育權與隱私法案(FERPA)通常禁止學區向第三方提供學生的教育記錄。但是也存在例外情況，此時學區必須向聯邦移民官員提供小學生的記錄資訊，包括以下情況：1) 若存在有效的傳票、證明或法院判令；2) 若有緊急情況，如對公眾安全明確存在威脅時。

**問題5：** 洛杉磯校警察局(LASPD)參與聯邦移民調查嗎？

**回答5：** 洛杉磯校警察局(LASPD)的主要任務是改善學校的安全學習環境。洛杉磯校警察局(LASPD)警員不會詢問移民身份。此外，洛杉磯校警察局(LASPD)不會與移民官員接觸，除非存在威脅學生或校員工安全的緊急情況發生。

**問題6：** 聯邦移民官員能夠進入洛杉磯聯合學區內的學校校園嗎？

**回答6：** 有政策限制聯邦移民官員在「敏感地點」執法，包括學校、醫院和宗教機構。編寫本文時，該政策仍然有效。而且，與其他執法機構一樣，在特殊情況下（如危害公眾安全的緊急事

件），或者存在有效的搜尋證、傳票或法院判令時，聯邦移民官員可以進入校園。更多資訊請見學區的參考指南[REF-6767.1：洛杉磯聯合學區\(LAUSD\)校園是安全區域和資源中心](#)。

**問題7：** 如果我收到了暫緩遣返青少年(DACA)指令，會發生什麼？

**回答7：** 暫緩遣返青少年(DACA)是一項2012年6月在總統Obama執政期間實施的政策。此時，新總統團隊並未表示是否要修改或廢除暫緩遣返青少年(DACA)。關於暫緩遣返青少年(DACA)政策的資訊，請見國家移民法律中心網頁，網址：<https://www.nilc.org/issues/daca/>。

**問題8：** 對於剛來到美國，並想要在本學區入學的學生和家庭，有什麼資源可以提供幫助嗎？

**回答8：** 學區的學校招生安排與評估(S.E.P.A.)中心可以為學生和家庭提供資源，支持學生在學習、社交和情商上取得成功。學校招生安排與評估中心還向被推薦人提供與本學區無關的其他社會服務和法律援助計劃，由家庭自行決定是否使用。主要的招生安排與評估中心開放時間為星期一到星期五的上午8:00到下午4:30，地址：1339 Angelina St., Los Angeles；電話：(213) 482-3954。

此外，學區已在學區內各個地區開設臨時的擴展支援中心，為家長們提供與學校招生安排與評估(S.E.P.A.)中心類似的資源。Center.若要查找距離您最近的擴展支援中心，您可以撥打專門設立的熱線電話詢問。熱線電話號碼：(866) 742-2273

**問題9：** 如果我對移民法律和流程還有很多問題，該怎麼辦？

**回答9：** 學區工作人員無法就具體移民問題給出法律建議。但是，對於移民問題，學區的建議是：執業移民律師最有可能為您提供可靠的法律建議。為保護您，學區不建議您向並非律師的「notarios（公證人）」諮詢法律建議。以下是一份免費或低價的非營利性移民法律服務提供商的目錄：<https://www.immigrationlawhelp.org>。請注意，此網站上人士提供的建議並不一定反映學區的意見。更多資訊和資源請見：<http://achieve.lausd.net/familyresources>

建議有移民問題的家庭盡快連絡移民法律服務提供商，因為預計未來幾個月內，這些服務商會非常忙碌。

關於入學或使用資源的更多問題，請連絡招生安排與評估中心。電話：(213) 482-3954。



## 反對歧視與性騷擾

**問題10：What is L.A.洛杉磯聯合學區對歧視與性騷擾的政策是什麼？**

回答10： 本學區致力於提供優質、平等和方便的教育。我們的政策禁止因為真實存在或感知到的宗教信仰、殘疾、國籍、種族、民族、性別、性取向或其他受保護的人群而歧視或性騷擾我們的學生、家庭或員工。

若要更多了解學區的反歧視政策，請訪問保護教育公平辦公室網站：<http://achieve.lausd.net/eeco>。

**問題11：如果我的孩子或我本人是歧視或性騷擾的受害者，該怎麼做？**

回答11： 本學區非常反對歧視和/或性騷擾的行為。請立刻將此行為報告給學校領導、監督、督學辦公室，或您本地的執法機構。有關在校歧視的資訊，請致電(213) 241-7682連絡保護教育公平辦公室，或訪問網站：<http://achieve.lausd.net/eeco>。

如需最新資訊，請訪問學區主頁：[lausd.net](http://lausd.net)。



## 이민 정책 및 차별금지:

### 자주 제시되는 질문과 이에 대한 답변

로스앤젤레스 통합교육구(L.A. Unified)의 최우선 순위들 중에 하나는 모든 학생들에게 안전한 학습 공간을 만들어 주는 것이며 – 이는 이민 신분, 종교, 장애, 국적, 인종, 성별 또는 성적 경향과 관계없이 – 질적으로 우수한 교육을 제공하고 이에 대한 기회를 제공하는 것입니다.

아래 내용은 이민 정책 관련 문제 그리고 차별 및 괴롭힘 금지 정책과 관련되어 제기된 여러 질문에 대한 답변들입니다.

#### 이민 신분

**질문 1:** 트럼프 대통령의 행정 명령이 합법적 이민 신분이 없는 학생과 패밀리에 어떤 영향을 미칠 수 있습니까?

**답변 1:** 2017년 1월 25일, 트럼프 대통령은 이민 및 국경 안전 관련 행정 명령에 서명했으며, 이에에는 이민법 집행용 자원 증가, 미국-멕시코 국경 장벽 설치용 자원 식별, 그리고 행정부가 “보호 관할 구역”으로 식별할 수 있는 지역에 연방 무상보조금을 보류하겠다는 내용이 포함되어 있습니다. 이런 행정명령들은 사법기관 또는 입법자들에게 의해 이의제기가 제소될 가능성이 있습니다. 2017년 1월 27일, 트럼프 대통령은 7개국 국가로부터 들어오는 입국자를 제한하는 행정 명령에 서명했습니다. 이 명령은 사법 기관에 현재 제소된 상태입니다.

이런 이민 행정명령으로 인해, 이민 신분과 관계없이 교육구 소속 모든 학생들에게 무상의 우수 교육 제공할 것이라는 L.A. Unified의 공약을 바꾸지 않을 것입니다.

**질문 2:** 미국의 K-12 공립학교들은 이민 신분과 관계없이 무상 공립교육을 제공해야만 합니까?

**답변 2:** 예. 미국에 있는 모든 아동들은 자신의 이민신분 또는 부모의 이민 신분과 관계없이 무상 공립교육을 받을 동등한 기회에 대한 헌법상 권리가 있습니다. 이런 권리는 미 대법원 사건 *Plyler v. Doe*에 의해 확증되었다. 차별행위도 연방법에 의해 금지되며 이에에는 1964 인권법 타이틀 IV, VI, 및 IX가 포함됩니다.

**질문 3:** L.A. Unified는 등록 또는 교육적 목적으로 학생 또는 패밀리의 이민 신분을 요구합니까?

**답변 3:** 아닙니다. L.A. Unified는 등록 또는 교육적 목적으로 학생 또는 패밀리의 이민 신분을 요구하지 않습니다. 이에에는 학교버스 신청, 무료/할인 가격 급식, 학업 프로그램, 과외활동 및 기타 서비스가 포함됩니다.

**질문 4:** L.A. Unified는 학생의 이민 신분 또는 기밀 학생 기록 정보를 연방 이민국 직원들과 공유한 적이 있습니까?

**답변 4:** L.A. Unified는 학생의 이민 신분과 정보를 수집하지 않습니다(단지 학생이나 부모가 외국 학생 또는 비지니스 비자로 학생을 등록시킨다고 교육구에알려주는 경우는 예외입니다). 따라서, L.A. Unified는 연방 이민국 직원에게 제공할 이런 정보가 갖고 있지 않습니다. L.A. Unified가 우연히 학생의 신분을 알게된 경우, 그 정보는 보유되지 않습니다.

패밀리 교육적 권리 및 사생활 보호권(FERPA)은 교육구가 학생의 교육적 기록을 제삼자에게 제공하는 것을 전반적으로 금지합니다. 하지만, 다음의 경우, 교육구는 연방 이민국 직원들에게 학생의 기록을 제공하도록 요구되는 예외적인 상황들이 있을

수 있습니다: 1) 유효한 소환장, 영장 또는 법정 명령이 있는 경우; 그리고 2) 공공 안전에 대한 검증된 위협과 같은 비상 상황의 경우.

**질문 5:** 로스앤젤레스 학교 경찰청 (LASPD)은 연방 이민 조사에 담당하는 역할이 있습니까?

**답변 5:** LASPD의 주요 사명은 학교의 안전한 학습 환경을 조성하는 것입니다. LASPD는 이민 신분에 대해 묻지 않습니다. 더불어, LASPD는 이민국 직원들과 연관되어 일하지 않으며 단지 학생 또는 고용인들에 대한 임박한 안전 관련 비상 상황의 경우는 예외입니다.

**질문 6:** 연방 이민국 직원 L.A. Unified 교정에 들어올 수 있습니까?

**답변 6:** 연방 이민국 직원들은 “민감한 장소”에서의 집행 조치를 제한하는 정책을 가지고 있으며 이에 학교, 병원 그리고 종교 기관이 포함됩니다. 이런 정책은 현시점에서도 유효합니다. 더불어, 여러 법 집행기관과 마찬가지로, 연방 이민국 직원들은 예외적인 상황 하에서는 교정에 들어올 수 있으며, 이에 임박한 공공 안전 사안, 유효한 수색 영장 또는 소환장이나 법정 명령이 포함됩니다. 추가 정보를 원한다면 교육구 참고 지침서 [REF-6767.1: LAUSD 안전 지역 및 자원 센터](#)로서의 교정을 참고하십시오.

**질문 7:** 본인이 DACA 수혜자일 경우, 무슨 일이 발생할 수 있습니까?

**답변 7:** 아동으로 입국한 경우 유예 조치는 (DACA) 2012년 6월 오바마 행정부가 실행한 정책입니다. 현시점에서 새 대통령 행정부는 DACA의 수정 또는 삭제 지침서를 공개하지 않았습니다. DACA 정보는 내셔널 이민법 센터 웹페이지에서 <https://www.nilc.org/issues/daca/> 알아볼 수 있습니다.

**질문 8:** 미국에 새로운 학생이 교육구에 등록을 원할 때 어떤 자원으로 도와줄 수 있습니까?

**답변 8:** 교육구 학교 등록 배정 및 평가 (S.E.P.A.) 센터는 학생과 패밀리를 자원과 연결시켜서, 학업, 사회성 및 정서적 성공을 지원합니다. 더불어, S.E.P.A. 센터는 여러 소셜 서비스와 법적 지원 프로그램 의뢰를 제공하며, 이런 자원은 교육구와 연계되어 있지는 아니지만 패밀리의 재량에 따라 제공될 수 있습니다. 주요 S.E.P.A. 센터는 월요일부터 금요일까지 8:00 a.m.부터 4:30 p.m.까지 오픈합니다. 주소는 1339 Angelina St., Los Angeles에 소재하며 그리고 (213) 482-3954으로 연락할 수 있습니다.

더불어, 교육구는 교육구의 여러 학군에 임시 연장 지원 장소를 오픈했고, S.E.P.A. 센터가 제공하는 유사한 자원을 제공합니다. 핫라인에 전화하여 인근 연장 지원 장소를 알아볼 수 있으며, 이런 핫라인은 이런 문제 관련 질문과 다른 질문에 답하기 위해 설치한 전화번호입니다. 핫라인 전화번호는 (866) 742-2273입니다

**질문 9:** 이민법과 절차에 대해 추가 질문이 있다면 어떻게 해야 할까요?

**답변 9:** 교육구 직원들은 특정 이민 관련 사안에 대해 법적 조언을 줄 수 없습니다. 하지만 공인 이민법 변호사가 이민 관련 사안에 대해 신뢰성있는 법적 조언을 제공할 가능성이 가장 많다는 것이 교육구의 소견입니다. 안전적으로 자신을 보호하기 위해, 교육구는 비-변호사 “공증인”으로부터 법적 조언을 구하는 것을 추천하지 않습니다. 무료 또는 저렴한 비영리 이민 법적 서비스 제공자들은 다음 웹사이트에서 알아볼 수 있습니다 <https://www.immigrationlawhelp.org>. 이 웹사이트에 실린 제공자들이 제공한 정보는 교육구의 의견을 반드시 반영하는 것은 아니라는 점을 알려드립니다. 추가 정보와

자원은 다음에서 찾아볼 수 있습니다 <http://achieve.lausd.net/familyresources>

법적 서비스 제공자들은 조만간 매우 바쁘게될 것이기 때문에, 이민 관련 질문이 있는 패밀리들은 가급적 신속히 이런 제공자들에게 연락할 것을 추천합니다.

등록 또는 자원에 대한 접근법에 대한 추가 정보가 필요하다면, S.E.P.A. 센터에 (213) 482-3954 으로 연락하십시오.

### 차별 및 괴롭힘 금지

**질문 10:** 차별 및 괴롭힘과 관련하여 **L.A. Unified** 는 어떤 방침을 갖고 있습니까?

**답변 10:** 본 교육구는 우수한 교육, 형평성 및 기회를 중요하게 생각합니다. 본 교육구 방침에 의거하여 우리 학생들, 패밀리 또는 고용인을 상대로 실질적 또는 인지된 종교, 장애, 국적, 인종, 민족, 성별, 성적 경향 또는 여러 보호된 영역을 토대로 행해진 차별 또는 괴롭힘 행위는 금지됩니다.

본 교육구의 비차별 방침에 대해 더 알고 싶다면, 교육적 형평성 준수 부수 웹사이트를 검색하십시오: <http://achieve.lausd.net/eeco>.

**질문 11:** 자녀 또는 본인이 차별 또는 괴롭힘의 피해자인 경우 어떻게 해야 합니까?

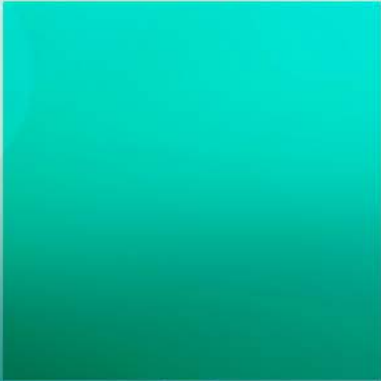
**답변 11:** 교육구는 차별 그리고/또는 괴롭힘 혐의주장을 매우 심각하게 간주합니다. 학교 지도자, 수퍼바이저, 총교육감 부서 또는 관할 법집행기관에 즉각적으로 신고하십시오. 학교에서 발생한 차별 행위에 대한 정보를 원한다면 교육적 형평성 준수부서에 (213) 241-7682 으로 연락하거나 해당 웹사이트를 검색하십시오: <http://achieve.lausd.net/eeco>.

업데이트된 정보를 원한다면, 교육구 홈페이지를 검색하십시오: [lausd.net](http://lausd.net).





# Resource and Information Guide for Students and Families





# APPENDIX

Local District Central _____	p.1
Local District East_____	p.11
Local District Northeast _____	p.13
Local District Northwest_____	p.15
Local District South _____	p.16
Local District West _____	p.17
Other _____	p.18

# INTRODUCTION

The toolkit is designed to provide information and resources for Students and Families enrolling and currently enrolled within the LAUSD. This information can also be used to support other student populations (such as foster care youth, homeless youth) in the District.

# L.D. CENTRAL-ORGANIZATION RESOURCES

## ALL PEOPLES COMMUNITY CENTER

(FREE LEGAL SERVICES AT FAMILY SOURCE CENTER)

822 E. 20th St., Los Angeles, CA 90011

Service Area: Local District Central

Contact Person: Leticia Ortiz-Gonzales

Phone: (213) 747-6357 Ext.21

Fax: (213) 481-1023

Email: [lortiz@allpeoplescc.org](mailto:lortiz@allpeoplescc.org)

Hours of Operation: Tuesday

2:00 P.M.-6:00 P.M.

Ages Served: 7-17

Languages: English and Spanish

Type of Service: Legal

### Type of Service:

CARECEN is offering free legal services in various family source center locations throughout the city of Los Angeles. To be eligible for a free legal consultation, please call one of the following family source centers to start the enrollment process and to obtain more information about eligibility for the program. To enroll, you will need to show proof that you live in the city of Los Angeles, show proof of income and proof of identity.

Some of the services that we are offering at these sites include DACA applications (initial and renewals), Green card renewals, naturalization/citizenship applications and more. Additionally, these family source centers offer a variety of services & programs for parents & youth at no cost.

### Additional Information:

Call to enroll & make an appointment. Additional services also offered on different days.

## AMANECER COMMUNITY COUNSELING SERVICE

1200 Wilshire Blvd #200, Los Angeles CA 90017

Service Area: Local District Central

Contact Person: Laura Gonzalez-Rivera

Phone: (213) 482-9400

Fax: (213) 481-1023

Website: [www.bettzedek.org](http://www.bettzedek.org)

Email: [helpingAmanecer@AmanecerLA.org](mailto:helpingAmanecer@AmanecerLA.org)

Hours of Operation:

Children's Program: 8:00 A.M. -7:30 P.M.

Adult Program: 8:00 A.M-5:30 P.M

Administration: 9:00 A.M-5:00 P.M

Ages Served: Birth-60+

Languages: English and Spanish

Type of Service: Mental Health

### Type of Service:

We serve children, teens and adults challenged by mental illness including victims of domestic violence and foster youth and their families. Services: Evidence –based, trauma-informed, prevention and crisis intervention therapeutic services, family therapy, group therapy, parenting groups, case management, school based, Birth to 5 program, crisis intervention and medication support.

### Additional Information:

Walk in OD desk (officer of the day), OD calls and intake appointments.

# L.D. CENTRAL-ORGANIZATION RESOURCES

## BET TZEDEK LEGAL SERVICES

3250 Wilshire Blvd., Los Angeles, CA 90010

Service Area: Local District Central

Contact Person: Liz Gonzalez

Phone: (323) 549-5825

Website: [www.bettzedek.org](http://www.bettzedek.org)

Email: [lgonzalez@bettzedek.org](mailto:lgonzalez@bettzedek.org)

Hours of Operation:

Monday – Friday 9:00 A.M.-5:00 P.M

Ages Served: Birth-60+

Languages: Spanish

Type of Service: Legal

### Type of Service:

Direct representation on Probate Guardianship and request for Special Immigrant Juvenile Status findings and orders through Probate Guardianship proceedings. All services provided free of charge to qualifying individuals.

### Additional Information:

Appointments should be made with contact persons noted below.

## BRESEE FOUNDATION

(FREE LEGAL SERVICES AT FAMILY SOURCE CENTER)

184 S. Bimini Place, Los Angeles, CA 90004

Service Area: Local District Central

Contact Cinthia Ext. 160, Rosa Ext. 118, Lizeth Ext. 116

Phone: (213) 387-2822

Hours of Operation: Friday

9:00 A.M.-1:00 P.M.

Languages: English and Spanish

Type of Service: Legal

### Type of Service:

CARECEN is offering free legal services in various family source center locations throughout the city of Los Angeles. To be eligible for a free legal consultation, please call one of the following family source centers to start the enrollment process and to obtain more information about eligibility for the program. To enroll, you will need to show proof that you live in the city of Los Angeles, show proof of income and proof of identity.

Some of the services that we are offering at these sites include DACA applications (initial and renewals), Green card renewals, naturalization/citizenship applications and more. Additionally, these family source centers offer a variety of services & programs for parents & youth at no cost.

### Additional Information:

Call to enroll & make an appointment. Additional services also offered on different days.

# L.D. CENTRAL-ORGANIZATION RESOURCES

## CENTRAL CITY NEIGHBORHOOD PARTNERS

(FREE LEGAL SERVICES AT FAMILY SOURCE CENTER)

501 S. Bixel St., Los Angeles, CA 90017

Service Area: Local District Central

Phone: (213) 482-8618

Hours of Operation: Monday

1:00 P.M.-5:00 P.M.

Languages: English and Spanish

Type of Service: Legal

### **Type of Service:**

CARECEN is offering free legal services in various family source center locations throughout the city of Los Angeles. To be eligible for a free legal consultation, please call one of the following family source centers to start the enrollment process and to obtain more information about eligibility for the program. To enroll, you will need to show proof that you live in the city of Los Angeles, show proof of income and proof of identity.

Some of the services that we are offering at these sites include DACA applications (initial and renewals), Green card renewals, naturalization/citizenship applications and more. Additionally, these family source centers offer a variety of services & programs for parents & youth at no cost.

### **Additional Information:**

Call to enroll & make an appointment. Additional services also offered on different days.

# L.D. CENTRAL-ORGANIZATION RESOURCES

## CONSULATE GENERAL OF MEXICO IN LOS ANGELES

2401 W. 6th St., Los Angeles CA, 90057

Service Area: Local District Central

Contact Person: Felipe Carrera, Salomé Ruíz, Dulce Flores

Phone: (213) 368-2732

(213) 368-2729

(213) 368-2731

Website: <https://consulmex2.sre.gob.mx/losangeles/>

Email: [fcarrera@sre.gob.mx](mailto:fcarrera@sre.gob.mx)

[sruiz@sre.gob.mx](mailto:sruiz@sre.gob.mx)

[proteccionconlan3@sre.gob.mx](mailto:proteccionconlan3@sre.gob.mx)

Hours of Operation:

8:00 A.M.-1:00 P.M.

Ages Served: All ages

Languages: Spanish primary and English as secondary

Type of Service: Multiple Services

### Type of Service:

The Department of Protection provides the following services to Mexican Nationals:

- Free legal consultation for the following type of cases: Immigration, Civil, Family, Criminal and Labor Law
- Free access to a Meditation Group for women that are survivors of Domestic Violence
- Free access to a Support Group for women that are survivors of Domestic Violence
- Free access to Parenting classes
- Free access to request the location of family members lost at the border
- Free access to resources like shelters, mental health, low cost medical services, etc.

### Additional Information:

Walk in, no appointment needed. The meditation group for women is held every Tuesday from 4:00 P.M. to 5:00 P.M. and support group and parenting classes are held every Tuesday from 5:00 P.M. to 7:00 P.M.



# L.D. CENTRAL-ORGANIZATION RESOURCES

## IMMIGRANT DEFENDERS LAW CENTER

634 S. Spring St., 10th Fl., Los Angeles, CA 90014

Service Area: Local District Central

Phone: (213) 634-0999

Fax: (213) 282-3133

Website: [www.ImmDef.org](http://www.ImmDef.org)

Hours of Operation:

Monday - Friday

9:00 A.M.-5:00 P.M.

Ages Served: No age limit, as long as there is a UAC designation by ORR

Languages: English and Spanish

Type of Service: Legal

### Type of Service:

Legal representation of minors who have been designated as Unaccompanied Alien Children (UAC) by the Office of Refugee Resettlement (ORR) who are in active removal proceedings.

### Additional Information:

No walk in appointments. A potential client should call the main telephone line during office hours to set up an appointment. Appointments will only be set if there is any capacity left for each month. The best time to call is the last week of each month.

## IMMIGRATION COURT HELP-DESK

606 S. Olive St., Los Angeles, CA 90014

Note: ICH is located on the 5th Fl. of the Los Angeles Immigration Court

Hours of Operation:

Tuesday and Thursdays

9:30 A.M.-12:00 P.M.

1:30 P.M.-4:00 P.M.

### Type of Service:

The Immigration Court Help-Desk (ICH) is a program offered by Esperanza to provide you with information relevant to your immigration case.

Esperanza cannot represent you in court.

### Additional Information:

Individual Information Sessions, Self Help Workshops, Pro Bono Outreach, Group Information Sessions, and Services Provided in all languages

# L.D. CENTRAL-ORGANIZATION RESOURCES

## INTERNATIONAL RESCUE COMMITTEE

625 N. Maryland Ave., Glendale, CA 91206

Service Area: Local District Central

Contact Person: Martin Zogg

Phone: (818) 937-2860

Fax: (818) 550-6277

Website: [rescue.org](http://rescue.org)

Email: [martin.zogg@rescue.org](mailto:martin.zogg@rescue.org)

Hours of Operation: 9:00 A.M.- 6:00 P.M.

Ages Served: No limitation

Languages: Armenian, Farsi, Arabic,  
Spanish, Tagalog, Bosnian and Serbian

Type of Service: Immigration Services

### **Type of Service:**

Resettlement of Refugees, asylees, CAM AOR, citizenship and financial literacy classes and immigration services.

### **Additional Information:**

Walk in: Weekdays 9:00 A.M.-6:00 P.M. except Wednesdays 9:00 A.M.-12:00 P.M.

Appointments: For new R&P cases and immigration

Workshops: IRC holds immigration workshops once a month, cultural orientations only for refugees

Classes: Free citizenship classes in IRC/LA, free citizenship and financial literacy classes in Library connection @Adams square, Eagle Rock Branch Library, Benjamin Franklin Library, Central Library-Singleton Adult Literacy Center, Felipe De Neve Branch Library, Pico Union Branch Library, Wilshire Branch Library, Alma Reeves-Watts Branch Library, Harbor Gateway-Harbor City, Panorama City Branch Library and Pacoima Branch Library.

# L.D. CENTRAL-ORGANIZATION RESOURCES

## KIDS IN NEED OF DEFENSE (KIND)

350 S. Grand Ave. 32nd Fl., Los Angeles, CA 90071

Service Area: Local District Central

Contact Person: Jessica Corona

Phone: (213) 892-2043

Fax: (213) 892-2054

Website: [SupportKind.org](http://SupportKind.org)

Email: [JCorona@supportkind.org](mailto:JCorona@supportkind.org)

Hours of Operation: Monday - Friday

9:00 A.M.-5:00 P.M.

Ages Served: 0-18

Languages: English and Spanish

Type of Service: Legal

### Type of Service:

KIND serves as the leading organization for the protection of children who enter the U.S. immigration system alone and strives to ensure that no such child appears in immigration court without representation. We achieve fundamental fairness through high-quality legal representation and by advancing the child's best interests, safety, and well-being.

### Additional Information:

Meetings and interviews by appointment only.

KIND serves unaccompanied minors who have entered the United States before the age of 18.

# L.D. CENTRAL-ORGANIZATION RESOURCES

## LEGAL AID FOUNDATION OF LOS ANGELES

5228 Whittier Blvd., Los Angeles, CA 90022

Service Area: Local District Central

Contact Person: First available screener

Phone: (800) 399-4529

Website: [www.lafla.org](http://www.lafla.org)

Hours of Operation: 9:00 A.M.-5:00 P.M.

(Self-Help Center hours vary)

Ages Served: All Ages

Type of Service: Legal and Multiple Services

### **Type of Service:**

We provide civil legal aid, meaning direct representation in court on civil matters especially with regard to housing and evictions, government benefits and domestic violence/family law. We also offer community education, usually in the form of know your rights workshops and legal clinics.

### **Additional Information:**

Clients must be low-income to qualify for our services (see income table here <https://lafla.org/help/qualify/>).

At our Self-Help Centers (in four courthouses) litigants do not need to qualify income-wise.

We have a number of legal clinics and information sessions that can be found here:

<https://lafla.org/self-help/calendar/>

# L.D. CENTRAL-ORGANIZATION RESOURCES

## LOYOLA IMMIGRANT JUSTICE CLINIC

919 Albany St., Los Angeles, CA 90015

Service Area: Local District Central

Contact Person: Emily Robinson, Sandra Ruiz,  
and Alejandro Barajas

Phone: (213) 252-7409

Fax: (213) 252-7444

Website: <http://www.lls.edu/academics/clinicexperientiallearning/loyolaimmigrantjusticeclinic/>

Hours of Operation: 9:00 A.M.-5:00 P.M.

Ages Served: All Ages

Languages: Spanish and English (As an academic institution we can contact Loyola Marymount University and students at Loyola Law School should other languages be necessary)

Type of Service: Legal

### **Type of Service:**

LIJC is a community based collaboration of Loyola Law School, Homeboy Industries and Dolores Mission Parish with the following mission: to advance the rights of the indigent immigrant population residing on the East Side of Los Angeles through direct legal services, education and community empowerment. LIJC was founded in August of 2012 and has partnered with Homeboy and Dolores Mission since its inception in order to nurture an identity within vulnerable immigrant communities as a resource for reliable, accessible, high-quality legal services. Unlike other legal aid organizations who require clients to come to them, LIJC enters into the communities it targets and brings its services to the clients building trust and motivating clients to seek out its services. At its free, twice weekly immigration consultation sessions (held at its partner locations) LIJC reaches about 75 potential clients each week.

### **Additional Information:**

Free Weekly Consultations:

Each Wednesday from 2:30 P.M. to 5:00 P.M. at Dolores Mission  
171 S. Gless Street, Los Angeles, CA 90033

Each Friday from 2:00 P.M. to 5:00 P.M. at Homeboy Industries  
130 Bruno Street, Los Angeles, CA 90012

(For appointments call (323) 526-1254 Ext. 325/ Walk-ins Accepted)

# L.D. CENTRAL-ORGANIZATION RESOURCES

## MIGUEL CONTRERAS FOUNDATION

2130 W. James M. Wood Blvd., Los Angeles, CA 90006

Service Area: Local District Central

Contact Person: Diego Coaguila

Cell: (626) 817-3591

Office: (213) 351-9560

Website: <http://www.miguelcontrerasfoundation.org>

Email: [diego@miguelcontrerasfoundation.org](mailto:diego@miguelcontrerasfoundation.org)

Hours of Operation: 9:00 A.M.-5:00 P.M.

Ages Served: Youth/Adolescents and Adults

Languages: English and Spanish

Type of Service: Student Services

### Type of Service:

The Miguel Contreras Foundation is a 501(c)(3) non-profit organization that honors the legacy of transformational union leader Miguel Contreras by serving local immigrant, working families through immigrant integration, civic engagement and education. Our year-round programming and services are directed towards students and families attending LAUSD schools, and promote leadership and community empowerment.

### Additional Information:

**For Students** - Free year-round programming for undocumented and other immigrant students. Free 5-week summer program, leadership development, civic engagement opportunities, college-and job-readiness training, scholarships and financial aid resources, DACA workshops and immigration policy updates, connection to legal services and legal fairs.

**For Parents/Families** - Free year-round programming for undocumented and other immigrant parents. Free 5-week summer program, leadership development, civic engagement opportunities, information for parents on college and job readiness, scholarships and financial aid resources, DACA workshops and immigration policy updates, connection to legal services and legal fairs, trainings on workplace rights.



# L.D. EAST-ORGANIZATION RESOURCES

## LEGAL AID FOUNDATION OF LOS ANGELES

5228 Whittier Blvd., Los Angeles, CA 90022

Service Area: Local District East

Contact Person: First available screener

Phone: (800) 399-4529

Website: [www.lafla.org](http://www.lafla.org)

Hours of Operation: 9:00 A.M.-5:00 P.M.

(Self-Help Center hours vary)

Ages Served: All Ages

Type of Service: Legal and Multiple Services

### **Type of Service:**

We provide civil legal aid, meaning direct representation in court on civil matters especially with regard to housing and evictions, government benefits and domestic violence/family law. We also offer community education, usually in the form of know your rights workshops and legal clinics.

### **Additional Information:**

Clients must be low-income to qualify for our services (see income table here <https://lafla.org/help/qualify/>).

At our Self-Help Centers (in four courthouses) litigants do not need to qualify income-wise.

We have a number of legal clinics and information sessions that can be found here:

<https://lafla.org/self-help/calendar/>

## MEXICAN AMERICAN OPPORTUNITY FOUNDATION

5228 Whittier Blvd., Los Angeles, CA 90022

Service Area: All of L.A. (LD East)

Contact Person: Patricia Tierny-Enrollment Specialist

Phone: (323) 588-7320

Fax: (323) 588-8179

Website: [www.MAOF.org](http://www.MAOF.org)

Hours of Operation: 8:00 A.M.-5:00 P.M.

Ages Served: All Ages

### **Type of Service:**

Provides Early Head Start services for babies as young as six months old and Head Start services for children ages 3-5.

### **Additional Information:**

Please call each facility to inquire about specific program.

# L.D. EAST-ORGANIZATION RESOURCES

## NEIGHBORHOOD LEGAL SERVICES OF LOS ANGELES COUNTY (NLSLA)

1200 N. State St., Ste. 1014 Los Angeles, CA

Service Area: Local District East

Phone: (800) 433-625

Hours of Operation: Differ in self help office and main offices

Languages: English, Spanish, Armenian, Chinese, Vietnamese, Tagalog and all other languages can be accessed through language line.

Type of Service: Legal

### **Type of Service:**

Neighborhood Legal Services of Los Angeles County (NLSLA) is a non-profit law firm for more than 50 years our legal team has provided free assistance to individuals and families in the Antelope Valley and throughout Los Angeles county.

NLSLA Serves low income individuals and families who are unable to afford a private attorney. NLSLA provides education, advice and legal representation in the following areas: health, housing, domestic violence, consumer debt, public benefits, veteran benefits & criminal record clearing.

NLSLA services are free. We do not charge clients or community members for education, advice or legal representation.

### **Additional Information:**

Hot line number is (800) 433-6251

# L.D. NORTHEAST-ORGANIZATION RESOURCES

## NEIGHBORHOOD LEGAL SERVICES OF LOS ANGELES COUNTY (NLSLA)

1200 N. State St., Ste. 1014 Los Angeles, CA  
Service Area: Local District East  
Phone: (800) 433-625

Hours of Operation: Differ in self help office and main offices  
Languages: English, Spanish, Armenian, Chinese, Vietnamese, Tagalog and all other languages can be accessed through language line.  
Type of Service: Legal

### Type of Service:

Neighborhood Legal Services of Los Angeles County (NLSLA) is a non-profit law firm for more than 50 years our legal team has provided free assistance to individuals and families in the Antelope Valley and throughout Los Angeles county.

NLSLA Serves low income individuals and families who are unable to afford a private attorney. NLSLA provides education, advice and legal representation in the following areas: health, housing, domestic violence, consumer debt, public benefits, veteran benefits & criminal record clearing.

NLSLA services are free. We do not charge clients or community members for education, advice or legal representation.

### Additional Information:

Hot line number is 1-800-433-6251

## NEW ECONOMICS FOR WOMEN

### (FREE LEGAL SERVICES AT FAMILY SOURCE CENTER)

6931 Van Nuys Blvd. Ste.201, Van Nuys, CA 91406  
Service Area: Local District Northeast  
Contact Person: Jessica Leyva  
Phone: (818) 786-4098 Ext. 107

Hours of Operation: Thursday  
9:30 A.M.-1:30 P.M.

Languages: English and Spanish  
Type of Service: Legal

### Type of Service:

CARECEN is offering free legal services in various family source center locations throughout the city of Los Angeles. To be eligible for a free legal consultation, please call one of the following family source centers to start the enrollment process and to obtain more information about eligibility for the program. To enroll, you will need to show proof that you live in the city of Los Angeles, show proof of income and proof of identity.

Some of the services that we are offering at these sites include DACA applications (initial and renewals), Green card renewals, naturalization/citizenship applications and more. Additionally, these family source centers offer a variety of services & programs for parents & youth at no cost.

### Additional Information:

Call to enroll & make an appointment. Additional services also offered on different days.

# L.D. NORTHEAST-ORGANIZATION RESOURCES

## PARS EQUALITY CENTER

4954 Van Nuys Blvd., 201, Sherman Oaks, CA 91403

Service Area: Local District Northeast

Contact Person: Peyman Malaz

Phone: (818) 616-3091

Website: [www.parsequalitycenter.org](http://www.parsequalitycenter.org)

Hours of Operation: Monday-Friday

9:00 A.M.-5:00 P.M.

Ages Served: All ages

Languages: Farsi, Armenian, and Dari

### Type of Service:

As a community-based social and legal services organization, Pars Equality Center is a registered 501(C)(3) non-profit dedicated to helping all members of the Iranian-American community and other Persian-speaking countries realize their full potential as informed, self-reliant, and responsible members of American society. We believe that learning and teaching the rights and responsibilities of citizenship in a democracy as well as the rules and rewards of entrepreneurship are the necessary ingredients for our success as a community. Pars Equality Center achieves its mission primarily by providing extensive social and legal services. Our Persian-speaking staff advocates for families and individuals in need with a strong focus on refugees, asylees, and those newcomers living in poverty.

### Additional Information:

Resume writing and interview skills workshop, Mental Health Workshops, Business Workshops. Financial Aid and College application workshop, Financial Literacy workshop, Computer Classes, ESL classes, Citizenship Classes, Job Placement, Social Services.

# L.D. NORTHWEST-ORGANIZATION RESOURCES

## NEW ECONOMICS FOR WOMEN

(FREE LEGAL SERVICES AT FAMILY SOURCE CENTER)

21400 Saticoy St. 2nd Fl. Canoga Park, CA 91304

Service Area: Local District Northwest

Contact Person: Laura Sanchez

Phone: (818) 887-3872 Ext. 403

Hours of Operation: Thursday

9:30 A.M.-1:30 P.M.

Languages: English and Spanish

Type of Service: Legal

### **Type of Service:**

CARECEN is offering free legal services in various family source center locations throughout the city of Los Angeles. To be eligible for a free legal consultation, please call one of the following family source centers to start the enrollment process and to obtain more information about eligibility for the program. To enroll, you will need to show proof that you live in the city of Los Angeles, show proof of income and proof of identity.

Some of the services that we are offering at these sites include DACA applications (initial and renewals), Green card renewals, naturalization/citizenship applications and more. Additionally, these family source centers offer a variety of services & programs for parents & youth at no cost.

### **Additional Information:**

Call to enroll & make an appointment. Additional services also offered on different days.



# L.D. SOUTH-ORGANIZATION RESOURCES

## LEGAL AID FOUNDATION OF LOS ANGELES

7000 S. Broadway Los Angeles, CA 90003

Service Area: Local District South

Website: [www.lafla.org](http://www.lafla.org)

Hours of Operation: 9:00 A.M.-5:00 P.M.

(Self-Help Center hours vary)

Ages Served: All Ages

Type of Service: Legal and Multiple Services

### Type of Service:

We provide civil legal aid, meaning direct representation in court on civil matters especially with regard to housing and evictions, government benefits and domestic violence/family law. We also offer community education, usually in the form of know your rights workshops and legal clinics.

### Additional Information:

Clients must be low-income to qualify for our services (see income table here <https://lafla.org/help/qualify/>).

At our Self-Help Centers (in four courthouses) litigants do not need to qualify income-wise.

We have a number of legal clinics and information sessions that can be found here:

<https://lafla.org/self-help/calendar/>

## THE CHILDREN'S COLLECTIVE

### (FREE LEGAL SERVICES AT FAMILY SOURCE CENTER)

Rita Walters Learning Complex

915 W. Manchester Ave., Los Angeles, CA 90044

Service Area: Local District South

Contact Person: Gricela Arias

Phone: (323) 789-4717

Hours of Operation: Tuesday

2:00 P.M.-6:00 P.M.

Languages: English and Spanish

### Type of Service:

CARECEN is offering free legal services in various family source center locations throughout the city of Los Angeles. To be eligible for a free legal consultation, please call one of the following family source centers to start the enrollment process and to obtain more information about eligibility for the program. To enroll, you will need to show proof that you live in the city of Los Angeles, show proof of income and proof of identity.

Some of the services that we are offering at these sites include DACA applications (initial and renewals), Green card renewals, naturalization/citizenship applications and more. Additionally, these family source centers offer a variety of services & programs for parents & youth at no cost.

### Additional Information:

Call to enroll & make an appointment. Additional services also offered on different days.

# L.D. WEST-ORGANIZATION RESOURCES

## AMERICAN RED CROSS

11355 Ohio Ave., Los Angeles, CA

Service Area: Local District South

Phone: (626) 407-4536

Website: <http://www.redcross.org/local/california/los-angeles/programs-services/international-services>

Email: [IntlTracing.LosAngeles.CA@redcross.org](mailto:IntlTracing.LosAngeles.CA@redcross.org)

Hours of Operation: 9:00 A.M.-5:00 P.M.

Ages Served: All Ages

Languages: All

Type of Service: Emergency Services

### Type of Service:

Restoring Family Links alleviates the suffering of family members separated by conflict, disasters, migration and other humanitarian crises worldwide. Free of charge, this service gives families a way to restore contact.

### Additional Information:

#### Restoring Family Links Services:

**Tracing:** Provided to re-establish communication between family members separated internationally by war, migration or other humanitarian situations. The purpose can be to reconnect family members who had been in regular contact with each other before such an emergency situation separated them or to determine or document the fate of a loved one.

**Health and Welfare:** These inquiries are handled on an exceptional basis for vulnerable clients who have no other means to re-establish contact with their family overseas. These requests are accepted on humanitarian grounds for especially vulnerable individuals such as the elderly, ill, handicapped persons, or minor children. Oftentimes Health and Welfare inquiries involve an elderly person who has recently been hospitalized or transferred to a long-term care facility.

**International Disaster Inquiries:** After an international disaster Red Cross disaster family linking services may be available. Possible services could include acceptance of Disaster Inquiries, the use of a family linking website (either the ICRC\* family links site or a specially developed site for the national society) or other services such as provision of satellite or cellular phones for those affected by the disaster to contact their relatives.

**Certificates of Detention:** The American Red Cross provides service to individuals of any nationality who request written verification issued by the ICRC of their captivity or detention as a prisoner of war or political detainee. When the ICRC visits detention centers it registers all of the detainees that it visits. The ICRC checks these registration lists in order to provide Certificates of Detention to former detainees. (Former POWs or political detainees may be required to substantiate their captivity or detention. When the ICRC has such information, it can issue a certificate of verification).

**Travel documents:** The American Red Cross works with the ICRC to provide ICRC travel documents for people who are seeking permanent resettlement in a third country and have no valid passport or other document enabling them to cross international borders. The ICRC can issue travel documents to refugees and displaced or stateless persons who are unable to return to their country of origin or go to their country of choice because they lack the proper documents. ICRC travel documents are issued in order to solve a humanitarian problem such as final resettlement or final return to the country of origin.

# OTHER-ORGANIZATION RESOURCES

## COMMUNITY LAWYERS, INC.

1216 E. Compton Blvd., Compton, CA 90221

Service Area: Southeast Los Angeles

Contact Person: Belen Bernal

Phone: (310) 635-8181

Fax: (310) 638-4644

Website: <http://www.community-lawyers.org/>

Email: [mbelen.bernal@gmail.com](mailto:mbelen.bernal@gmail.com)

Hours of Operation: Varies, Usually

10:00 A.M.-5:00 P.M.

Languages: English and Spanish

Type of Service: Legal

### Type of Service:

Community Lawyers, Inc. provides low-and moderate-income people access to affordable legal services and develops innovative opportunities for attorneys and law student to serve in under-served communities.

### Additional Information:

During our office hours, we assist with walk-ins that deal with basic questions and legal documents. Our services include immigration services, citizenship application, legal permanent resident card renewals, and DACA renewals.

## IMMIGRATION RESOURCE CENTER OF SAN GABRIEL VALLEY

303 West Colorado Blvd., Monrovia CA 91016

Service Area: San Gabriel Valley

Contact Person: Tori Jones

Phone: (626) 509-9472

Website: <http://www.ircsgv.org/>

Email: [tjones@ircsgv.org](mailto:tjones@ircsgv.org)

### Type of Service:

Providing low cost legal services to the immigrant community

### Additional Information:

We do not accept walk-ins, appointments are made by calling our phone number at (626) 509-9472.

# OTHER-ORGANIZATION RESOURCES

## LEGAL AID FOUNDATION OF LOS ANGELES

601 Pacific Ave., Long Beach, CA 90802  
1640 5th St. Suite 124 Santa Monica, CA 90401  
Website: [www.lafla.org](http://www.lafla.org)

Hours of Operation: 9:00 A.M.-5:00 P.M.  
(Self-Help Center hours vary)  
Ages Served: All Ages  
Type of Service: Legal and Multiple Services

### **Type of Service:**

We provide civil legal aid, meaning direct representation in court on civil matters especially with regard to housing and evictions, government benefits and domestic violence/family law. We also offer community education, usually in the form of know your rights workshops and legal clinics.

### **Additional Information:**

Clients must be low-income to qualify for our services (see income table here <https://lafla.org/help/qualify/>).

At our Self-Help Centers (in four courthouses) litigants do not need to qualify income-wise.

We have a number of legal clinics and information sessions that can be found here:  
<https://lafla.org/self-help/calendar/>

## MEXICAN AMERICAN OPPORTUNITY FOUNDATION

5657 E. Washington Blvd Commerce, CA 90040  
Service Area: Commerce, East Los Angeles, Montebello  
and surrounding areas  
Contact Person: Lezvia Sabrano-Receptionist  
Phone: (323) 890-1555  
Fax: (323) 588-1556  
Website: [www.MAOF.org](http://www.MAOF.org)

Hours of Operation: 8:00 A.M.-5:00 P.M.  
Ages Served: All Ages

### **Type of Service:**

Provides Early Head Start services for babies as young as six months old and Head Start services for children ages 3-5.

### **Additional Information:**

Please call each facility to inquire about specific program.

# OTHER-ORGANIZATION RESOURCES

## NEIGHBORHOOD LEGAL SERVICES OF LOS ANGELES COUNTY (NLSLA)

1104 E. Chevy Chase Dr., Glendale, CA 91205

9354 Telstar Ave., El Monte, CA 91731

Service Area: Other

Phone: (800) 433-6251

Hours of Operation: Differ in self help office and main offices

Languages: English, Spanish, Armenian, Chinese, Vietnamese, Tagalog and all other languages can be accessed through language line.

Type of Service: Legal

### **Type of Service:**

Neighborhood Legal Services of Los Angeles County (NLSLA) is a non-profit law firm for more than 50 years our legal team has provided free assistance to individuals and families in the Antelope Valley and throughout Los Angeles county.

NLSLA Serves low income individuals and families who are unable to afford a private attorney. NLSLA provides education, advice and legal representation in the following areas: health, housing, domestic violence, consumer debt, public benefits, veteran benefits & criminal record clearing.

NLSLA services are free. We do not charge clients or community members for education, advice or legal representation.

### **Additional Information:**

Hot line number is (800) 433-6251





# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

**TITLE:** LAUSD CAMPUSES AS SAFE ZONES AND  
RESOURCE CENTERS

**NUMBER:** REF-6767.1

**ISSUER:** Dr. Thelma Melendez, Chief Executive Officer  
Educational Services

Dr. Earl Perkins, Associate Superintendent  
Division of District Operations

Steven Zipperman, Chief  
Los Angeles School Police Department

Erika F. Torres, Executive Director  
Student Health and Human Services

**DATE:** February 2, 2017

**PURPOSE:** The purpose of this Reference Guide is to provide guidance to site administrators and District staff on the process and procedures to follow if federal immigration officials, including Immigration and Customs Enforcement (“ICE”) agents or designees, request access to a school site or District facility, student, or student records.

**MAJOR CHANGES:** This revises REF-6767.0 and specifies the steps school sites, Local District (LD) Administrators of Operations and LD Operations Coordinators shall follow when federal immigration officials, including ICE agents, request access to a school site or District facility, student, or student records. Additionally, it includes a school site notification checklist. Refer to Attachment A: School Site Notification Checklist.

**BACKGROUND:** On February 9, 2016, the Board of Education (“Board”) reaffirmed its position regarding immigration reform, as noted in Board Resolution 032, entitled “LAUSD Campuses as Safe Zones and Resource Centers.” The Board declared that every LAUSD site will be a place of support and resource for all students and families, regardless of immigration status.

The 1982 U.S. Supreme Court case *Plyler v. Doe* held that undocumented children have a constitutional right to receive a free public K-12 education which provides the means to becoming a “self-reliant and self-sufficient participant in society” and instills the “fundamental values necessary to the maintenance of a democratic political system.” The Board resolved that the Superintendent shall establish all K-12 schools, early education centers, adult schools, and parent centers as resource and information sites for students and their families. Further, the Board encouraged the Superintendent to increase and enhance partnerships with community-based organizations and legal services organizations that provide resources for families facing immigration challenges. Additionally, the Board encouraged that a rapid response network be created to assist

**ROUTING**  
All Schools  
All Local District  
Superintendents  
Local District  
Administrator of  
Operations  
Instructional Directors  
Operations Coordinators  
Los Angeles School Police  
SAA  
Non-School Site  
Administrators  
Charter School Division  
Early Education Centers  
Beyond the Bell  
Adult Schools



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

children whose family members have been detained through providing crisis management and support services.

## **KEY TERMS**

Below are key terms that will help District staff understand language which may be used when referring to students who have recently arrived to the United States. Although the District does not inquire about a student's immigration status, this reference guide aims to better support and assist our students and families that may be impacted by immigration matters.

### **Accompanied Immigrant Youth**

Youth who had entered the U.S. with a biological parent and were apprehended and placed in a detention center. Release occurs once a sponsor is identified. The deportation process begins; however, unlike unaccompanied youth, families do not have the pro-bono (free) legal services available.

### **Unaccompanied Immigrant Youth**

Youth under 18 years of age who entered the U.S. without a biological parent, were apprehended and placed in a detention center. These youth are held until a sponsor can be identified. Once released, the deportation process is initiated, and youth must attend court hearings to determine whether relief will be granted. Pro-bono legal services may be available for these youth.

### **Undocumented Student**

Anyone who does not have the legal documentation to live in the U.S. or who has overstayed his or her visa.

### **Enforcement Actions**

Pre-planned arrests of immigrants working, studying or living in the United States without lawful immigration status. These arrests can target a wide range of immigrants, from long-term lawful permanent residents who may have committed a minor offense, to undocumented immigrants who have final deportation orders.

### **Exigent Circumstances**

Exigent circumstances include, but are not limited to:

- National security/terrorism
- Imminent risk of death, violence, or physical harm to any person
- Fresh pursuit of dangerous felon
- Protection of evidence in a criminal case

### **Extended Support Site (ESS)**

The Extended Support Sites are located at each Local District and in key high volume areas. Student Health and Human Services staff at these sites assess student and family needs related to school enrollment, attendance, medical referrals, health insurance enrollment, legal resources and mental health referrals and connect them with services to ensure academic success.



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

## **Immigration and Customs Enforcement (ICE)**

The U. S. Immigration and Customs Enforcement (“ICE”) enforces federal laws governing border control, customs, trade and immigration to promote homeland security and public safety. ICE consists of three directorates including Homeland Security Investigations (“HSI”), Enforcement and Removal Operations (“ERO”) and Management and Administration (“M&A”). Although ICE is the main immigration enforcement body, there may be other federal immigration officials or designated agents who may request access to school sites and facilities, students, or student records.

### **GUIDELINES:**

According to a policy memorandum released by ICE in 2011 (Attachment B: ICE Memorandum: Enforcement Actions at or Focused on Sensitive Locations), commonly referred to as the “sensitive locations memo,” absent exigent circumstances or other related exceptions mentioned below, ICE officers and agents are to refrain from enforcement actions at the following locations and events:

- schools
- hospitals
- institutions of worship
- funerals, weddings and other public religious ceremonies
- during public demonstrations

The sensitive locations policy is intended to establish a non-disruptive environment during specific activities. It is important to note that there are exceptions to this policy, such as where prior approval must be obtained from a higher ranking ICE official before conducting enforcement operations in a sensitive location. In some cases, prior approval is not required, such as when there is an extraordinary circumstance involving public safety. Although this policy has not been rescinded to date, there may be subsequent changes under the new Presidential administration.

Notwithstanding the ICE “sensitive locations” policy, the typical circumstances under which law enforcement officers, including federal law enforcement officers, ICE agents, federal immigration officials, or designees may have a need to come to District campuses or facilities, when acting in the scope and course of their employment, include the following scenarios:

- Request for information or for general investigative purposes
- Service of a subpoena for records
- Service of a search warrant
- Action pursuant to exigent circumstances

Note: Exigent circumstances include, but are not limited to:

- National security/terrorism
- Imminent risk of death, violence, or physical harm to any person
- Fresh pursuit of dangerous felon
- Protection of evidence in a criminal case

These exigent circumstances are no different for any other law enforcement agency that



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

may come onto District property.

## **I. RESPONSIBILITIES OF SCHOOL ADMINISTRATOR/DESIGNEE**

### **A. A School Administrator/Designee must complete the following tasks if ICE agents or other federal immigration officials come on campus for any reason:**

1. Immediately notify your Local District Administrator of Operations and the Los Angeles School Police Department (LASPD) Watch Commander at 213-625-6631. (Refer to Attachment A: School Site Notification Checklist)
2. Request the name and badge number of the ICE agent or federal immigration official or designee, phone number of the agent's supervisor and purpose of the visit.
3. Obtain any documentation from the agent (e.g., subpoena; search warrant).
4. Advise the agent that prior to proceeding with their request, and absent exigent circumstances, notifications and direction from specific District offices must take place.
5. Wait for further direction and advice from the Local District Administrator of Operations to appropriately respond to the ICE agent request.
6. Activate the School Site Crisis Team, as needed. (Refer to Attachment C)
7. Create an iSTAR incident report, as soon as practicable: Indicate incident type as on or off campus activity. In the Issue Type tab, select Law Enforcement Activity, sub-category *Immigration and Customs Enforcement (ICE) Inquiry/Investigation*.
8. Obtain additional guidance from the AOO on any necessary notification to parents/caregiver of the student who may be the focus of the ICE inquiry.

**Note:** Should an agent declare that exigent circumstances exist and demand immediate access to the campus, administrators should comply with the order of ICE or federal immigration official and immediately contact the LD AOO and LASPD Watch Commander.

### **B. If ICE agents or other federal immigration officials/designee are rumored or verified to be in the community, and this information may have an impact on school operations or students attending school, the School Administrator/Designee shall do the following:**

1. Immediately notify your Local District Administrator of Operations for further guidance and direction.

## **II. RESPONSIBILITIES OF LOCAL DISTRICT (LD) ADMINISTRATORS OF OPERATIONS (AOO)**

### **A. A Local District (LD) Administrator of Operations must complete the following tasks in all ICE-related situations.**

1. When an AOO is notified by any school that an ICE agent or federal



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

immigration official is on site or they have received an ICE request, immediately notify the Division of District Operations.

2. Assess the situation, identify the level of crisis and respond as needed.
3. Designate LD staff to ensure the school site team is provided with guidance and support, as needed.
4. Verify that the LASPD Watch Commander has been notified.
5. Verify that an iSTAR incident report has been created. If needed, assist school administrator/designee in creating the iSTAR.
6. Contact the Office of General Counsel for guidance needed pertaining to access to student records, subpoena or search warrant service.
7. Follow up with affected school site administrator to provide necessary direction or advice.

**B. On a case by case basis, the AOO must do the following:**

1. Continue to assess and monitor the situation to determine if LD resources are needed. Possibly activate the Rapid Response Team (Local District Crisis Team). (Refer to BUL-5800, Crisis Preparedness Response and Recovery for more information).
2. Consult with the Office of Communications.
3. Provide consultation in notifying neighboring schools and local districts as needed.
4. Determine if other communication methods are needed (Blackboard Connect message, parent meeting, letters, resources, talking points, etc.).

**C. If a situation escalates to a Tier III crisis response, (i.e. crisis requires central office crisis team to provide direct intervention services, assistance with communications and memos, etc.) LD Administrator of Operations shall coordinate additional support and guidance with the District Office Crisis Response Team.**

**D. If ICE agents are rumored or verified to be in the community, the LD Administrator of Operations shall do the following:**

1. Attempt to verify that ICE is conducting enforcement actions/immigration raids in the area.
2. Determine if this might affect the school or students attending school.
3. If it is determined that ICE activity might affect the District or school-site operations, the LD Administrator of Operations will execute responsibilities outlined above (section II A) as needed.
4. Contact the Division of District Operations and the Los Angeles School Police Department (LASPD) Watch Commander at 213-625-6631.

**E. The Division of District Operations, in collaboration with the LASPD Watch Commander, will assist with providing support from District Headquarters (Beaudry) on a case-by-case basis. To prevent duplicate communication, further guidance to local districts will be articulated through the LD Administrator of**



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

Operations.

### III. COMMUNICATION DURING NON-SCHOOL HOURS

If an ICE agent is on site during non-school hours (weekdays or weekends), conducting official ICE business, the administrator/designee on campus should immediately call the LASPD Watch Commander. Examples of activities or locations in which ICE agents may have a need to come to a District-site during non-school hours include, but are not limited to, Early Education Programs, Youth Service Programs, athletic events, parent conferences, school dances, etc. The Watch Commander will coordinate further notifications and assist involved staff with providing support to the school.

### IV. LAUSD SUPPORT SERVICES

The LAUSD has staff available throughout the District to provide support and assistance with accessing information and resources for students and families. The School Enrollment Placement and Assessment (S.E.P.A.) center located in LD Central provides families with enrollment assistance, immunizations, medical and mental health referrals, legal service referrals and health insurance enrollment. In addition, Extended Support Sites (ESS) are available to connect students and families to LAUSD programs and community resources. An ESS is located at each local district and in key high volume areas. Refer to Attachment D: Extended Support Sites.

**ASSISTANCE:** For assistance or further information, please contact your Local District Administrator of Operations. Additionally, the following District offices can provide support:

Office of the Superintendent  
(213) 241-7000

Division of District Operations  
(213) 241-5337  
<http://achieve.lausd.net/Page/1604>

Crisis Counseling and Intervention Services  
(213) 241-3841  
<http://achieve.lausd.net/smh>

Los Angeles School Police Department (LASPD)  
(213) 625-6631  
<http://www.laspd.com/>

Office of the General Counsel  
(213) 241-7600  
<http://achieve.lausd.net/Page/2573>

Student Health and Human Services (SHHS)  
(213) 241-3840





# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

<http://achieve.lausd.net/shhs>

School Enrollment Placement & Assessment (S.E.P.A) Center  
(213) 482-3954

<http://achieve.lausd.net/Page/8703>

**RELATED  
RESOURCES:**

- [BUL-5800.0, Crisis Preparedness Response and Recovery](#)
- [BUL-2469, Pupil Records: Access, Confidentiality, and Notice of Educational Rights](#)

**ATTACHMENTS:** ATTACHMENT A – School Site Notification Checklist  
ATTACHMENT B – ICE Memorandum: Enforcement Actions at or Focused on Sensitive Locations  
ATTACHMENT C – School Site Crisis Response Action Plan Checklist  
ATTACHMENT D – Extended Support Sites

# SCHOOL SITE NOTIFICATION CHECKLIST

## Responsibilities of School Administrator/Designee

### IMMIGRATION AND CUSTOMS ENFORCEMENT (ICE) REQUESTS ACCESS TO SCHOOL SITE

A School Administrator/Designee must complete the following tasks if ICE agents or other federal immigration officials come on campus for any reason:

- ☐ 1. **IMMEDIATELY NOTIFY**
  - ☐ Local District Administrator of Operations (LD AOO) \_\_\_\_\_
  - ☐ Los Angeles School Police Department (LASPD) Watch Commander (213) 625-6631
- ☐ 2. **REQUEST THE NAME AND BADGE NUMBER** of the ICE agent or federal immigration official or designee, phone number of the agent's supervisor and purpose of the visit
- ☐ 3. **OBTAIN ANY DOCUMENTATION FROM THE AGENT** (e.g., subpoena; search warrant)
- ☐ 4. **ADVISE THE AGENT** that prior to proceeding with their request, and absent exigent circumstances, notifications and direction from specific District offices must take place
- ☐ 5. **WAIT FOR FURTHER DIRECTION AND ADVICE** from the Local District Administrator of Operations to appropriately respond to the ICE agent request
- ☐ 6. **ACTIVATE THE SCHOOL SITE CRISIS TEAM** as needed (Attachment C)
- ☐ 7. **CREATE ISTAR INCIDENT REPORT**, as soon as practicable: Indicate incident type as on or off campus activity. In the Issue Type tab, select Law Enforcement Activity, sub-category *Immigration and Customs Enforcement (ICE) Inquiry/Investigation*
- ☐ 8. **OBTAIN ADDITIONAL GUIDANCE FROM AOO** on any necessary notification to parents/caregiver of the student who may be the focus of the ICE inquiry

### ICE RUMORED OR VERIFIED IN COMMUNITY

If ICE agents or other federal immigration officials/designee are rumored or verified to be in the community, and this information may have an impact on school operations or students attending school, the School Administrator/Designee shall do the following:

- ☐ 1. **IMMEDIATELY NOTIFY YOUR LOCAL DISTRICT ADMINISTRATOR OF OPERATIONS**  
\_\_\_\_\_ for further guidance and direction

#### Exigent Circumstances

Include, but are not limited to:

- National security/terrorism
- Imminent risk of death, violence, or physical harm to any person
- Fresh pursuit of dangerous felon
- Protection of evidence in a criminal case

#### NOTE:

Should an agent declare that exigent circumstances exist and demand immediate access to the campus, administrators should comply with the order of ICE or federal immigration official and immediately contact the LD AOO and LASPD Watch Commander.

U.S. Department of Homeland Security  
500 12th Street, SW  
Washington, D.C. 20536



U.S. Immigration  
and Customs  
Enforcement

OCT 24 2011

MEMORANDUM FOR: Field Office Directors  
Special Agents in Charge  
Chief Counsel

FROM: John Morton   
Director

SUBJECT: Enforcement Actions at or Focused on Sensitive Locations

Purpose

This memorandum sets forth Immigration and Customs Enforcement (ICE) policy regarding certain enforcement actions by ICE officers and agents at or focused on sensitive locations. This policy is designed to ensure that these enforcement actions do not occur at nor are focused on sensitive locations such as schools and churches unless (a) exigent circumstances exist, (b) other law enforcement actions have led officers to a sensitive location as described in the "*Exceptions to the General Rule*" section of this policy memorandum, or (c) prior approval is obtained. This policy supersedes all prior agency policy on this subject.<sup>1</sup>

Definitions

The enforcement actions covered by this policy are (1) arrests; (2) interviews; (3) searches; and (4) for purposes of immigration enforcement only, surveillance. Actions not covered by this policy include actions such as obtaining records, documents and similar materials from officials or employees, providing notice to officials or employees, serving subpoenas, engaging in Student and Exchange Visitor Program (SEVP) compliance and certification visits, or participating in official functions or community meetings.

The sensitive locations covered by this policy include, but are not limited to, the following:

<sup>1</sup> Memorandum from Julie L. Myers, Assistant Secretary, U.S. Immigration and Customs Enforcement, "Field Guidance on Enforcement Actions or Investigative Activities At or Near Sensitive Community Locations" 10029.1 (July 3, 2008); Memorandum from Marcy M. Forman, Director, Office of Investigations, "Enforcement Actions at Schools" (December 26, 2007); Memorandum from James A. Puleo, Immigration and Naturalization Service (INS) Acting Associate Commissioner, "Enforcement Activities at Schools, Places of Worship, or at funerals or other religious ceremonies" HQ 807-P (May 17, 1993). This policy does not supersede the requirements regarding arrests at sensitive locations put forth in the Violence Against Women Act, see Memorandum from John P. Torres, Director Office of Detention and Removal Operations and Marcy M. Forman, Director, Office of Investigations, "Interim Guidance Relating to Officer Procedure Following Enactment of VAWA 2005 (January 22, 2007).

- schools (including pre-schools, primary schools, secondary schools, post-secondary schools up to and including colleges and universities, and other institutions of learning such as vocational or trade schools);
- hospitals;
- churches, synagogues, mosques or other institutions of worship, such as buildings rented for the purpose of religious services;
- the site of a funeral, wedding, or other public religious ceremony; and
- a site during the occurrence of a public demonstration, such as a march, rally or parade.

This is not an exclusive list, and ICE officers and agents shall consult with their supervisors if the location of a planned enforcement operation could reasonably be viewed as being at or near a sensitive location. Supervisors should take extra care when assessing whether a planned enforcement action could reasonably be viewed as causing significant disruption to the normal operations of the sensitive location. ICE employees should also exercise caution. For example, particular care should be exercised with any organization assisting children, pregnant women, victims of crime or abuse, or individuals with significant mental or physical disabilities.

### Agency Policy

#### *General Rule*

Any planned enforcement action at or focused on a sensitive location covered by this policy must have prior approval of one of the following officials: the Assistant Director of Operations, Homeland Security Investigations (HSI); the Executive Associate Director (EAD) of HSI; the Assistant Director for Field Operations, Enforcement and Removal Operations (ERO); or the EAD of ERO. This includes planned enforcement actions at or focused on a sensitive location which is part of a joint case led by another law enforcement agency. ICE will give special consideration to requests for enforcement actions at or near sensitive locations if the only known address of a target is at or near a sensitive location (e.g., a target's only known address is next to a church or across the street from a school).

#### *Exceptions to the General Rule*

This policy is meant to ensure that ICE officers and agents exercise sound judgment when enforcing federal law at or focused on sensitive locations and make substantial efforts to avoid unnecessarily alarming local communities. The policy is not intended to categorically prohibit lawful enforcement operations when there is an immediate need for enforcement action as outlined below. ICE officers and agents may carry out an enforcement action covered by this policy without prior approval from headquarters when one of the following exigent circumstances exists:

- the enforcement action involves a national security or terrorism matter;
- there is an imminent risk of death, violence, or physical harm to any person or property;

## Enforcement Actions at or Focused on Sensitive Locations

Page 3

- the enforcement action involves the immediate arrest or pursuit of a dangerous felon, terrorist suspect, or any other individual(s) that present an imminent danger to public safety; or
- there is an imminent risk of destruction of evidence material to an ongoing criminal case.

When proceeding with an enforcement action under these extraordinary circumstances, officers and agents must conduct themselves as discretely as possible, consistent with officer and public safety, and make every effort to limit the time at or focused on the sensitive location.

If, in the course of a planned or unplanned enforcement action that is not initiated at or focused on a sensitive location, ICE officers or agents are subsequently led to or near a sensitive location, barring an exigent need for an enforcement action, as provided above, such officers or agents must conduct themselves in a discrete manner, maintain surveillance if no threat to officer safety exists and immediately consult their supervisor prior to taking other enforcement action(s).

### Dissemination

Each Field Office Director, Special Agent in Charge, and Chief Counsel shall ensure that the employees under his or her supervision receive a copy of this policy and adhere to its provisions.

### Training

Each Field Office Director, Special Agent in Charge, and Chief Counsel shall ensure that the employees under his or her supervision are trained (both online and in-person/classroom) annually on enforcement actions at or focused on sensitive locations.

### No Private Right of Action

Nothing in this memorandum is intended to and may not be relied upon to create any right or benefit, substantive or procedural, enforceable at law by any party in any administrative, civil, or criminal matter.

This memorandum provides management guidance to ICE officers exercising discretionary law enforcement functions, and does not affect the statutory authority of ICE officers and agents, nor is it intended to condone violations of federal law at sensitive locations.



LOS ANGELES UNIFIED SCHOOL DISTRICT  
STUDENT HEALTH AND HUMAN SERVICES  
SCHOOL MENTAL HEALTH

ATTACHMENT C

**CRISIS COUNSELING & INTERVENTION SERVICES**

**SCHOOL SITE CRISIS RESPONSE ACTION PLAN CHECKLIST**

The following is a summary checklist of general procedures for the administrator/designee to respond to a crisis situation at the school site, at District and school-related activities and in all areas within the District's jurisdiction. The urgency of the situation will dictate the order in which the subsequent steps are followed.

**For a complete description of each procedure, refer directly to the Bulletin 5800.0, Section IV. Tier I: School Site Crisis Response, Part B. Response.**

1. ☐ **SECURE CAMPUS/OFFICE SAFETY** (This may include calling law enforcement, securing the site, or consulting with LD Administration or Crisis Counseling and Intervention Services (213) 241-3841.)
2. ☐ **DETERMINE THE FACTS**
3. ☐ **NOTIFY** (LD Administration, Co-Located Schools, other offices, document on iSTAR)
4. ☐ **ASSESS** (School Site Crisis Team meets to assess the impact and severity of the incident and determine the level of crisis response needed. The assessment of the situation will drive the response and recovery.)
5. ☐ **DEVELOP ACTION PLAN** (see Table 1 in BUL-5800.0 for detailed descriptions of each checklist item)
  - ☐ **COMMUNICATION**

For a detailed checklist of communication protocols to consider see:

    - Attachment D, Communication with Staff, Students, Parents/Guardians.
    - Attachment E, Collaborating with Law Enforcement
    - Attachment F, Collaborating with Office of Communications
  - ☐ **LOGISTICS/OPERATIONS**
    - ☐ Determine the number of crisis responders needed.
    - ☐ Assess operational functions of the impacted school and implement temporary changes, as needed, such as bell schedule, transportation, food services, substitutes, safety, etc.
    - ☐ Determine locations of crisis response activities, as needed, and establish procedures.
    - ☐ Identify separate locations for triage and crisis counseling.
    - ☐ Follow reunification procedures.
    - ☐ Limit student/staff exposure to trauma, injury and/or death, including crime scenes, media and conversations.



- ☐ Identify students and/or staff who may have special needs.
- ☐ **TRIAGE/CRISIS COUNSELING**
  - ☐ Triage students, staff and other school community members.
  - ☐ Determine individual needs.
  - ☐ Provide individual and group crisis counseling services.
  - ☐ Make referrals to District and/or community based resources, as needed.
  - ☐ Document students receiving crisis counseling services to ensure appropriate follow-up, as needed.
- ☐ **INCIDENT DEBRIEFING**
  - ☐ Review actions of the day.
  - ☐ Review the status of students.
  - ☐ Identify effective components, areas of improvement, and need for training in crisis response.
  - ☐ Plan for follow-up actions, as needed.
  - ☐ Develop prevention/mitigation strategies for future incidents.
- ☐ **IMPORTANT CONSIDERATIONS**
  - ☐ Social Networking
  - ☐ School Culture and Events
  - ☐ The Deceased Student's Classrooms and Work
  - ☐ Memorialization
  - ☐ Fundraising

# EXTENDED SUPPORT SITES



The goal of Student Health and Human Services staff is to assess student and family needs related to health insurance enrollment, school enrollment, attendance, health, and mental health and to connect them with services to ensure academic success.

## Extended Support Site Locations

An Extended Support Site is located in each local district. Please see the list below:

Hollywood FamilySource Center - Youth Policy Institute		Local District Central	
1075 N. Western Ave. Los Angeles, CA. 90029 (323) 463-2620 (323) 836-0055		School Enrollment, Placement and Assessment (SEPA) Center 1339 Angelina St. Los Angeles, CA 90026 (213) 482-3954	West Adams Preparatory Senior High School 1500 W. Washington Blvd. Los Angeles, CA 90007 (323) 373-2561
Local District East		Local District West	Local District South
Jardín de Niños 3921 E. Selig Pl. Los Angeles, CA 90031 (323) 224-3100		Local District West Office 11380 W. Graham Pl. Los Angeles, CA. 90064 (310) 914-2100	Local District South Office 1208 Magnolia Ave. Gardena, CA. 90247 (310) 354-3400
Local District Northwest		Local District Northeast	
Local District Northwest Office 6621 Balboa Blvd. Lake Balboa, CA. 91406 (818) 654-3600		Local District Northeast Office 8401 Arleta Ave. Sun Valley, CA. 91352 (818) 252-5400	



1-866-742-2273



Monday - Friday 8 a.m. - 4:30 p.m.

# SITIOS DE APOYO ADICIONAL



La meta del personal de los Servicios de Salud Estudiantil y Humanos es de evaluar las necesidades estudiantiles y familiares pertinentes a inscripción de seguro médico, inscripción escolar, asistencia, salud y salud mental con el fin de conectarlos con los servicios que son necesarios para asegurar el éxito académico.

## Ubicaciones de los Sitios de Apoyo Adicional

Se ha ubicado un sitio de apoyo adicional en cada distrito local. Por favor consulte con la lista a continuación:

Hollywood FamilySource Center - Youth Policy Institute		Distrito Local Central	
1075 N. Western Ave. Los Angeles, CA 90029 (323) 463-2620 (323) 836-0055		Centro de Evaluación e Inscripción Escolar (SEPA) 1339 Angelina St. Los Angeles, CA 90026 (213) 482-3954	West Adams Preparatory Senior High School 1500 W. Washington Blvd. Los Angeles, CA 90007 (323) 373-2500
Distrito Local Este		Distrito Local Oeste	Distrito Local Sur
Jardín de Niños 3921 E. Selig Pl. Los Angeles, CA 90031 (323) 224-3100		Oficina del Distrito Local Oeste 11380 W. Graham Pl. Los Angeles, CA 90064 (310) 914-2100	Oficina del Distrito Local Sur 1208 Magnolia Ave. Gardena, CA 90247 (310) 354-3400
Distrito Local Noroeste		Distrito Local Noreste	
Oficina del Distrito Local Noroeste 6621 Balboa Blvd. Lake Balboa, CA 91406 (818) 654-3600		Oficina del Distrito Local Noreste 8401 Arleta Ave. Sun Valley, CA 91352 (818) 252-5400	





1-866-742-2273



Lunes - Viernes 8 a.m. - 4:30 p.m.