



Believe ♦ Behave ♦ Become

### Calendar Dates

After the Bell	3/8
SAA Meeting	3/15
Operation School Bell	3/9
Principals' Meeting	3/14
Assistant Principals'	3/21
Safe Passages	3/22

### What's Due

February Water	3/1
February On-line Metal	3/1

# Friday Operation's Brief

## Bullying at your School

The Office of Human Relations, Diversity & Equity (HRDE) continues to oversee the mandates of the bullying audits by the Office of the Inspector General and by the California State Auditor. The auditors' mandates include timely documentation of the investigation, intervention, monitoring, and resolution of incidents of bullying. Specifically, incidents must be **investigated within 30 calendar days** and **resolved within 60 calendar days**. Schools must follow the protocols for the documentation, investigation, intervention and resolution of allegations of bullying, as outlined in [BUL-5212.2](#) (Attachment 1).

In fall 2017, Local District Central school leaders and/or their designees participated in half-day trainings which focused on the proper identification, monitoring, and resolution of incidents. Although our District has seen an increase in of bullying allegations in iSTARs, due in part to our schools being diligent in their documentation, documentation of the **resolution** of these allegations have not. School leaders are asked to review all unresolved incidents of bullying for adequate documentation including outcomes of their "bullying" investigations and interventions. Should you have any questions or need assistance, please call your Operations Coordinator.

### How are children and youth bullied?

14% made fun of, called names, or insulted  
 13% subject of rumors  
 6% pushed, shoved, tripped, spit on  
 5% excluded from activities on purpose  
 4% threatened with harm  
 2% forced to do things they didn't want to do  
 2% had property destroyed  
 7% had been cyberbullied anywhere

Source: U.S. Department of Education (2015)



## More than a Mea

The District continues efforts in collecting Household Income Forms (HIF). All CEP and Provision 2 schools are highly encouraged to collect these forms from families who are newly enrolled to the District. Forms not submitted between November and June of this school year will have a direct impact on the October 2018 count for Targeted Student Population funding and potential funding opportunities for the next two years. At this time, Local District Central has over 350 missing HIF forms! Our goal is to have every single HIF form in! Call your Operations Coordinator should you have any questions or would like an update of school's status.

## Consolidated Charitable Campaign



Across Local District Central, schools proudly display their visuals: thermometers, graphs, and such to monitor their progress towards their goals. Thank you for your efforts in raising awareness and funds for such a good cause! Schools have come up with creative ways to meet their goals. Let our CCC Committee know how your school is raising their funds. Send in your pictures! Please contact District Central Coordinators, Ricardo L. Lopez (213) 241-0137 or Veronica Real (213) 241-3906 should you need additional materials.

## Students Whose Whereabouts are Unknown

Prior to withdrawing students from school as Whereabouts Unknown, schools shall make every effort to locate students with excessive absences and exercise due diligence, including sending letters to the home, placing phone calls to all known contact numbers for the student's caregiver(s) and emergency contact(s), and conducting home visits (by certificated staff member). Teachers shall continue to record daily attendance, and student should continue to appear on MiSiS roster until enrolled in another educational option. Students should not be withdrawn after 10 consecutive absences without documented due diligence in MiSiS. If school staff is able to locate the student, strategies to re-engage student and family shall be implemented in order for the student to return to regular attendance or find an alternative education program. Once due diligence efforts have been exhausted, the school may withdraw the student if the student's location is still unknown. For secondary schools, students who are withdrawn as Whereabouts Unknown will appear on the Potential Dropout List (PDL) and negatively affect Dropout Rate and Graduation Rate at the last school of attendance. The above information was taken from the 2017-2018 Opening Day Procedures: Supplemental Guide and Updates.



## Contreras PSW Team Recognizes Teen Dating Violence Prevention Month



In recognition of Teen Dating Violence Prevention month, Psychiatric Social Workers at Miguel Contreras Learning Complex (MCLC) collaborated with Peace Over Violence (P.O.V.) to raise awareness about healthy relationships. On Valentine's Day, the PSW team and POV organized a complex-wide event, spanning over the course of 4 lunch periods.



Using the foundations of the 5 C's of a healthy relationship: Commitment, Compromise, Caring, Companionship, and Communication, students shared and posted what LOVE meant to them.

## Random Metal Detector Searches



This is a reminder that Random Metal Detector Searches are to be conducted daily at all secondary schools. Certification of the Random Weapons Searches is required monthly. A Review Process to ensure consistency with the implementation is to occur each semester. All secondary schools must participate in the review process.

Local District central will begin collecting Attachment A of the Administrative Search Bulletin for the next 4 consecutive Mondays (Attachment 2). Please refer to the table on right for weeks and due dates.

**Logs should be emailed every Monday by 10:00 am to their respective Local District Operations Coordinator.**

Week of Log	Due
March 5-9	March 12
March 12-16	March 19
March 19-23	April 2
April 2-6	April 9

## Schools working toward restorative discipline:

- 1) Focus primarily on relationships and secondarily on rules.  
Does the proposed resolution go beyond focusing solely on the harm? Is equal concern also being given to the harms experienced by individuals and the community?
- 2) Give voice to the person(s) harmed.  
Does the response address the needs of the person harmed, both the immediate victim as well as others who may be affected?
- 3) Give voice to person(s) who caused the harm.  
Does it allow an opportunity for those who harmed to be part of the resolution?
- 4) Engage in collaborative problem-solving.  
Are the solutions being arrived at collaboratively, meaning that all those affected by the harm/incident are fully involved?
- 5) Enhance responsibility.  
Does the response help the person take responsibility for the harm caused, or does it focus primarily on punishment?
- 6) Empower change and growth.  
Does the response allow the person who harmed to be involved in the process of repair with a concern toward that individual's growth and competency?
- 7) Plan for restoration.  
Does the response allow for the person who harmed, as well as the person harmed, to be supported and reintegrated back into the community?



## School Fiscal Services Updates and Reminders

- The carryover policies bulletin MEM-2464.14 is now available in the eLibrary and also attached (Attachment 3).
- Budget Development for FY- 2019 will take place from March 14 - April 18. Please see attached memo (2018-2019 Budget Development for Schools) for additional details (Attachment 4).
- Budget Development appointment notification letters are scheduled to go out to Principals by email on Friday, March 9.
- Thanks to all schools that have signed up for BD Training next week. We are looking forward to seeing you there!
- Please take into account that during budget development all staff will be focusing on FY-2019 and budget adjustments for the current year will take longer to process.
- If you have not yet done so, please submit your December Impress reconciliation report as soon as possible. The next quarterly report will be due on April 20<sup>th</sup>.
- Please continue to process receivers for POs as soon as you receive good/services to ensure that all receivers are processed in a timely manner and all purchase orders are charged to the current fiscal year. All technology purchases out of Title I funds (7S046) must be received by May 5, please plan accordingly.



# Friday Operation's Brief

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## Emergency Communications Network

This week employees received a **test message** from our Director of Operations to simulate an emergency communication by telephone and email on file with LAUSD. The message was sent to determine contact information accuracy. School leaders are asked to ensure that all employees update their contact information at <http://ess.lausd.net> and include at least on cell phone number.



## Operation School Bell on Wheels 2018



Operation School Bell on Wheels for LD Central is set for **March 9, 2018** at Mack ES. This is an opportunity for elementary school principals to participate in the program to receive: school clothing, shoes, school supplies, etc... Please look out for the e-mail sent to you last week with the attachments for parent permission, school completion and preparation instructions.



## Application for Summer Administrative Positions

♦ **SUMMER ADMINISTRATOR, ES/MS ELOS Program (June 18-July 13, 2018)**, see MEM-45785.0. Application window is Monday, February 5 – Friday, March 2, 2018.

Administrators may apply by going to <https://summer.lausd.net>. For additional position information, click [HERE](#). For other information, contact Nancy Robinson, Intervention Administrator, at 213.241.7900.

♦ **SUMMER ADMINISTRATOR, High School Summer Term (June 18-July 20, 2018)**, see MEM-45787.0. Application window is Monday, February 5 – Friday, March 2, 2018. Administrators may apply by going to <https://summer.lausd.net>. For additional position information, click [HERE](#). For other information, contact Betsy Castillo, Intervention Administrator, at 213.241.7900.

## Mandated 2018 Spring Child Abuse Training Resources

Spring semester is here! All schools and offices are required to complete the 2018 Spring Child Abuse Training by March 17, 2018. 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-6338.3, Child Abuse Awareness Training and Resources to plan your session (Attachment 5).



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



As a reminder, February 2018 Water Flushing & Metal Detector Certifications is now past 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.







LOS ANGELES UNIFIED SCHOOL DISTRICT  
POLICY BULLETIN

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**TITLE:** Bullying and Hazing Policy (Student-to-Student and Student-to-Adult)

**NUMBER:** BUL-5212.2

**ISSUER:** Michelle King  
Chief Deputy Superintendent

Earl R. Perkins  
Assistant Superintendent  
School Operations

**DATE:** November 26, 2014

**POLICY:** The Los Angeles Unified School District is committed to providing a safe and civil learning and working environment. The District takes a strong position against bullying, hazing, and any behavior that infringes on the safety or well-being of students, employees, or any other persons within the District's jurisdiction or interferes with learning or the ability to teach. The District prohibits retaliation against anyone who files a complaint or participates in the complaint investigation process.

District policy requires all schools and all personnel to promote mutual respect, tolerance and acceptance among students and staff. "All students and staff of public primary, elementary, middle and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful" [Article 1, Section 28 (c) of the California State Constitution]. Schools' compliance with the Bullying and Hazing Policy and the Discipline Foundation Policy is to be referenced in their Safe School Plan, Volume 1.

This policy shall encompass behaviors or actions that occur among students, District employees and associated adults. The policy is applicable in all areas of the District's jurisdiction, including school and District-related activities, events, programs and traveling to and from school.

**MAJOR CHANGES:** This bulletin replaces Bulletin No. 5212.1, Bullying and Hazing Policy (Student-to-Student, Adult-to-Student and Student-to-Adult) dated September 17, 2012, issued by the Senior Deputy Superintendent School Operations. It reaffirms District policy against bullying in all areas of the District's jurisdiction, updates the definition and types of bullying and provides recommendations on the investigations, monitoring, documentations and communications regarding incidents of bullying and hazing.

Bullying, harassment and hazing between employees, elected parent officials, contracted service providers and associated individuals are governed by BUL-5798.0, Workplace Violence, Bullying and Threats (Adult to Adult) and in BUL-1325.1, Visitors to School Campuses and Locked Campuses During Class Hours at All Schools.

**ROUTING**

Instructional Superintendents  
Administrators of Operations  
Instructional Directors  
Operations Coordinators  
Principals  
Assistant Principals  
PreK-12 Counseling  
Coordinators, Counselors,  
Teachers, Department  
Chairs  
Title IX Complaint Managers



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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**GUIDELINES:** Bullying and hazing are part of a continuum of aggressive or violent behaviors. Some acts of bullying or hazing may constitute other categories of misconduct, such as assault, battery, child abuse, hate-motivated incident, criminal activity, or sexual harassment and, as such, violate other District policies. In such cases, District personnel are obligated to follow appropriate District reporting guidelines as detailed in the Related Resources section of this policy bulletin.

### I. DEFINITIONS

A. Bullying is any deliberate and unwanted severe or pervasive physical, verbal, or electronic act\* that has the intention of, or can be reasonably predicted to have the effect of, one or more of the following:

1. Reasonable fear of harm to person or property.
2. Substantially detrimental effect on physical or mental health.
3. Substantial interference with academic performance.
4. Substantial interference with the ability to participate in or benefit from school services, activities, or privilege.

\* "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication [CA Ed. Code § 48900 (2)(A)]. Impersonating a person through electronic means for purposes of harming, intimidating, threatening or defrauding a person is a violation of California Penal Code §§ 528.5 – 529.

B. Hazing is a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury, personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. Hazing does not include athletic events or school-sanctioned events [(CA Ed. Code § 48900(q, r), CA Penal Code § 245.6)].

C. Students are any person enrolled in a Los Angeles Unified School District school, including adult students. Adult students are also held to the guidelines associated with their enrollment in an adult education program.

D. Associated individuals are non-students who are affiliated with the District, including but not limited to parents/guardians, volunteers, vendors, contracted service providers, former students, former employees, spouses, domestic partners, and relatives or friends of employees or students.



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### II. TYPES OF BULLYING

All incidents must meet the impact criteria of bullying to be considered as such:

- A. Cyberbullying is committed by means of an electronic communication device, such as a cellular phone, computer, or tablet. Cyberbullying may include messages, texts, sounds, images, posts on social network, Internet websites, and the creation of false profiles or credible impersonations of another actual person without their consent (CA Ed. Code § 32261 (a-g), CA Penal Code §§ 528.5 – 529).
- B. Physical bullying includes intentional, unwelcome acts of beating, biting, fighting, hitting, kicking, poking, punching, pushing, shoving, spitting and tripping.
- C. Social or relational bullying includes spreading rumors, manipulating relationships, exclusion, blackmailing, isolating, rejecting, using peer pressure and ranking personal characteristics.
- D. Verbal and non-verbal bullying include gossiping, making rude noises, name-calling, spreading rumors, hurtful teasing and threatening gestures.
- E. Playful teasing is good-natured joking and name-calling among friends with the intention of *building closeness*. By contrast, bullying is malicious teasing among individuals who are *not* friends with the intention of invoking harm, fear or humiliation. Teasing may have the unintended outcome of invoking embarrassment, whereas in bullying, invoking embarrassment is the intended goal. Teasing and bullying may appear similar, but the differentiating variables are the relationship between the parties and the intention of the perpetrators.

### III. DISCRIMINATION AND HARASSMENT

All pupils have the right to participate in the educational process free from discrimination and harassment. Discrimination is different treatment on the basis of a protected category in the context of an educational program or activity, without a legitimate nondiscriminatory reason, that interferes with or limits the ability of the student to participate in or benefit from the services, activities or privileges provided by the District. Protected categories include an individual's actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, or age, as well as a person's association with a person or group of these protected categories, or any other basis protected by federal, state, local law, ordinance, or regulation.

- A. Sexual Harassment is unwelcome conduct of a sexual nature directed at or about an individual on the basis of actual or perceived sex, sexual orientation, gender identity or gender expression. Anti-gay and sexist epithets are forms of sexual





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harassment. Schools should investigate and respond to such incidents under the guidelines of the relevant policy (see BUL-3349.1, Sexual Harassment Policy; BUL-2047.0, Responding to and Reporting Hate-Motivated Incidents and Crimes and BUL-6224.1, Transgender Students – Ensuring Equity and Nondiscrimination).

- B. Hostile Environment Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be objectively offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit the target's ability to participate in or benefit from an educational program or activity.

### IV. SCHOOL PRINCIPAL OR SITE ADMINISTRATOR(S) RESPONSIBILITIES

Safe campuses require a multi-faceted approach with strategies to prevent, respond to, and recover from incidents of bullying and hazing. The school principal and site administrators shall create an environment where the school community upholds the standards of respect and civility and understands that bullying and hazing are inappropriate, harmful and unacceptable. Toward this goal, schools shall:

- A. Communicate with and ensure that all certificated and classified staff, activity directors, and volunteers on campus:
  - 1. Understand school and District policies regarding bullying and hazing.
  - 2. Recognize the indicators of bullying and hazing.
  - 3. Understand their individual responsibilities to respond to, intervene, and report any act or incident of bullying or hazing.
  - 4. Promote mutual respect and acceptance.
- B. Provide instruction to ensure that students and staff are educated about appropriate online behavior and cyberbullying awareness (see BUL-999.9, Responsible & Acceptable Use Policy (RAUP) for District Computer and Network Systems; BUL-5688.0, Social Media Policy for Employees and Associated Persons, and BUL-6399.0, Social Media Policy for Students.)
- C. Certify compliance with the Bullying and Hazing Policy and the Discipline Foundation Policy in their Safe School Plan and Administrator Certification Form. The District takes reported cases of bullying and hazing seriously and utilizes positive behavior support strategies, progressive discipline, interventions, and corrective measures to address inappropriate behaviors.
- D. Identify the Title IX/Bullying Complaint Managers responsible for documenting and managing complaints of bullying or hazing. The Complaint Manager must maintain records of complaints of bullying or hazing (see Attachment M, sample





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### Bullying Complaint Log).

- E. Ensure that all reports of bullying or hazing are investigated and documented and that appropriate interventions are implemented and monitored. There must be at least one documentation of monitoring within 30 days and resolution within 60 days. For incidents of student misconduct related to bullying or hazing, document the investigation, interventions, and resolution in the MiSiS Student Support Module. Incidents that substantially disrupt school operations, require additional resources or sustained monitoring, should also be documented in iSTAR (see BUL-5269.2, Incident System Tracking Accountability Report).
- F. Ensure that disciplinary actions are in compliance with District guidelines. Bullying or hazing that warrants suspension or expulsion must be reviewed by the standards set forth in BUL-5655.2, Guidelines for Student Suspension and BUL-6050.1, Expulsion of Students - Policy and Procedures.
- G. Peer-to-peer bullying typically does not rise to the level of suspected child abuse. However, if child abuse is reasonably suspected, it must be reported to the appropriate child protective agency (see BUL-1347.2, Child Abuse and Neglect Reporting Requirements).
- H. Display the English and Spanish Title IX/Bullying Complaint Manager posters (Attachments E-H) in prominent locations such as in offices and classroom where notices regarding rules, regulations, procedures, or standards of conduct are regularly posted.
- I. Post expectations of positive behavior throughout the school to communicate norms of socially appropriate behavior for classrooms, restrooms, yard, eating areas, and other school activities.

### V. STAFF RESPONSIBILITIES

- A. Model and enforce appropriate behavior by creating an environment where mutual respect, tolerance, civility, and acceptance among students and staff are promoted, and students understand that bullying and hazing are inappropriate, harmful, and taken seriously.
- B. Be familiar with the indicators of and appropriate responses to bullying and hazing.
- C. Communicate and reinforce positive behavior expectations and norms for classrooms, restrooms, yards, eating areas, and other school activities.
- D. Discuss all aspects of the Bullying and Hazing Policy with students including strategies to prevent, respond to, and report bullying and hazing (see Attachment G-L, Title IX/Bullying Complaint Manager posters and BUL-999.9, Responsible



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& Acceptable Use Policy (RAUP) for District Computer and Network Systems).

- E. Intervene immediately and safely with any act of discrimination, harassment, intimidation, hazing or bullying.
- F. Document incidents of bullying and hazing in MiSiS and/or iSTAR. Incidents that exceed classroom management protocols should be referred to the Title IX/Bullying Complaint Manager for follow up.
- G. Report any complaints or incidents of bullying or hazing involving a District employee to the site administrator immediately.

### VI. TITLE IX/BULLYING COMPLAINT MANAGER RESPONSIBILITIES

- A. The Title IX/Bullying Complaint Manager must ensure that the school employs a comprehensive system through which allegations of bullying and hazing can be safely and easily reported, and that the ensuing investigations, interventions, monitoring, and resolution are documented (Attachment M, sample Bullying Complaint Log). The principal or designee has the authority to delegate the tasks of investigating, responding, documenting, and monitoring alleged bullying and hazing. For incidents of student misconduct related to bullying or hazing, document the investigation, interventions, and actions taken in the MiSiS Student Support Module. Incidents that substantially disrupt school operations or require additional resources or sustained monitoring should also be documented in iSTAR (see BUL-5269.2, Incident System Tracking Accountability Report).
- B. Ensure that the English and Spanish Title IX/Bullying Complaint Manager posters (Attachments E-H) are displayed in prominent locations such as in offices and classroom where notices regarding rules, regulations, procedures, or standards of conduct are regularly posted.

### VII. STUDENT RESPONSIBILITIES

Students are significant contributors toward creating a safe school environment. Students should:

- A. Be safe, respectful, and responsible for their actions at all times, during, before, and after school, and during school-related events and activities.
- B. Treat everyone with respect. Participate in school-wide efforts to celebrate diversity. Be sensitive as to how others might perceive actions or words.
- C. Practice safe and respectful behavior while on-line and while using electronic devices. Electronic behavior that causes a substantial disruption to school, even if it occurred during non-school hours, may be subject to disciplinary action, including



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suspension and expulsion as described in CA Ed. Code § 48900 (r).

- D. Report bullying or hazing to the Title IX/Bullying Complaint Manager or a District staff person.
- E. Never engage in retaliatory behavior or ask, encourage, or consent to anyone to retaliate on their behalf.

### VIII. RESPONDING TO BULLYING AND HAZING

It is imperative that schools investigate to determine if the behavior meets the criteria of bullying and hazing, make efforts to prevent its recurrence, and provide appropriate responsive actions. The following procedures should be followed in addressing incidents:

- A. Secure student safety.
- B. Assure involved parties that allegations are taken seriously.
- C. Obtain factual written statements from the involved parties and if appropriate, witnesses (see Attachments A and B, Bullying and Hazing Complaint Form).
- D. Provide the Title IX/Bullying Complaint Manager with copies of the complaint and supportive documentation.
- E. Investigate promptly and thoroughly.
- F. Develop an action plan to respond to and monitor the behavior. An Individual Student Safety Plan (Attachment D) and the No Bullying and Hazing Contract (Attachments G and H) are resources to assist in documenting agreements and interventions for the parties involved but are not required for all situations.
- G. California Education Code Section 48900 stipulates that schools may respond to bullying that is created by electronic means (i.e., cyberbullying) that originated on or off of the school site *if* the incident meets the impact criteria of bullying *and* can be reasonably predicted to have the effect of one or more of the following:
  - 1. Reasonable fear of harm to person or property.
  - 2. Substantially detrimental effect on physical or mental health.
  - 3. Substantial interference with academic performance.
  - 4. Substantial interference with the ability to participate in or benefit from school services, activities, or privileges.
- H. For student misconduct related to bullying or hazing, document the





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investigation, interventions, and actions taken in the MiSiS Student Support Module. Incidents that substantially disrupt school operations, or require additional resources or sustained monitoring, should also be documented in iSTAR (see BUL-5269.2, Incident System Tracking Accountability Report).

- I. Consult with Administrator of Operations or Operations Coordinator in the Educational Service Center (ESC) or Intensive Support and Innovation Center (ISIC); Human Relations, Diversity and Equity; Educational Equity Compliance Office; Student Discipline and Expulsion Support Unit; and other offices as appropriate.
- J. Confidentiality laws prohibit the sharing of information about a child to persons other than the custodial parents/guardians and authorized staff. The determination of findings and resolution must be documented and communicated to the complainant (see Attachments E and F, sample Letter of Findings). Upload any supportive documentation (e.g., Letter of Findings, minutes from a meeting, or an Individual Student Safety Plan) to iSTAR or MiSiS and give a copy to the Title IX/Bullying Complaint Manager.
- K. Monitor to ensure that the misconduct has ceased. If there is a possibility that the incident has not been resolved, document at least one follow-up within 30 days of the initial filing to indicate the status of the investigation and actions taken. Within 60 days, document how the incident has been resolved.
- L. Targets and perpetrators of bullying and hazing may benefit from support to re-engage with the school community (see BUL-6231.0, Discipline Foundation Policy: School Wide Positive Behavior Intervention and Support). Interventions should be reasonable, fair, age-appropriate, match the severity and nature of the misbehavior, and be paired with meaningful instruction and guidance.
- M. Bullying, hazing or harassment that is based on the person's actual or perceived characteristics or association with any protected classes, may also constitute discrimination or a hate-motivated incident and must be investigated (see BUL-2047.0, Responding to and Reporting Hate-Motivated Incidents and Crimes). The school will follow its standard procedures of documenting its investigation, intervention, and monitoring. The Educational Equity Compliance Office can provide technical assistance as needed.
- N. Peer-to-peer bullying typically does not rise to the level of suspected child abuse. However, if child abuse is reasonably suspected, it must be reported to the appropriate child protective agency (see BUL-1347.2, Child Abuse and Neglect Reporting Requirements).
- O. The determination of findings and resolution must be documented and communicated to the complainant (see Attachments E and F).



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- P. Complainants who disagree with the outcome of a bullying or hazing complaint may appeal the decision with the ESC or ISIC Administrator of Operations. Complainants who are still dissatisfied with the response may appeal at the central office level through Human Relations, Diversity and Equity. Hate-motivated incidents and bullying or harassment on the basis of a protected class can be appealed to Educational Equity Compliance through the Uniform Complaint Procedure.

### IX. MONITORING AND EVALUATION

Data collection and analysis are critical tools that can inform efforts to create and refine school wide, classroom and individual student interventions to promote a positive school culture.

Every school has a School Safety Committee that is “accountable for writing, implementing, monitoring, and evaluating a comprehensive, integrated plan unique to its health and safety needs” (Safe School Plan, Volume 1). Schools also have a discipline review team “to support and monitor the implementation of the school-wide positive behavior intervention and support policy; to evaluate the outcomes; and to modify strategies as needed” (see BUL-6231.0, Discipline Foundation Policy: School Wide Positive Behavior Intervention and Support).

The Safe School Committee and the Discipline Review Team examine bullying and hazing from the lenses of prevention and intervention/response. They recognize that bullying and hazing are important indicators of school safety evaluate the efficacy of the school’s bullying and hazing prevention and response efforts.

Numerous metrics can be considered in an evaluation of positive school engagement. The Safe School Committee and the Discipline Review Team must maintain minutes of their meetings with an agenda, sign-in sheet, a log of the data they reviewed and next steps. External variables can inflate or suppress the number of bullying reports. Improved *accuracy* in reporting is a more reliable measure than a change in the number of reports. The following indicators may be considered in evaluating school climate:

1. Reporting patterns of allegations of bullying and hazing
2. Decrease of chronic bullying and/or hazing
3. Disciplinary office referrals, interventions and disciplinary action generated from the MiSiS Student Support Module
4. Incident reports generated from iSTAR
5. Title IX/Bullying Complaint Manager complaint logs
6. School Experience Survey
7. Overall climate for traditionally stigmatized or vulnerable populations, such as lesbian, gay, bisexual, transgender students, and students with disabilities, as evidenced through bias-related incidents on campus.
8. School-wide efforts to increase student engagement, such as Gay Straight



LOS ANGELES UNIFIED SCHOOL DISTRICT  
POLICY BULLETIN

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Alliances, restorative justice practice, and student-led social justice campaigns

X. RESOLUTION OF INCIDENTS OF BULLYING

Reported allegations of bullying must be investigated, monitored, and documented within 30 calendar days and resolved within 60 calendar days. "Resolution" means that an incident has been investigated and appropriate interventions have been taken to reasonably ensure that the specific behavior has ceased. A new incident should be regarded as a new report and investigated accordingly, unless it is determined to be a continuation of the initial complaint, in which case, the initial complaint could be reopened.

The determination of findings and resolution must be documented and communicated to the complainant (see Attachments E and F).

XI. CONFIDENTIALITY AND NON-RETALIATION

The reports and investigations of bullying or hazing shall respect the privacy of all parties to the fullest extent possible. Every effort shall be made to limit the distribution of information to those personnel who need to know within the confines of the District's reporting procedures and investigation process.

The District will not tolerate retaliation against anyone who reports suspected bullying or hazing or participates in the investigation process. Confidentiality and non-retaliation requirements extend to all parties involved.

**AUTHORITY:** This is a policy of the Superintendent of Schools. The following legal authorities are applied in this policy:

California Constitution, Article I § 28(c)  
California Education Code §§ 200, 220, 233, 234.1  
California Education Code §§ 32228 *et seq.*  
California Education Code §§ 32260 *et seq.*  
California Education Code §§ 35160 *et seq.*  
California Education Code §§ 35294.1 *et seq.*  
California Education Code §§ 48900 (q - r)  
California Penal Code § 245.6  
California Penal Code §§ 422.55-422.57  
California Penal Code §§ 528.5 – 529  
[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201320140AB256](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB256)

**RELATED  
RESOURCES:**

Board Resolution, Development of Bullying Policy, passed November 27, 2001  
Board Resolution, To Enforce the Respectful Treatment of All Persons, passed October





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10, 1988

Administrator Certification, Memorandum issued annually by the Office of the Superintendent

Child Abuse and Neglect Reporting Requirements, BUL-1347.2, dated July 1, 2011

Code of Conduct with Students- Distribution and Dissemination Requirement, BUL-5167.0, dated July 1, 2010

Discipline Foundation Policy: School-Wide Positive Behavior Support, BUL-6231.0 dated February 14, 2014

Employee Inappropriate Conduct Allegation Policy and Procedures, BUL-6211.0, dated December 20, 2013

Expulsion of Students - Policy and Procedures, BUL-6050.1, dated August 19, 2013

Guidelines and Procedures Relating To Student Behavior On School Bus, BUL-6385.0, dated September 29, 2014

Guidelines for Student Suspension, BUL-5655.2, dated August 19, 2013

Incident System Tracking Accountability Report, BUL-5269.2, July 10, 2013

LAUSD MAX Discipline Module Required Usage, BUL-5808.2, dated September 27, 2013

Name and/or Gender of Pupils for Purposes of School Records, BUL-5703.2, dated July 17, 2014

Nondiscrimination Required Notices and Ordering of Student Brochures, issued annually

Opportunity Transfer (OTs) - Policy and Procedures, BUL-6362.0, dated August 14, 2014

Policy Regarding Internet Safety for Students, BUL-5181.2, dated June 1, 2013

Responding to and Reporting Hate-Motivated Incidents and Crimes, BUL-2047.0, dated October 10, 2005

Responsible & Acceptable Use Policy (RAUP) for District Computer and Network Systems, BUL-999.9, dated November 3, 2014

Safe School Plan - Volume 1 (CSHS Plan, Prevention Programs), issued annually

Sexual Harassment Policy (Student-to-Student, Adult-to-Student and Student-to-Adult), BUL-3349.1, dated August 6, 2014

Social Media Policy for Employees and Associated Persons, BUL-5688.0, dated February 1, 2012

Social Media Policy for Students, BUL-6399.0, dated October 9, 2014

Suicide Prevention, Intervention and Postvention (Students), BUL-2637.1, dated July



LOS ANGELES UNIFIED SCHOOL DISTRICT  
POLICY BULLETIN

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16, 2012

Threat Assessment and Management, (Student-to-Student, Student-to-Adult), BUL-5799.0, dated July 16, 2012

Title IX Policy/Complaint Procedures, BUL-2521.1, dated June 7, 2006

Transgender Students-Ensuring Equity and Nondiscrimination, BUL-6224.1, dated August 15, 2014

Uniform Complaint Procedures (UCP), BUL-5159.3, dated May 15, 2014

Use of Cellular Telephones and Other Electronic Devices by Students, BUL-5468.0, dated May 4, 2011

Visitors To School Campuses and Locked Campuses During Class Hours at All Schools, BUL-1325.1, dated December 7, 2009

Workplace Violence, Bullying and Threats (Adult to Adult), BUL-5798.0, dated July 16, 2012

**ASSISTANCE:** For further information, to ask questions, to seek assistance, or for related resources, contact any of the following District offices:

Crisis Counseling and Intervention Services - (213) 241-8264

Division of Special Education, Behavior Support Office - (213) 241-8051

Educational Equity Compliance Office - (213) 241-7682, <http://achieve.lausd.net/eeco>

Educational Service Center Operations Coordinators

Health Education Programs Office - (213) 241-3508

Human Relations, Diversity and Equity - (213) 241-5337  
<http://achieve.lausd.net/human-relations>

Interscholastic Athletics Office - (213) 241-5847

Los Angeles School Police Department - (213) 625-6631

Office of General Counsel - (213) 241-7600

Office of School Operations - (213) 241-5337

School Mental Health - (213) 241-3841

Student Discipline and Expulsion Support Unit - (213) 202-7555

**ATTACHMENTS:** Attachment A: Bullying and Hazing Complaint Form, English  
Attachment B: Bullying and Hazing Complaint Form, Spanish  
Attachment C: Bullying and Hazing Complaint Response Worksheet  
Attachment D: Sample Individualized Student Safety Plan  
Attachment E: Sample Response Letter to Complainant, English



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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Attachment F: Sample Response Letter to Complainant, Spanish  
Attachment G: No Bullying or Hazing Contract, English  
Attachment H: No Bullying or Hazing Contract, Spanish  
Attachment I: Title IX/Bullying Complaint Manager Poster, Secondary, English  
Attachment J: Title IX/Bullying Complaint Manager Poster, Secondary, Spanish  
Attachment K: Title IX/Bullying Complaint Manager Poster, Elementary,  
English  
Attachment L: Title IX/Bullying Complaint Manager Poster, Elementary,  
Spanish  
Attachment M: Sample Bullying Complaint Log  
Attachment N: Together We Stand Against Bullying Brochure, English  
Attachment O: Together We Stand Against Bullying Brochure, Spanish





LOS ANGELES UNIFIED SCHOOL DISTRICT  
BULLYING AND HAZING COMPLAINT FORM

ATTACHMENT A

School \_\_\_\_\_ Today's date \_\_\_\_\_  
Reporting party's name \_\_\_\_\_ Date of incident(s) \_\_\_\_\_  
Reporting party's contact phone /e-mail \_\_\_\_\_  
Relationship to the alleged target or perpetrator \_\_\_\_\_  
Alleged target(s) of bullying or hazing \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_  
Alleged perpetrator(s) of bullying or hazing \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_

**Bullying** is any deliberate and unwanted, severe or pervasive physical, verbal, or electronic act, conduct or communication, committed by a pupil(s) that is repeated, or likely to be repeated, and has, or can be reasonably predicted to have, the effect of one or more of the following (1) Reasonable fear of harm to person or property; (2) Substantially detrimental effect on physical or mental health; (3) Substantial interference with academic performance; and (4) Substantial interference with the ability to participate in or benefit from school services, activities, or privileges. **Hazing** is a method of initiation or pre-initiation into a pupil organization or body, which is likely to cause serious bodily injury, personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. Hazing does not include athletic events or school-sanctioned events.

1. Describe your concerns. Please include who was involved, when and where the incident(s) happened, who witnessed it, how long this has been going on, etc.

2. Who else have you talked to or reported your concerns to? When? What happened?

3. Is there anything else we should know? Who else should we talk to? Please include relevant person(s) contact information if you have it.

*Return this completed form to the school Bully Complaint Manager, administrator or school staff.  
Attach additional pages if needed.*

Office Use	iSTAR # _____	MiSiS _____
Received on _____	Received by _____	Referred to _____



DISTRITO ESCOLAR UNIFICADO DE LOS ÁNGELES  
FORMULARIO DE QUEJA POR INTIMIDACIÓN Y RITO DE INICIACIÓN

ANEXO B

Nombre de la escuela \_\_\_\_\_ Fecha de hoy \_\_\_\_\_  
Nombre de la persona que reporta \_\_\_\_\_ Fecha(s) del(de los) incidente(s) \_\_\_\_\_  
Número de teléfono o correo electrónico de la persona que reporta \_\_\_\_\_  
Relación con el supuesto blanco o perpetrador \_\_\_\_\_  
Supuesta(s) víctima(a) de intimidación o rito de iniciación \_\_\_\_\_ FDN \_\_\_\_\_ Grado \_\_\_\_\_  
Supuesto(s) perpetrador(es) de intimidación o rito de iniciación \_\_\_\_\_ FDN \_\_\_\_\_ Grado \_\_\_\_\_

**Intimidación** es una acción, conducta o comunicación deliberada e indeseada, severa y prevalente de carácter físico, verbal o electrónico cometida por un estudiante(s) que se repite o que es posible que se repita y tiene o razonablemente se puede predecir que tenga un efecto de uno o más de los siguientes factores 1) temor razonable de daño a personas o bienes, 2) un efecto perjudicial severo a la salud física o mental, 3) interferencia sustancial con el rendimiento académico y 4) interferencia sustancial con la capacidad para participar o beneficiarse de los servicios, actividades o privilegios escolares. **Rito de Iniciación** es un método de iniciación o iniciación preliminar en una organización o entidad estudiantil, el cual podría causar daño físico severo, degradación personal o vergüenza que resulte en daño físico o mental a un estudiante actual, ex estudiante o futuro estudiante. El rito de iniciación no incluye eventos deportivos o auspiciados por la escuela

1. Describa sus inquietudes. Favor de incluir quién participó, cuándo y dónde sucedió el(los) incidente(s), quién lo presenció, por cuánto tiempo ha estado sucediendo esto, etc.
2. ¿Con quién más ha hablado sobre o reportado sus inquietudes? ¿Cuándo? ¿Qué sucedió?
3. ¿Hay algo más que debamos saber? ¿Con quien más debemos hablar? Favor de incluir la información de contacto de las personas pertinentes, si la tiene.

*Devuelva completo este formulario de Queja por Intimidación al encargado, administrador o personal escolar.  
Adjunte hojas adicionales si es necesario.*

Para uso de la oficina solamente	iSTAR # _____	MiSiS _____
Recibido el _____	Recibido por _____	Enviado a _____

BUL-5212.2  
Office of the Superintendent

November 26, 2014



LOS ANGELES UNIFIED SCHOOL DISTRICT  
BULLYING COMPLAINT RESPONSE WORKSHEET

ATTACHMENT C

**Dates of contact pertinent to investigation, monitoring and resolution:**

Complaint investigator \_\_\_\_\_ Position \_\_\_\_\_

Date(s) of alleged incident(s) \_\_\_\_\_

Alleged perpetrator(s) \_\_\_\_\_

Alleged target(s) \_\_\_\_\_

Witnesses \_\_\_\_\_

**Dates of Contact and Monitoring with:**

Alleged student target(s) \_\_\_\_\_

Parent/Guardian(s) of alleged target \_\_\_\_\_

Alleged perpetrator(s) \_\_\_\_\_

Parent/Guardian(s) of alleged perpetrator(s) \_\_\_\_\_

Witnesses \_\_\_\_\_

Other \_\_\_\_\_

**Summary of Findings:**

**Interventions Taken: Provide updates and monitoring within 30 days of incident** MiSiS \_\_\_\_\_ iSTAR # \_\_\_\_\_

- ☐ Does the student(s) involved have an Individual Education Plan (IEP)? If YES refer to School Psychologist \_\_\_\_\_
- ☐ Counseled all parties individually (NOT RECOMMENDED IN A GROUP) \_\_\_\_\_
- ☐ Developed Individualized Student Safety Plan (Attachment D) \_\_\_\_\_
- ☐ Put all parties on the No-Bullying Contract (Attachment G) \_\_\_\_\_
- ☐ Referred to counseling \_\_\_\_\_
- ☐ Referred to Restorative Justice \_\_\_\_\_
- ☐ Educational interventions (e.g., community service project) \_\_\_\_\_
- ☐ Replaced stolen or damaged item \_\_\_\_\_
- ☐ Alternative programming/modification of classroom assignment or techniques \_\_\_\_\_
- ☐ Suspension (Refer to Matrix for Student Suspension/Expulsions) \_\_\_\_\_
- ☐ Consulted law enforcement / Los Angeles School Police Department (LASPD) \_\_\_\_\_
- ☐ Consulted with Behavior Specialist/Psychologist/Psychiatric Social Worker/Counselor \_\_\_\_\_
- ☐ Consulted Educational Service Center (ESC) for additional support \_\_\_\_\_
- ☐ Consulted Human Relations, Diversity and Equity (213) 241-5337 \_\_\_\_\_
- ☐ Consulted Educational Equity Compliance (213) 241-7682 \_\_\_\_\_
- ☐ Consulted Student Discipline & Expulsion Support Unit (213) 202-7555 \_\_\_\_\_
- ☐ Consulted ESC/ISIC School Operations \_\_\_\_\_
- ☐ Other \_\_\_\_\_

**Resolved date (within 60 days of incident)** \_\_\_\_\_





LOS ANGELES UNIFIED SCHOOL DISTRICT  
SAMPLE - INDIVIDUALIZED STUDENT SAFETY PLAN

ATTACHMENT D

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Safety is our number one priority! Keeping students safe requires the comprehensive and collaborative effort of all stakeholders.

The following safety plan has been discussed and developed for *(student's name)* \_\_\_\_\_  
on *(date)* \_\_\_\_\_. This plan does NOT replace an IEP or a Behavior Support Plan.

**Administration responsibilities and strategies:**

1. I will continue to communicate and enforce the guidelines set forth by the Discipline Foundation Policy.
2. I take all reported incidents of bullying and hazing seriously.
3. I will be neutral and gather the facts from all involved parties.
4. I will follow-up with the teacher to provide support to address the various concerns.
5. I will monitor to determine that the bullying has been resolved.
6. I will \_\_\_\_\_

**Teacher responsibilities and strategies:**

1. I will establish a safe school environment for all students.
2. I take all reported incidents of bullying and hazing seriously.
3. I will remain neutral and gather all the facts from the involved parties.
4. I will monitor that the bullying has been resolved by checking-in with the involved parties.  
*Give specific dates or frequency:* \_\_\_\_\_
5. I will communicate and reinforce positive behavior expectations and norms for classrooms, restrooms, yard, eating areas, and other school activities.
6. I will meet with parents of involved students to discuss concerns, consequences and strategies for reconciliation.
7. I will work collaboratively with the administration, counselors, other involved teachers, staff and parents.
8. I will make a referral for counseling.
9. I will \_\_\_\_\_

**Counselor support:**

1. I will monitor that the bullying has been resolved meeting with the involved parties to provide additional support and monitoring. *Give specific dates or frequency:* \_\_\_\_\_

**Accommodations and modifications:**

1. The class schedule has been modified to support the students involved.
2. The lockers have been changed to a different location.

**Student responsibilities and strategies:**

1. During **lunch, nutrition and passing periods**, my designated area is \_\_\_\_\_.
2. During **lunch and nutrition**, I will remain in the proximity of school staff who will provide additional supervision and be a source of contact.
3. My designated arrival location is \_\_\_\_\_ at \_\_\_\_\_ a.m.  
My designated pick-up location is \_\_\_\_\_ at \_\_\_\_\_ p.m.
4. I will avoid conflicts with the other student and will report any concerns or incidents of bullying immediately to \_\_\_\_\_.
5. I will tell the person who is bothering me to "stop."

BUL-5212.2

Office of the Superintendent

November 26, 2014



LOS ANGELES UNIFIED SCHOOL DISTRICT  
SAMPLE - INDIVIDUALIZED STUDENT SAFETY PLAN

ATTACHMENT D

6. I will not tease, taunt or antagonize anyone.
7. I will follow behavioral expectations and norms for classrooms, restrooms, yard, eating areas, and other school activities.
8. I will join a club that promotes peace and respect.
9. I will apologize if I hurt someone's feelings.
10. I will accept an apology from one who may have hurt my feelings.
11. I will have positive interactions with others.
12. I will \_\_\_\_\_.

**Parents responsibilities and strategies:**

1. I will listen objectively and gather factual information.
2. I will promote a positive resolution to the conflict.
3. I will work collaboratively with the school staff.
4. I will monitor that the bullying has stopped.
5. I will encourage my child to use positive methods to resolve conflicts.
6. I will enroll my child in counseling.
7. I will not confront the child or their family who is allegedly bullying my child.
8. I will set positive expectations of behavior for my child.
9. I will be a positive role model.
10. I will \_\_\_\_\_.

**Confidentiality** – The student and parent will not share any information with other students/families regarding the allegations against the other student.

*By signing you have agreed to follow the plan to support the safety of all parties.*

This plan will be in effect for the next 30 days, unless indicated otherwise by the school staff. We will revisit this plan on \_\_\_\_\_ (date) at \_\_\_\_\_ (time).

Additional notes:

**Please print and sign your name (optional)**

Student \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Date \_\_\_\_\_

School staff \_\_\_\_\_

Date \_\_\_\_\_

Administrator \_\_\_\_\_

Date \_\_\_\_\_

Other \_\_\_\_\_

Date \_\_\_\_\_



LOS ANGELES UNIFIED SCHOOL DISTRICT  
SAMPLE – RESPONSE TO COMPLAINANT LETTER

ATTACHMENT E

*YOUR LETTERHEAD*

*Date*

*Complainant's Name*

*Address*

Re: Allegations of bullying

Dear *Parent/guardian*:

This letter is in response to your report on or about     *date*     where you stated that your child was bullied. This letter is to inform you that we have taken the appropriate steps to investigate and resolve this matter. Confidentiality laws prohibit me from disclosing specific measures taken with the other parties, but please know that your report was taken seriously and managed according to our Bullying and Hazing and our Discipline policies.

***Bullying*** is any deliberate and unwanted, severe or pervasive physical, verbal, or electronic act, conduct or communication, committed by a pupil(s) that is repeated, or likely to be repeated, and has, or can be reasonably predicted to have, the effect of one or more of the following (1) Reasonable fear of harm to person or property; (2) Substantially detrimental effect on physical or mental health; (3) Substantial interference with academic performance; and (4) Substantial interference with the ability to participate in or benefit from school services, activities, or privileges.

- ☐ We have created an Individualized Student Safety Plan (Attachment D) to itemize the specific interventions that were taken and memorialized a protocol for ongoing monitoring. Be assured that we are working diligently to ensure that no similar incidents recur.
- ☐ Not all student misconduct meets the eligibility of bullying. After a thorough investigation, we were unable to verify that the incident met the impact criteria for bullying. Nevertheless, we have taken appropriate measures to increase sensitivity and social skills of the parties involved, which includes regular monitoring.

The safety of our students is our priority. Open communication and respectful treatment of others are the most effective tools to prevent bullying. Should other incidents of concerns arise, please put your concerns in writing and give to the school administrator who will conduct an investigation in a timely manner.

Thank you for your continued support. If you should have any questions regarding this matter, please contact me at     *phone number*    .

Sincerely,

Name

Title

Attachment



DISTRITO ESCOLAR UNIFICADO DE LOS ÁNGELES  
RESPUESTA A CARTA DE QUEJA

ANEXO F

YOUR LETTERHEAD

Date

Complainant's Name  
Address

Asunto: Acusación de Intimidación

Estimado Padre/Tutor:

Esta carta es en respuesta a su informe del date, cuando usted indicó que su hijo(a) fue intimidado(a). Esta carta es para informarle que hemos tomado las medidas adecuadas para investigar y resolver este asunto. Las leyes de confidencialidad me prohíben divulgar las medidas específicas que se tomaron con las otras partes pero, por favor, sepa que su informe se tomó con seriedad y se trató de conformidad con nuestras políticas de Disciplina e Intimidación y Rito de Iniciación.

***Intimidación** es una acción, conducta o comunicación deliberada e indeseada, severa y prevalente de carácter físico, verbal o electrónico cometida por un estudiante(s) que se repite o que es posible que se repita y tiene o razonablemente se puede predecir que tenga un efecto de uno o más de los siguientes factores: 1) temor razonable de daño a personas o bienes, 2) un efecto perjudicial severo a la salud física o mental, 3) interferencia sustancial con el rendimiento académico y 4) interferencia sustancial con la capacidad para participar o beneficiarse de los servicios, actividades o privilegios escolares.*

- ☐ Hemos creado un Plan de Seguridad Estudiantil Individual (adjunto) para listar las intervenciones específicas que se tomaron y el procedimiento escrito para supervisión continua. Tenga la seguridad que estamos trabajando diligentemente para que un incidente similar no vuelva a ocurrir.
- ☐ No todo el mal comportamiento de un estudiante cumple con el criterio para considerarse intimidación. Después de una investigación completa no pudimos verificar que el incidente cumpliera con el criterio para considerarse intimidación. Sin embargo, hemos tomado las medidas necesarias para incrementar la sensibilidad y capacidad para socializar de las partes involucradas, las cuales incluyen una supervisión regular.

La seguridad de nuestros estudiantes es nuestra prioridad. Una comunicación efectiva y el trato respetuoso son las herramientas más efectivas para la prevención de la intimidación. Si surgieran otros incidentes o inquietudes, por favor póngalos por escrito y entréguelos al administrador escolar quien oportunamente llevará a cabo la investigación.

Gracias por su apoyo continuo. Si usted tiene alguna pregunta acerca de este asunto por favor comuníquese conmigo numero detelefono.

Atentamente,

Name  
Title

BUL-5212.2  
Office of the Superintendent

November 26, 2014



( SCHOOL NAME )



ATTACHMENT G

LOS ANGELES UNIFIED SCHOOL DISTRICT



## NO BULLYING CONTRACT

### Student and Parent/Guardian Agreement

**Bullying** and **hazing** are serious matters. **Bullying** is any mean or disrespectful behavior that is done intentionally to cause physical or emotional harm. **Hazing** is any initiation into a team or group that may cause humiliation, physical or emotional harm.

There are different types of bullying and misconduct including, but not limited to:

**Physical Bullying:** hitting, kicking, pushing or other unwelcome physical contact.

*Serious physical bullying may be regarded as a criminal act, such as battery or assault.*

**Verbal and Non-Verbal Bullying:** name calling, hurtful teasing, spreading hurtful rumors or gossip, making threatening comments or gestures, or rude noises.

*I understand that all threats are taken seriously and may be reported to law enforcement.*

**Social or Relational Bullying:** leaving people out, rejecting, manipulating relationships, rating or ranking people, or trying to ruin the reputation of another.

**Cyberbullying:** using an electronic device, such as a cellular phone, computer or tablet, to post or share embarrassing rumors, images or messages. Cyberbullying may include the creation of false profiles or credible impersonations of another actual person without their consent (Ed. Code §48900(r)).

*Sending nude or sexual images may be considered distribution or possession of child pornography, which is a crime.*

**Sexual Harassment:** any unwanted or demeaning behavior about someone's sex, sexual orientation, gender, gender identity or gender expression.

*I must be respectful at all times. Flirting makes someone feel special; sexual harassment makes someone feel uncomfortable. Sexual harassment may require additional investigation.*

**Discrimination:** targeting someone based on their real or perceived race, color, national origin, religion, disability or medical condition, sex, sexual orientation, gender, gender identity or gender expression may be considered an act of hate and may be a crime.

I, \_\_\_\_\_ understand that it is my responsibility to:  
STUDENT NAME

- ✓ Respect and honor all school rules.
- ✓ Conduct myself in a respectful manner.
- ✓ Treat and respect others the way they would like to be treated.
- ✓ Tell the person who is bullying to "Stop!"

- ✓ Stop now, if I am bullying others. There are better ways to be a leader, get respect, and have friends.
- ✓ Be thoughtful. What I think is just a joke could be considered bullying, hazing or discrimination.
- ✓ Report bullying to a teacher, principal or other school staff.

## Everyone has the right to attend a school that is safe and respectful.

### Student's responsibility:

I commit that I will treat others respectfully. I will report bullying to an adult. I understand that if I bully, there will be consequences, including possible suspension, expulsion, or arrest. **I am important. I make a difference. I can be a positive leader.**

STUDENT NAME \_\_\_\_\_

SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

### Parent/Guardian's responsibility:

I commit to encouraging my child to always respect others. I have instructed my child to be a positive leader. I have advised my child to report any bullying to a trusted adult or school personnel. I will work with the school for peaceful solutions.

PARENT/GURDIAN NAME \_\_\_\_\_

SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

November 2014 rev



( SCHOOL NAME )



ATTACHMENT H

LOS ANGELES UNIFIED SCHOOL DISTRICT

## CONTRATO PARA LA PREVENCIÓN DE LA INTIMIDACIÓN

### Acuerdo celebrado por el estudiante y el padre/tutor

La **intimidación** y las **novatadas** son asuntos graves. La **intimidación** es cualquier conducta maliciosa o irrespetuosa que tiene el propósito de lastimar a alguien física o emocionalmente. Las **novatadas** son cualquier iniciación a un equipo o grupo que puede causar humillación o un daño físico o emocional.

Hay diferentes tipos de intimidación, lo cual incluye pero no se limita a:

**Intimidación física:** golpear, patear, empujar, o cualquier otro contacto físico no deseado. *La intimidación física grave podría ser considerada un acto punible, tal como agresión física y lesiones.*

**Intimidación verbal:** insultar, tomar el pelo, propagar rumores dañinos o chismes, amenazar o hacer ruidos groseros. *Entiendo que a todas las amenazas son tomadas en serio y es posible que se le informe al respecto a una agencia del orden público.*

**Intimidación social, relacional o psicológica:** excluir a una persona, rechazar, manipular las relaciones entre personas, calificar o clasificar a las personas, o intentar arruinar la reputación de otra persona.

**Intimidación cibernética:** utilizar un dispositivo electrónico, como teléfono celular, computadora o tableta, para publicar o propagar rumores, imágenes o mensajes que causen vergüenza. La intimidación cibernética puede incluir la creación de perfiles falsos o hacerse pasar de manera creíble por otra persona real sin su consentimiento (Código de Ed. Artículo 48900(r)).

*Enviar imágenes sexuales o de personas desnudas podría ser considerado distribución o posesión de pornografía infantil, lo cual es un delito*

**Intimidación sexualizada:** toda conducta indeseada o degradante sobre el sexo, la conducta sexual o la orientación sexual. *Aún si la persona me gusta debo ser respetuoso en todo momento. La intimidación sexualizada puede ser considerada como un acoso sexual, un incidente basado en el prejuicio o un delito motivado por el odio y puede requerir que se lo investigue en mayor medida.*

**Intimidación racial/étnica/religiosa/discapacidad:** hacer que una persona sea el blanco de algo debido a su raza, grupo étnico, cultura, religión, o a que padece de una discapacidad en el aprendizaje o una afección de la salud.

*Un incidente basado en el prejuicio o un delito motivado por el odio y puede requerir que se lo investigue en mayor medida.*

Yo, \_\_\_\_\_, comprendo que tengo la responsabilidad:

Nombre y apellido del estudiante

- ✓ Respetar y honrar todas las normas escolares
- ✓ Comportarme en una manera respetuosa.
- ✓ Tratar y respetar a los demás en la manera que a mí me gustaría ser tratado.
- ✓ Decirle a la persona que está intimidando "¡Detente!
- ✓ ¡Si estoy intimidando a otros, dejaré de hacerlo ahora mismo! Hay mejores maneras de ser líder y de tener amigos
- ✓ Seré cauteloso. Lo que yo considero una broma se podría interpretar como una intimidación o novatada.
- ✓ Le informaré a un maestro, director o personal de la escuela sobre la intimidación

**Todos tenemos derecho de asistir a una escuela que es segura y en la que las personas son respetuosas.**

#### Responsabilidad del estudiante:

Me comprometo a no intimidar. Le informaré a un adulto sobre toda intimidación. Comprendo que si intimido a los demás habrán consecuencias y posiblemente se me suspenda, expulse o arreste. **Soy importante. Tengo cosas que aportar. Puedo ser un líder.**

\_\_\_\_\_  
NOMBRE Y APELLIDO DEL ESTUDIANTE

\_\_\_\_\_  
FECHA

#### Responsabilidad del padre/tutor:

Me comprometo a alentar a mi hijo a ser respetuoso con los demás en todo momento. Le he enseñado a mi hijo a ser un líder positivo. Le he indicado a mi hijo que debe informarle a un adulto o un miembro del personal de la escuela de confianza sobre cualquier tipo de intimidación. Trabajaré con la escuela para encontrar soluciones pacíficas.

\_\_\_\_\_  
NOMBRE DEL PADRE/TUTOR

\_\_\_\_\_  
FECHA

# **THE TITLE IX/BULLYING COMPLAINT MANAGERS FOR OUR SCHOOL ARE:**

---

Complaint Manager's Name

Room #

---

Complaint Manager's Name

Room #

---

Complaint Manager's Name

Room #

**Report bullying and harassment to any of the  
people listed here or to any school  
administrator.**

## **THEY CAN HELP!**



# **LOS ADMINISTRADORES DE QUEJAS DE TITULO IX/INTIMIDACION DE NUESTRA ESCUELA SON:**

---

Nombre del supervisor de quejas

---

Salón #

---

Nombre del supervisor de quejas

---

Salón #

---

Nombre del supervisor de quejas

---

Salón #

**Reportar la intimidación y el acoso a cualquiera de  
las personas mencionadas aquí o a los  
administradores de la escuela.**

## **ELLOS PUEDEN AYUDARLE!**



# The Title IX/Bullying Complaint Managers for our school are:

\_\_\_\_\_

Manager's Name Room Number

\_\_\_\_\_

Manager's Name Room Number

\_\_\_\_\_

Manager's Name Room Number

Report bullying and harassment to any of  
the people listed here or to any school  
administrator.

**THEY CAN HELP!**



# Los Administradores de Quejas de Título IX Intimidación de NUESTRA ESCUELA son:

\_\_\_\_\_  
Supervisor de Quejas

\_\_\_\_\_  
Numero de Salón

\_\_\_\_\_  
Supervisor de Quejas

\_\_\_\_\_  
Numero de Salón

\_\_\_\_\_  
Supervisor de Quejas

\_\_\_\_\_  
Numero de Salón

Reportar la intimidación y el acoso a  
cualquiera de las personas mencionadas  
aquí o los administradores de las escuela.

**Ellos Pueden Ayudar!**



# Title IX/ Bullying Complaint Manager Log

ATTACHMENT M

Date Rec'd	Reporting party	Alleged target(s)	Alleged accused	Investigator(s) (name/dates)	Findings: e.g., unfounded, insufficient info, or substantiated iSTAR and/or MISis	Date incident resolved (within 60 days)	Date of response to complainant

# What can Parents do . . .



Talk with your child. Do not ignore the problem and hope it will go away.

Contact the school immediately. Work with the teachers and administrators. They can help.

Encourage peaceful solutions. Be a good role model. Do not coach your child in becoming violent.

Empathize with your child. Tell him or her that it is not their fault, and that you're glad he or she had the courage to talk to you.

Work together to find peaceful solutions. Ask your child what he or she thinks can be done to help.

Contact law enforcement if the aggressive behavior is criminal and appears to be escalating.

Be persistent. If the bullying continues or escalates, contact appropriate people again. Don't give up.

# Cyber bullying



Tell your child not to respond to or forward inappropriate messages or images.

Block and report the cyberbullying by contacting your service or telephone provider



Contact law enforcement if threats are made.

# STUDENT RESPONSIBILITY



Students shall take responsibility for helping to create a safe school environment.

- Be Safe
- Be Respectful
- Be Responsible

Students violating the policy may be subject to consequences, including, but not limited to suspension, expulsion and arrest.



**LAUSD Resources**  
Human Relations, Diversity & Equity  
(213) 241-5337  
<http://humanrelations.lausd.net>

Educational Equity Compliance & Project 10  
Concerns regarding the harassment/ discrimination of students, including bias based on sexual orientation or gender identity. (213) 241-7682

Los Angeles School Police Department  
Report criminal behavior (213) 625-6631 [www.friendsofsafeschools.org](http://www.friendsofsafeschools.org)  
Anonymously report weapons on campus (24/7) call (213) 742-8201

## Additional Resources

[www.netismartkids.org](http://www.netismartkids.org)  
[www.teenangels.org](http://www.teenangels.org)  
[www.onguardonline.gov](http://www.onguardonline.gov)  
California Youth Crisis Hotline  
[www.youthcrisisline.org](http://www.youthcrisisline.org)

[www.stopbullying.gov](http://www.stopbullying.gov)  
[www.common sense media.org](http://www.common sense media.org)  
[www.fbi.gov](http://www.fbi.gov)  
(800) 843-5200

# TOGETHER WE STAND UP AGAINST BULLYING!



**Los Angeles Unified School District**  
Office of the Superintendent

**SCHOOL OPERATIONS**  
Human Relations, Diversity & Equity

**(213) 241-5337**





## What is **BULLYING**?

**Bullying** is any deliberate action that inflicts physical or psychological harm. The behavior must be unwanted, severe or pervasive, and interfere with access to education. Bullying includes:

### VERBAL

Making derogatory comments, teasing, or name calling.

### PHYSICAL

Hitting, kicking, punching, spitting or shoving.

### CYBERBULLYING

Sending or posting hurtful or embarrassing emails, images, on the internet, via text, or other electronic device, or on social networking sites (e.g., Facebook, Instagram, Twitter).

### SEXUAL

Humiliating someone because of their sex, gender or sexual orientation (lesbian, gay, bisexual, transgender, questioning).

### SOCIAL

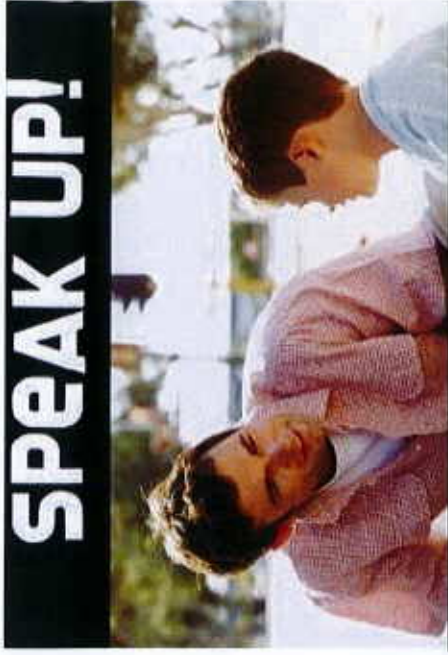
Spreading rumors, isolation, social exclusion, leaving people out, or forcing people to do things they don't want to do.



**Stand up to bullies**  
~~Run away~~ ✓ Don't let them control you.

## If you are bullied

- Tell the person who is bullying you to STOP!
- Get HELP Immediately. Tell your parents, teacher, counselor, or principal. Reporting is *not* tattling or snitching.
- Do not fight back physically.
- Be proud of who you are.
- Be strong. Do not show anger or fear. Students that bully like to see that they can upset you.
- Keep safe. Avoid situations and people where bullying happens.
  - ⇒ Avoid areas where there are few students or teachers.
  - ⇒ Sit with a group of friends at lunch.
  - ⇒ Take different routes through hallways and walk with friends to your classes.
- Get involved. Join clubs, organizations, student groups that promote safety and respect.
- Start a club or an anti-bullying campaign to promote peace and tolerance.
- Never share your personal information or give your password to friends.



## IF YOU WITNESS BULLYING ...

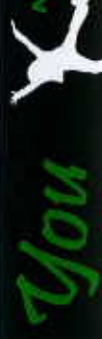
**Speak up. Stand up.** It takes just one person to start a movement; together we can make a difference. If you see bullying, you can say, "Stop, don't bother him" or redirect the situation by saying, "Let's go! The teacher's coming."

**Don't join in.** If you see someone being bullied, don't join in. If the bully wants your help, say no, and walk away.

**Tell an adult.** Don't be a bystander and watch someone being hurt. Tell an adult about the situation. It's not tattling or snitching to keep someone safe. You can ask the adult to keep your identity safe.

**Stop the rumors.** You don't want anyone talking about you, so don't do it to someone else! Let the gossip end with you—don't pass it on to others. Tell them you're not interested in gossip.

**Be a friend.** Help the person who was bullied. Make sure he or she is okay. Encourage him or her to talk to an adult. You can also invite that person to join you for lunch or other things.



## Lo que pueden hacer los padres de familia...

Hable con su hijo(a). No haga caso omiso del problema esperando que desaparezca.

Comuníquese con la escuela inmediatamente. Colabore con los maestros y los administradores. Están presentes para ayudarle.

Fomente soluciones pacíficas. Sea un buen modelo de comportamiento. No le enseñe a su hijo(a) a ser violento.

Póngase en el lugar de su hijo(a). Dígale que él no tiene la culpa y que usted se alegra de que su hijo(a) haya tenido la valentía de hablar con usted.

Colabore para encontrar soluciones pacíficas. Pregúntele a su hijo(a) lo que piensa que se puede hacer para remediar la situación.

Comuníquese con la policía si la conducta agresiva es de índole criminal y parece estar intensificándose.

Sea persistente. Si la intimidación continúa o se intensifica, póngase en contacto de nuevo con las personas indicadas. No se dé por vencido.

## Ciberintimidación

- Dígale a su hijo(a) que no responda ni reenvíe mensajes o imágenes impropios.
- Bloquee y reporte la ciberintimidación poniéndose en contacto con la entidad que le proporciona servicio de Internet o de teléfono.
- Comuníquese con la policía si alguien hace amenazas.

## RESPONSABILIDAD DE LOS ALUMNOS

Los alumnos deberán responsabilizarse de ayudar a crear un entorno escolar protegido.

- Sé seguro
- Sé respetuoso
- Sé responsable

Los alumnos que quebranten las normas mencionadas anteriormente podrían estar sujetos a consecuencias que incluyen, entre otras cosas, la suspensión, la expulsión y/o el arresto.

### RECURSOS DE

Distrito Escolar Unificado de Los Ángeles

<http://humanrelations.lausd.net>

Funcionamiento Escolar — Oficina de Relaciones Humanas, Diversidad y Equidad • (213) 241-5337

### Educational Equity Compliance y Proyecto 10

(‘Cumplimiento con la Equidad Educativa’)

Inquietudes acerca del acoso o discriminación a los alumnos y inquietudes acerca del acoso o discriminación de alumnos gay, lesbianas, bisexuales o transgénero (213) 241-7682

### Departamento de Policía Escolar de Los Ángeles

Para reportar comportamiento criminal (213) 625-6631  
[www.friendsofsafeschools.org](http://www.friendsofsafeschools.org). Para reportar anónimamente armas en escuela 24/7 (213) 742-8201

[www.stopbullying.gov](http://www.stopbullying.gov)

[www.teenangels.org](http://www.teenangels.org)

[www.onguardonline.gov](http://www.onguardonline.gov)

[www.fbi.gov](http://www.fbi.gov)

[www.netismartzkids.org](http://www.netismartzkids.org)

[www.commonssensemedia.org](http://www.commonssensemedia.org)

California Youth Crisis Hotline

(800) 843-5200

(Línea Roja de Crisis para Jóvenes de California)

[www.youthcrisisline.org](http://www.youthcrisisline.org)

# ¡JUNTOS PODEMOS HACERLE FRENTE A LA INTIMIDACIÓN!



## TÚ PUEDES MARCAR LA DIFERENCIA



**Distrito Escolar Unificado de Los Ángeles**  
Oficina del Superintendente

**OFICINA DE FUNCIONAMIENTO ESCOLAR**  
Oficina de Relaciones Humanas,  
Diversidad y Equidad

**(213) 241-5337**



## ¿QUÉ ES LA INTIMIDACIÓN?

La **intimidación** es cualquier acción intencional que cause daño físico o psicológico. La conducta debe ser grave, omnipresente y no deseada e impedir el acceso a la educación. La intimidación incluye los siguientes tipos:

### VERBAL

Hacer comentarios despectivos, burlarse o insultar con apodos despectivos.

### FÍSICA

Pegar, patear, dar puñetazos, escupir o empujar.

### SEXUAL

Humillar a alguien debido a su sexo, género u orientación sexual (lesbiana, gay, bisexual, transgénero, indeciso).

### CIBERINTIMIDACIÓN

Enviar o publicar mensajes electrónicos, textos o imágenes hirientes o embarazosos en Internet, mediante textos electrónicos u otros aparatos electrónicos o en sitios de redes sociales (por ejemplo, Facebook o Twitter).

### SOCIAL

Difundir rumores, aislar, excluir deliberadamente del grupo a personas u obligarlas a hacer cosas que no quieren hacer.

Consúltase el Boletín Núm. 5212.1 -  
Normas sobre la intimidación y las novatadas



## LA INTIMIDACIÓN SE

## ACABA AQUÍ

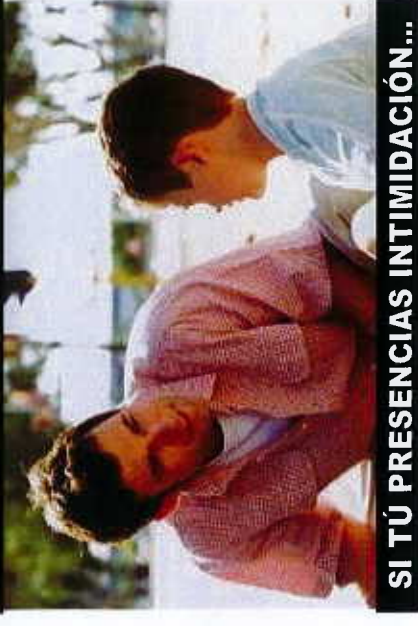
### Enfréntate a los bravucones

No dejes que te controlen

## Si te intimidan a ti

- ¡Dile a la persona que te está intimidando que DEJE de hacerlo!
- Consigue ayuda inmediatamente. Diles a tus padres, a un maestro, consejero o director. Reportar este tipo de intimidación no quiere decir que seas niño acusete o soplón.
- No respondas físicamente a la intimidación.
- Ten orgullo de ti mismo.
- Sé fuerte. No demuestres rabia ni miedo. A los alumnos bravucones les gusta verte alterado.
- Mantente fuera de peligro. Evita a la gente y las situaciones donde ocurre la intimidación.
  - Evita las áreas donde no haya muchos alumnos ni maestros alrededor.
  - Almuerza con un grupo de amigos.
  - Usa diferentes rutas a través de los pasillos y ve acompañado de amigos a tus clases.
- Participa activamente. Hazte socio de clubes, organizaciones y grupos estudiantiles que fomenten la seguridad y el respeto.
- Funda un club o una campaña contra la intimidación para fomentar la paz y la tolerancia.
- Nunca compartas tu información personal ni les digas tu palabra de acceso ('password') a tus amigos.

## ¡DI LO QUE PIENSAS!



## SI TÚ PRESENCIAS INTIMIDACIÓN...

**Hablar claro, salir en defensa de otros.** Se necesita una sola persona para marcar la diferencia y empezar un movimiento... Puedes decir: "Basta, déjalo tranquilo" o podrías reorientar la situación diciendo: "Vamos, viene el maestro."

**No participes en la intimidación.** Si ves que se está intimidando a alguien, no te unas a los abusadores. Si el bravucón trata de hacer que lo ayudes a él, dile que no y aléjate.

**Cuéntaselo a un adulto.** No te quedes allí mirando nada más mientras que se lastima a alguien. Repórtale a un adulto lo que has visto. No se trata de ser acusete o soplón cuando estás en juego la seguridad de una persona. Puedes pedirle al adulto que mantenga tu nombre en el anonimato.

**Alto a los rumores.** Tú no quieres que nada hable mal de ti, entonces no se lo hagas a los demás. Si alguien te cuenta un chisme, no se lo repitas a otras personas. Incluso puedes decirle a la persona que no te interesa el chisme.

**Pórtate como amigo.** Ayuda a la persona que fue intimidada y asegúrate de que esté a salvo. Aléntalo a hablar con un adulto. También podrías invitar a esa persona a almorzar contigo o hacer otras cosas juntos.

**TÚ PUEDES MARCAR LA DIFERENCIA.**



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT A

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Office of Educational Services

Random Metal Detection Search Log for: \_\_\_\_\_ School \_\_\_\_\_ Month: \_\_\_\_\_

Search Team Members:

A. \_\_\_\_\_ B. \_\_\_\_\_ C. \_\_\_\_\_ D. \_\_\_\_\_  
E. \_\_\_\_\_ F. \_\_\_\_\_ G. \_\_\_\_\_ H. \_\_\_\_\_

Day	Time	Participating Search Team Members	Student Selection Method	Number of Students Searched	Room Number	Search Results/ Findings



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## MEMORANDUM

**TITLE:** Carryover Policies For School Account Balances As of June 30, 2018

**NUMBER:** MEM-2464.14

**ISSUER:** Cheryl R. Simpson, Director  
Budget Services and Financial Planning

Dr. Scott S. Price, Ph.D., Chief Financial Officer  
Office of the Chief Financial Officer

**DATE:** February 28, 2018

**PURPOSE:** The purpose of this memorandum is to provide carryover policies for school account balances as of June 30, 2018.

**MAJOR CHANGES:** This memorandum is updated to reflect how the final carryover balance in the General Fund School Program Code 13027 will be impacted by any “negative” ending balances in specific full carryover and non-carryover accounts.

**GUIDELINES:** I. FUNDS ARE INTENDED TO BENEFIT THE STUDENTS THAT GENERATE THE SCHOOL RESOURCES

Generally, instructional materials and other school allocations are intended to provide services and resources for a school’s student population in the year of allocation.

II. EXPENDITURES MUST ALWAYS BE RECORDED IN THE FISCAL YEAR THE GOODS OR SERVICES ARE RECEIVED

A. To guide schools and offices with regards to cut-off dates for ordering, please refer to MEM-6016.5, “2017-2018 Procurement Year-End Closing Timeline/Schedule”, dated March 2018.

B. “Goods Receipt”, as used in this memorandum, is the record of receipt of materials and/or services and is processed in SAP. Upon receipt of materials or services, it is of utmost importance that schools and offices enter and post the “Goods Receipt” in SAP to ensure that expenditures are charged in the fiscal year they are received. “Goods Receipt” should only be processed upon actual delivery of materials or services. Processing of “Goods Receipt” prior to actual delivery is a violation of District policy and may result in disciplinary action taken against the site administrator. On the other hand, if materials or services are received on or before June 30, 2018 and the “Goods Receipt” is not entered and posted in SAP by June 30, 2018, the expenditure will be charged against the following fiscal year’s funds. This will impact the accounts that do not carryover because the 2017-18 purchase will in effect reduce the 2018-19’s available balance. Therefore, if an order is placed late in the fiscal year, schools should allow sufficient time for the delivery of goods and services, as well as the posting of the “Goods Receipt” no later than June 30, 2018.

### ROUTING

LD Superintendents  
LD Administrators of Operations  
LD Instructional Directors  
Principals  
School Administrative Assistants  
Financial Managers  
Fiscal Support Staff  
Central Offices



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## MEMORANDUM

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### III. ACCOUNTS WITH FULL CARRYOVER FROM 2017-18 TO 2018-19

Carryover of encumbrances and balances (positive or negative) as of June 30, 2018 for the accounts listed below are authorized. For schools with program code 13027, any “negative” ending balances in the program codes listed below (except 10397, 10400, and 10405), will be reflected as an adjustment to reduce final carryover in program code 13027. Positive or negative ending balances in program codes 10397, 10400, and 10405 will carryover in these same respective program codes.

#### GENERAL FUND - UNRESTRICTED (Fund 010)

TSP-Settlement	10359
TSP-Per Pupil Schools	10397
TSP-Per Pupil School Allocation	10400
TSP-Parent Engagement	10405
TSP-Innovation-Focus School	10543
Teacher Apprentice Program-ROC-S/B/T	11430*
Civic Center Permit Program	11476*
General Fund School Program	13027
SDEP ROC - Filming, Photography, & Other Rentals	13378*
ROC/Skills Centers-We Build	13592
Charter School Categorical Block Grant	13723
Charter School Allocation In-lieu of EIA	13724
SDEP Donations	13938*
IMA-Library Fines	13950*
CalWORKs Regional Occupational Center Program	14081
IMA-Apprenticeship Program-ROC	14221*
SDEP Proceeds Film/Photo Rental	14242*
Incentive-Breakfast Discretionary	14423*
SDEP Donations-ROC	14806*
SDEP Extended Kindergarten Program	17629*

*The list of carryover programs may change based on the District's financial condition.*

#### GENERAL FUND - RESTRICTED (Fund 010)

B.E.S.T. Behavior-Special Ed.	12183
SDEP Donations-Special Education Schools	12538*
Special Ed.-School-based Enterprise (SBE)	13229

#### ADULT EDUCATION FUND (Fund 110)

AE-Fee-based-Class Registration Fees	10161
AE-Fee-based-Class Material Fees	10163
Adult Schools-SDEP Donations	13717*
Adult Schools-Filming & Photo Rental	14002*
CalWORKs Adult Education Program	14080
Adult Ed-Career Technical Education Class Fees	14323*
DACE-Miscellaneous Fees	14324*
Adult Education-Class Fees	14325*





# LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

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## CHILD DEVELOPMENT FUND (Fund 120)

Child Development - SDEP Filming, Photography, & Other Rentals	13676*
Child Development - SDEP Donations	17623*

## CAFETERIA FUND (Fund 130)

Healthier US School Challenge	17136
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*\*These programs will have 60% carryover of positive non-salary available balance by July 1, 2018.*

Except for program codes that have an asterisk in the above table, the anticipated 60% advance carryover will not be available on July 1, 2018. Actual carryover balances will be available when the District closes its books in mid-September and will be based on the actual 2017-18 year-end balances.

## IV. ACCOUNTS WITH NO CARRYOVER FROM 2017-18 TO 2018-19

Balances of school accounts not listed in Section III (Accounts With Full Carryover) will not carry over to fiscal year 2018-19. Regardless of whether the ending balance in Program 13027 is positive or negative, it will be used to offset the negative ending balances in non-carryover programs. Availability of school-level grant funds will be based on the grant period indicated in the grant award letter.

**RELATED REFERENCES:** MEM-6016.5, 2017-18 Procurement Year-End Closing Timeline/Schedule, to be issued in March 2018  
REF-3640.11, Final Payment of Bills For Fiscal Year 2017-18, dated March 15, 2018

**ASSISTANCE:** For assistance, K-12 schools may call their Fiscal Specialist; Adult Schools, Regional Occupational Centers, and Skills Centers may call the Adult Education Fiscal Services Section at (213) 241-3788; Regional Occupational Program may call K-12 Instructional Fiscal Support Unit at (213) 241-2153; and Early Childhood Education Centers may call the Early Childhood Education Fiscal Services Section at (213) 241-0415.

INTEROFFICE CORRESPONDENCE  
LOS ANGELES UNIFIED SCHOOL DISTRICT  
Budget Services and Financial Planning Division

**TO:** School Principals

**DATE:** February 12, 2018

**FROM:** Cheryl Simpson, Director  
Budget Services and Financial Planning Division

**SUBJECT: 2018-19 BUDGET DEVELOPMENT FOR SCHOOLS**

This is to inform you of the tentative timelines and the necessary documents for the budget development process. Below are the tentative timelines:

- Schools Front End (SFE) budget system will open on March 14, 2018 and close on April 18, 2018 at 5:00 pm.
- Allocation letters are tentatively scheduled to be released on March 14, 2018.
- Estimated Rate Sheets (shopping list) are scheduled to be released on February 26, 2018 and will be posted to School Fiscal Services Branch's website at <http://achieve.lausd.net/sfs>.

It is imperative that all school personnel and local district staff involved in the budget development process be available during this period. Personnel essential to the budget development process may include:

- Principals
- Categorical Program Advisers
- Local District Superintendents or designee
- Local District Administrators of Instruction
- Local District Administrators of Operations
- Local District Directors
- Local District Categorical Program Coordinators
- Fiscal Staff

School Principals must have already met with the applicable advisory committee(s) and School-site Council prior to the budget session appointment.

To better facilitate the budget session meeting, the documents below, if applicable, should be ready and complete and should be brought to the budget session appointment.

1. Signed School Budget Signature Forms for each program code
2. 2018-19 Single Plan for Student Achievement (SPSA) that describes the actions/tasks and costs
3. SPSA Budget Summary Page
4. Signed Employee Roster Letter
5. Manual Budget Adjustment Requests indicating positions funded with carryover funds or grants

6. Teacher Assistant Reduction-In-Force HR Form 5009 for Teacher Assistant positions that will not be funded in 2018-19
7. Alternate Staffing Pattern (ASP) request for schools that currently have ASP in place
8. Request for Personnel Action (RPA) form for new, temporary, and modified positions

If you have any questions regarding this correspondence, please contact your Fiscal Specialist.

c: Vivian Ekhchian  
Dr. Scott Price  
Alma Peña-Sanchez  
Dr. Frances Gipson  
Local District Superintendents  
Local District Administrators of Instruction  
Local District Administrators of Operations  
Fiscal Services Managers (at the Local Districts)  
Fiscal Specialists



# LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

**TITLE:** Child Abuse Awareness Training (CAAT)  
and Resources

**NUMBER:** MEM-6338.3

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

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

**DATE:** July 24, 2017

**ROUTING**  
All Employees

**PURPOSE:** One of the District's top priorities is to ensure the safety of our students. It is the policy of the Los Angeles Unified School District that all employees shall report instances of suspected child abuse or neglect. Child Abuse Awareness Training (CAAT) is aimed to assist employees to better identify and report suspected child abuse. The District has resources available to address reporting of suspected child abuse and conducts trainings throughout the school year to reinforce these resources and comply with legal mandates. In addition, the Division of District Operations works with school principals, unit supervisors, division heads, and local district staff to ensure all employees complete their child abuse trainings by the required due dates.

These trainings are part of the District-wide initiative to ensure that all District employees clearly understand their duty to protect our students, their individual responsibility as mandated reporters of suspected child abuse and serve to certify that employees understand their responsibilities in reporting suspected child abuse.

After completing these trainings, employees will be aware of their suspected child abuse reporting requirements which include, but are not limited to:

- How to file a report of suspected child abuse and with what agency
- How they are protected when filing a report
- What happens after filing a report

**MAJOR CHANGES:** This Memorandum provides an overview of the mandated fall and spring District Child Abuse Awareness Trainings and resources. This Memorandum replaces Memorandum 6338.2, "Child Abuse Awareness Training (CAAT) and Resources," issued on September 16, 2016, by the Division of District Operations.

**INSTRUCTIONS:** I. Fall Child Abuse Awareness Training





## LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

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All LAUSD employees are auto-enrolled and are required to complete the Fall CAAT and assessment annually between July 1 and no later than September 30. Substitutes who have completed the hiring process are also auto-enrolled in the Learning Zone class. New employees hired after September 30 are required to complete the Fall CAAT by the end of the month following the month of their hire.

Employees who fail to complete this mandatory training shall be subject to disciplinary action. Updates will be provided regularly to the local district superintendents, administrators of operations, District leadership and school principals regarding employee training completion.

Note: New contractors hired after July 1, 2017, are automatically enrolled in the Learning Zone class. All other contractors can self-enroll in the class and take the assessment by following the instructions on the Learning Zone home page. A valid LAUSD single sign-on (SSO) account is required to self-enroll.

The Fall CAAT consists of a customized District training video followed by an assessment. The training video is available online on the Child Abuse Awareness Training link under “Offices” in the District home page and the assessment is accessible through the Learning Zone. Employees will have the ability to start and stop the online video at various points and continue the training at their convenience.

### II. Spring Child Abuse Awareness Training

#### A. Schools and Offices

All schools and offices are to conduct the Spring CAAT between January 2 and March 17 annually. The spring training, *titled Breaking the Silence*, consists of a presentation and scenario based discussion. All materials required to facilitate this training are available for download at the Child Abuse Awareness webpage under “Offices” in the District home page. Supervisors are to certify completion of this training via the online Administrator’s Certification Form. Office supervisors who do not have access to the online Administrator’s Certification Form are to download and complete the Facilitator’s Form from the Child Abuse Awareness webpage and forward the form to their immediate supervisor. A copy should be retained on file at the work location for three school years.



## LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

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### B. Substitutes

For the Spring CAAT, please note that all substitutes, classified and certificated, are auto-enrolled in an online class created specifically for substitutes. The training consists of a presentation which is also available on the Child Abuse Awareness webpage under “Offices” in the District home page. The content of the training is similar to the spring discussion based training facilitated at schools and offices. All substitutes are required to take the assessment via the Learning Zone.

### III. Accessing the Assessments

After reviewing the Fall CAAT video, all employees must pass the assessment with a 100% completion percentage to demonstrate their knowledge and comprehension. To access the assessment, employees should log in to the Learning Zone at <https://lz.lausd.net>, select the “My Assessment” tab and click on the Start link to begin the assessment.

For the Spring CAAT, all substitutes, classified and certificated, are to follow the steps above to access the assessment in the Learning Zone. School and non-school based office employees will participate in the onsite training described in Section II.1 above, and are not required to complete the online assessment for the Spring CAAT training.

### IV. Printing Certificates of Completion

Employees may print a Certificate of Completion once they have passed the assessment with a score of 100% and provide a copy to their immediate supervisor, who will keep them on file. If employees are not immediately prompted to print a certificate, they should follow these steps:

1. From the Learning Zone home page, click the “My History” tab
2. Click the “Print Certificate” link next to the course name.

### V. Principal Certifications

Principals are to certify, once every semester, via the online Administrator Certification Form, that they have provided training to employees on suspected child abuse, reporting procedures, and prohibitions against corporal punishment. In addition, principals are to develop a child abuse reporting plan for the site.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## MEMORANDUM

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### VI. Training Resources

A complete Child Abuse Awareness Training Kit, *Breaking the Silence*, is available for download at the Child Abuse Awareness webpage under "Offices" in the District home page. The kit includes a facilitator guide, necessary materials and many vignettes that staff can use throughout the school year to reinforce the trainings referenced above.

#### **RELATED RESOURCES:**

MEM-6128.5 Administrator Certification On-Line System 2017-18 for School  
Sites and Offices  
BUL-1347.3 Child Abuse and Neglect Reporting Procedures  
BUL-4748.0 Ethics Policies  
BUL-5167.0 Code of Conduct with Students

#### **ASSISTANCE:**

For assistance or further information regarding navigating or accessing the Child Abuse Awareness Training (CAAT), school-based employees should contact the corresponding operations coordinator. Non-school based employees should contact the District Service Center in Beaudry at (213) 241-1000.

For technical difficulties, please call the ITD Helpdesk at (213) 241-5200.