



# Friday's Operation's Brief

BELIEVE • BEHAVE • BECOME

VOLUME 4, ISSUE 39

MAY 26, 2017

## IMPORTANT DATES TO REMEMBER

- Last Day of Instruction 6/9
- C Basis Ends 6/12
- Flag Day 6/14
- Father's Day 6/18
- B Basis Ends 6/19
- Elementary & Middle School ELOS Begins 6/20
- LD Central Summer Institute 6/20-6/21
- Summer Solstice 6/21

## WHAT'S DUE

- May Water Flushing Certification 6/1
- May Metal Detection Certification 6/1
- Administrator Assurances 7/31

## School Suspensions



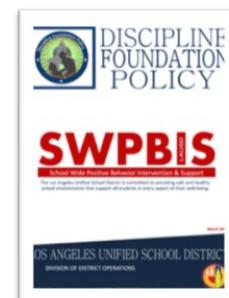
An age appropriate system of positive behavior support and strategic intervention designed to progressively and effectively address and correct the student's specific misconduct should be implemented at all schools. However, there are situations that may require suspension in response to student misconduct. Suspension, including supervised suspension (such as in-school suspension and class suspension), should be utilized for adjustment purpose only when other means of correction have failed to bring about proper conduct and/or safety is at risk.

This school year, Local District Central has encouraged school leaders to seek alternatives to suspensions especially for those offenses with the highest principal discretion. At this time of the year, Local District Central Principals have decreased the days of school suspensions from 1505 to 1105 (see table below).

LD	Local District	School Year	# of Suspension Days											Total
			August	September	October	November	December	January	February	March	April	May		
C	LD - CENTRAL	2016-2017	25	62	88	98	64	82	135	202	141	208	1,105	
Total			25	62	88	98	64	82	135	202	141	208	1,105	

As this year comes to a close, LD Central would like to remind all school leaders that suspensions can only be issued by the school principal.

**The most effective alternative to suspension is prevention.** The Division of District Operations has delivered its latest publication of our District's Discipline Foundation Policy: SWPBIS. Not only does the publication provide the District's Guiding Principles for School Communities but, it also provides a plethora of resources and examples for leaders to reference as school teams to use as they reflect on the school's SWPBIS practices. For electronic copies of the publication, please follow the link: <http://achieve.lausd.net/site/default.aspx?PageID=12516>



## Random Metal Detection Logs Collection

Any and all "Metal Detection Search Logs" containing records of "weapons" found in any random search conducted at LAUSD schools in the 2013-2014 and 2014-2015 school years will be collected by the Operations Coordinators. All **secondary schools** are encouraged to have copies of their logs available to their perspective coordinators by **Wednesday, May 31, 2017.**

## On-Site Truancy

Ever wonder why students are walking the hallways and not in class? How do we keep students safe in class and ensure they maximize their instructional minutes?

### Take on Positive Approaches

Students are out of the classroom for various reasons and it is everyone's responsibility to ensure that students are in class and engaged in learning. Students who enter class late or leave the classroom do so to hang out or chat with friends, engage in inappropriate or dangerous behaviors, or the student may feel "pushed out". A student told to get a pass or return to class with school materials may interpret this as "They kicked me out."

### Positive Approaches when dealing with a student "wanderer" or "straggler"

1. Be present in hallways especially during passing periods to ensure adults are watching students as they transition. Once the bell rings teachers should close their doors and begin class instruction immediately.
2. Collect data to look for patterns to address the heavier student traffic flow times. After recess or lunch are times that may require more supervision.
3. Provide positive supervision using restorative justice practices such as:
  - Celebrate accomplishments
  - Intervene in offending behavior
  - Transform conflict
  - Rebuild damaged relationships
  - Reintegrate students into the learning environment..
4. Duplicate tardy slips allows teachers to be aware that a tardy was cleared. (One slip for office record keeping and one for teacher to ensure that student was tardy **not absent** that day or class period)
5. Use a tardy as an opportunity to "connect" with students' social and emotional well-being.
6. Check in with students and find out what is something they are into and enjoy doing. (Sports, YouTube, Clubs, reading, music, etc.)



**Overall, a positive school climate will improve student's ability to become a responsible school citizen.**

## Online Bell Schedule User Guide

Please see attached for the first version of the online bell schedule's User Guide for schools (Attachment 1). This User Guide is now available in Budget's website. To access, click on this link <http://achieve.lausd.net/Page/12894> or click on the Help link in the online bell schedule system (see last page of the attached User Guide). Other bell schedule resources are also available on the webpage.

## PSW Increases Student Awareness on Teen Depression at Roybal Learning Center

Depression is a common illness that will impact nearly 20% of teens before they reach adulthood. Teen depression impacts a student's academic performance, accounting for poor attendance patterns, under achievement and behavioral concerns. Unfortunately, most teens do not seek the help and treatment they deserve. Roybal Learning Center's Psychiatric Social Worker, Alina Antonyants, and her Master of Social Work (MSW) Interns, Nicole Cowles and Jasmin Al Naber, collaborated with Roybal's Health Teacher, Karen Ho, to educate students on teen depression and the importance of taking care of our mental health.



Using Erika's Lighthouse, a depression and mental health education evidence-based practice, PSW Antonyants and the MSW Interns facilitated three lessons for each Health class. These lessons educated students about depression, helped to reduce stigma associated with mental illness, and empowered teens to take charge of their mental health. Students learned about the symptoms of depression, treatment options, where to find help, and how to help themselves or a friend who might be experiencing depression. Students learned about the resources available on and off-campus, including information about school-based counseling services and the LAUSD Wellness Clinics. After learning about the symptoms of depression and treatment options, students were provided with a self-referral index card where they had the opportunity to confidentially reach out for help.

Erika's Lighthouse also allowed for students to discuss what stress is, identify stressors in their own life, and explore healthy ways to manage stress. The PSW and Interns assisted students in identifying and exploring steps that can be taken to manage stress and practice self-care. While stress is normal, too much of it increases the risk of health problems, like depression. Students learned that small improvements in nutrition, exercise, sleep, and coping skills can positively impact their mental health. Students shared their thoughts on positive versus negative coping strategies and were engaged in a mindfulness exercise to promote healthy coping.

The Erika's Lighthouse curriculum was an excellent way to educate students on depression, spark dialogue among students and staff about mental health, reduce the stigma of mental illness, and inform students of how and where to seek support.

## Year-end O.T's

This can be a very busy and stressful time of year due to all that needs to be accomplished. Given that, it is our responsibility to ensure that we follow the policies of the District related to **Opportunity Transfers**. Per BUL-6362.0, Opportunity Transfers (O.T.)- Policies and Procedures (Attachment 2), O.T.s should not be issued or cancelled within the

last six weeks of the semester. School site administrators should take steps to implement practices to monitor all check-outs during this time of year. For questions or concerns regarding O.T.s, contact your school's respective Operations Coordinator.

## Restorative Justice: A New Approach

It is important to note that Restorative Justice/Practices isn't a program or an approach. It is a new paradigm and a new way of thinking about student behavior. Restorative Justice is an approach that recognizes that punishment does more harm than good when teaching discipline and responding to perceived wrongdoing. Punishments can be laced with repercussions and unintended lessons.



- Punishment is generally focused on revenge and retribution. It is concerned with events that have already happen (the past.)
- Punishment [teaches kids to lie](#) to avoid getting into trouble or being punished.
- Punishment teaches people that others can be controlled and be powered-over rather than work with them for change.
- Punishment rarely results in positive changes in behavior; may increase subversiveness or result in temporary suppression of behavior; at best, produces compliance.
- Punishment reinforces a failure identity; essentially negative and short term, without sustained personal involvement of either teacher or learner.
- Punishment teaches people what you DON'T WANT and does little to help teach what you DO want.
- Punishment sends a message that when you are doing your best and make mistakes, people will hurt you more.
- Punishment teaches that threats of harm, taking valued things away, and sending people away are valid ways of getting your way. It models bullying.

## Bullying iSTARs

When iSTAR reports generated as Bullying or any type of harassment, District policy requires that administrators document:

- 1) the incident was investigated
- 2) student monitoring
- 3) resolution to incident

All Bullying complaints have to be resolved within 60 days. Bullying iSTARs must reflect documentation that answer the questions below:

- Based on your investigation, did the issue type constitute bullying/harassment? Was there only one victim, several and/or were they targeted specifically due to a reason? Were written and verbal statements taken from all parties involved (pen, signed and dated)?
- Were the parties involved informed of the District's bullying/harassment policies?
- Were parents informed?
- Were safety plan(s) developed for the parties/party involved?
- Was discipline issued? Specify.
- Was there follow up within the first 30 days to ensure that the bullying/harassment had stopped?
- Did the school provide/issue any additional action steps? Referral to counseling/mental health, discipline, and any additional supports?
- Was the matter resolved?

Your Operations Coordinator will contact you within the next week to review your Bullying iSTARs to provide school leaders assistance.





# SCHOOLS' USER GUIDE ONLINE BELL SCHEDULE SYSTEM

LOS ANGELES UNIFIED SCHOOL DISTRICT

Version 1.0  
May 22, 2017

# Table of Contents

	Page
I. Log in.....	1
II. Create Bell Schedule.....	3
Calendar Schedule Selection.....	4
School Calendar.....	5
Bell Schedules – Elementary.....	7
Bell Schedules – Secondary.....	9
III. Certification of Bell Schedule	
Elementary.....	12
Middle & Senior High.....	14
Options.....	16
IV. Copy Bell Schedule and Certify Associated Schools.....	18
V. View/Print Bell Schedule.....	19
VI. Resources / Assistance.....	20



# Online Bell Schedule System

## User Guide

This user guide provides step-by-step instructions on how to create, certify, and print bell schedules using the new online bell schedule program.

System recommendations:

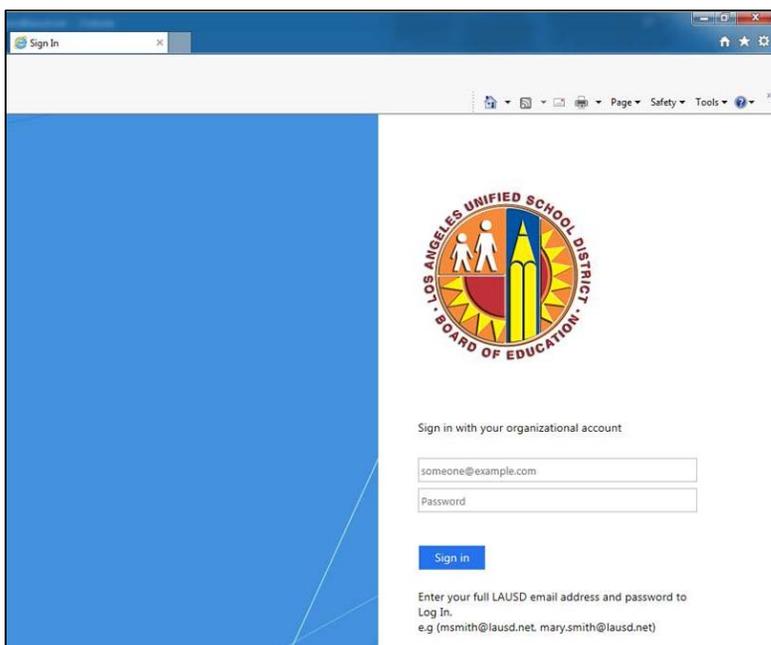
The online bell schedule system is supported by the following browsers: Internet Explorer, Firefox, Chrome, and Safari.

### I. Log in

A. There are two ways to access the online bell schedule program.

1. <https://bellschedule.lausd.net>
2. <https://principalportal.lausd.net>

B. At the Single Sign On screen, enter your full e-mail address and Single Sign-On password, then click the “Sign In” button. This takes you to the Principal’s Dashboard. (Note: Only principals and authorized designees have access to create, edit, and certify bell schedules.)



C. The Principal’s Dashboard displays information regarding the home school, as well as other associated schools such as magnet centers and dual language centers, to which the principal is assigned. It also displays the two functions available to the principal—Create Bell Schedule and View Bell Schedule.

Sample Principal’s Dashboard of an elementary school with a dual language center:

**Principal Functions**  
[Dashboard](#)  
[Create Bell Schedule](#)  
[View Bell Schedule](#)

**List of Your Assigned Schools**

School Year: 2017-2018

Cost Center	District	School Type	School Name	School Status	LD Approval Status	
1728801	C	Elementary	28th St EI	Not Certified	Pending	<a href="#">Select</a>

**Associated Schools**

Cost Center	District	School Type	School Name	School Status	LD Approval Status	
1728802	C	Elementary	28th St EI DLC Sp	Not Certified	Pending	<a href="#">Clone Bell Schedule</a> <a href="#">Select</a>

Sample Principal’s Dashboard of a span school with elementary and middle grade levels:

**Principal Functions**  
[Dashboard](#)  
[Create Bell Schedule](#)  
[View Bell Schedule](#)

**List of Your Assigned Schools**

School Year: 2017-2018

Cost Center	District	School Type	School Name	School Status	LD Approval Status	
1686701	S	Elementary	Bridges School	Not Certified	Pending	<a href="#">Select</a>
1686701	S	Middle	Bridges School	Not Certified	Pending	<a href="#">Select</a>

## II. Create Bell Schedule

- A. When creating a bell schedule, start with the bell schedule of the home school. Once the home school's bell schedule is certified, you will have the option to copy the bell schedule to the magnet or dual language centers through the "Clone Bell Schedule" button.
- B. Click on the home school's "Select" button, then on the "Create Bell Schedule" function.

**Principal Functions**

[Dashboard](#) **Click this next.**

[Create Bell Schedule](#)

[View Bell Schedule](#)

**List of Your Assigned Schools**

School Year: 2017-2018

Cost Center	District	School Type	School Name	School Status	LD Approval Status	
1728801	C	Elementary	28th St EI	Not Certified	Pending	<a href="#">Select</a>

**Associated Schools**

Cost Center	District	School Type	School Name	School Status	LD Approval Status	
1728802	C	Elementary	28th St EI DLC Sp	Not Certified	Pending	<a href="#">Clone Bell Schedule</a> <a href="#">Select</a>

This takes you to the Bell Schedule Tab screen (see sample below). Each of the Day category below is explained in the next section.

School Name: 28th St EI    School Type: Elementary    Cost Center: 1728801    Local District: C

**Calendar Schedule Selection**    School Calendar    RD    Certification

Check the box(es) below that best fit your plans (you will be able to make adjustments later in this program.)

**Professional Development Days**

District-allocated Days     Mondays     Tuesdays     Wednesdays     Thursdays     Fridays

**Other Schedule 1 Days**

Mondays     Tuesdays     Wednesdays     Thursdays     Fridays

**Other Schedule 2 Days**

Mondays     Tuesdays     Wednesdays     Thursdays     Fridays

**Spring Pupil-Free Day**

01/08/2018     06/08/2018

[Clear](#)    [Save/Confirm](#)

[Previous](#)    [Next](#)

- C. In this bell schedule system, the types of Day are linked to specific dates in the school's calendar. The Bell Schedule Tab screen is where the types of Day are assigned to the instructional calendar, the bell schedule for each type of Day is entered, and the school's online bell schedule is certified.

There are 5 types of Day defined in BUL-6144: Regular Day (RD), Professional Development Day (PD), Minimum Day (MD), Shortened Day (SD), and Common Planning Time Day (CPT). Other Schedules (OS 1 through 10) were established to provide flexibility primarily to secondary schools to account for instructional days that do not follow the schedules of the 5 defined Days. All the instructional days in the calendar are assumed to follow the Regular Day (RD) schedule unless another type of Day is assigned to them.

Described below are the Tabs in the Bell Schedule Tab screen.

1. **Calendar Schedule Selection** – This tab must be completed and saved before one may access the other tabs. Except for the Spring Pupil-Free Day, all the Days categories are multi-select. Selecting a weekday, e.g., “Mondays”, results in all instructional Mondays to be coded with the type of Day. Selections made in this tab will be reflected in the School Calendar tab, where further Day assignments (for Minimum or Shortened Days) or modifications to Day assignments may be made.
  - a. Professional Development Days – If “District-allocated Days” is selected, the School Calendar Tab will reflect the pre-determined Banked Time Tuesday dates (26 for elementary or 14 for secondary) as PD days. **Click on the appropriate box(es).**
  - b. Common Planning Time Days – This category is available only to middle schools or middle school grades of span schools. Options for this category include “Tuesdays except PD Tuesdays” which will code all non-Banked Time Tuesdays as CPT. **Click on the appropriate box(es) or leave blank if does not apply.**
  - c. Other Schedule 1 / Other Schedule 2 Days – Typically, Other Schedules are used by Secondary schools, not elementary schools. However, in rare scenarios, an elementary school may use Other Schedules.

For example: A school follows the Odd/Even schedule where Odd periods meet on Mondays and Wednesdays, Even periods meet on Tuesdays and Thursdays, and All periods meet on Friday. In this scenario, school will use Other Schedule 1 and select Fridays.

**Click on the appropriate box(es) or leave blank if does not apply.**

- d. Spring Pupil-Free Day – Schools following the Single Track calendar have the option to select either the first day or the last day of the spring semester as their second pupil-free day. In 2017-18, the first day of the spring semester is January 8, 2018; the last day, June 8, 2018.

**Click on the appropriate box.**

**CAUTION: Do NOT click on the “Save/Confirm” button unless you are certain of your Pupil-Free Day (PFD) selection. PFD selection is FINAL and can NOT be changed once the Save/Confirm button is clicked.**

**Click on the “Save/Confirm” button, then “OK” to generate the School Calendar. The Calendar Schedule Selection tab disappears and the School Calendar tab opens.**

- School Calendar** – This tab initially displays the school’s instructional calendar, updated with the selections made from the Calendar Schedule Selection tab. Users can then add more types of Day (e.g., Minimum/Shortened days, etc.) and/or change the Day assignments of any instructional day. Non-school days (HOL) and pupil-free day (PFD) cannot be changed.

Below is a sample of an initial School Calendar after choosing “District-allocated Days” for Professional Development Days, no Other Schedules, and June 8 for Spring Pupil-Free Day.

School Name: 28th St EI		School Type: Elementary		Cost Center: 1728801		Local District: C														
School Calendar		RD	PD	Certification																
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Instr. Days
	AUG 15	AUG 16	AUG 17	AUG 18	AUG 21	AUG 22 PD	AUG 23	AUG 24	AUG 25	AUG 28	AUG 29 PD	AUG 30	AUG 31	SEP 01 HOL	SEP 04 HOL	SEP 05 PD	SEP 06	SEP 07	SEP 08	17
SEP 11	SEP 12 PD	SEP 13	SEP 14	SEP 15	SEP 18	SEP 19 PD	SEP 20	SEP 21 HOL	SEP 22	SEP 25	SEP 26 PD	SEP 27	SEP 28	SEP 29	OCT 02	OCT 03 PD	OCT 04	OCT 05	OCT 06	19
OCT 09	OCT 10 PD	OCT 11	OCT 12	OCT 13	OCT 16	OCT 17 PD	OCT 18	OCT 19	OCT 20	OCT 23	OCT 24 PD	OCT 25	OCT 26	OCT 27	OCT 30	OCT 31 PD	NOV 01	NOV 02	NOV 03	20
NOV 06	NOV 07	NOV 08	NOV 09	NOV 10 HOL	NOV 13	NOV 14 PD	NOV 15	NOV 16	NOV 17	NOV 20 HOL	NOV 21 HOL	NOV 22 HOL	NOV 23 HOL	NOV 24 HOL	NOV 27	NOV 28 PD	NOV 29	NOV 30	DEC 01	14
DEC 04	DEC 05 PD	DEC 06	DEC 07	DEC 08	DEC 11	DEC 12 PD	DEC 13	DEC 14	DEC 15	DEC 18 HOL	DEC 19 HOL	DEC 20 HOL	DEC 21 HOL	DEC 22 HOL	DEC 25 HOL	DEC 26 HOL	DEC 27 HOL	DEC 28 HOL	DEC 29 HOL	10
JAN 01 HOL	JAN 02 HOL	JAN 03 HOL	JAN 04 HOL	JAN 05 HOL	JAN 08	JAN 09 PD	JAN 10	JAN 11	JAN 12	JAN 15 HOL	JAN 16 PD	JAN 17	JAN 18	JAN 19	JAN 22	JAN 23 PD	JAN 24	JAN 25	JAN 26	14
JAN 29	JAN 30 PD	JAN 31	FEB 01	FEB 02	FEB 05	FEB 06 PD	FEB 07	FEB 08	FEB 09	FEB 12	FEB 13 PD	FEB 14	FEB 15	FEB 16	FEB 19 HOL	FEB 20 PD	FEB 21	FEB 22	FEB 23	19
FEB 26	FEB 27	FEB 28	MAR 01	MAR 02	MAR 05	MAR 06 PD	MAR 07	MAR 08	MAR 09	MAR 12	MAR 13 PD	MAR 14	MAR 15	MAR 16	MAR 19	MAR 20 PD	MAR 21	MAR 22	MAR 23	20
MAR 26 HOL	MAR 27 HOL	MAR 28 HOL	MAR 29 HOL	MAR 30 HOL	APR 02 HOL	APR 03 PD	APR 04	APR 05	APR 06	APR 09	APR 10	APR 11	APR 12	APR 13	APR 16	APR 17	APR 18	APR 19	APR 20	14
APR 23	APR 24	APR 25	APR 26	APR 27	APR 30	MAY 01	MAY 02	MAY 03	MAY 04	MAY 07	MAY 08	MAY 09	MAY 10	MAY 11	MAY 14	MAY 15	MAY 16	MAY 17	MAY 18	20
MAY 21	MAY 22	MAY 23	MAY 24	MAY 25	MAY 28 HOL	MAY 29	MAY 30	MAY 31	JUN 01	JUN 04	JUN 05	JUN 06	JUN 07	JUN 08 PFD						13
																				0
																				180

<span style="display:inline-block; width:15px; height:15px; background-color:#fff; border:1px solid #ccc;"></span> 154 - Regular Days (RD)	<span style="display:inline-block; width:15px; height:15px; background-color:#800080;"></span> 26 - Professional Development Days(PD)	<span style="display:inline-block; width:15px; height:15px; background-color:#ffa500;"></span> 0 - Minimum Days (MD)	<span style="display:inline-block; width:15px; height:15px; background-color:#0000ff;"></span> 0 - Shortened Days (SD)	<span style="display:inline-block; width:15px; height:15px; background-color:#add8e6;"></span> 0 - Common Planning Time(CPT)								
<span style="display:inline-block; width:15px; height:15px; background-color:#ffa500;"></span> 1 - Spring Pupil Free Day(PFD)	<span style="display:inline-block; width:15px; height:15px; background-color:#ccc;"></span> Non School Days	<span style="display:inline-block; width:15px; height:15px; background-color:#90ee90;"></span> Other Schedule (OS)	0 - OS1	0 - OS2	0 - OS3	0 - OS4	0 - OS5	0 - OS6	0 - OS7	0 - OS8	0 - OS9	0 - OS10

[Previous](#)
[Next](#)

- a. Types of Day are color-coded on the calendar. Instructional dates are also coded with the Day codes as follows:
- RD – Regular Day
  - PD – Professional Development Day
  - MD – Minimum Day
  - SD – Shortened Day
  - CPT – Common Planning Time Day
  - OS – Other Schedule 1 through 10
- b. At the bottom of the calendar, the counts of the types of Day are maintained. Each change in the Day assignment is automatically reflected in the counts.

154 - Regular Days (RD)	26 - Professional Development Days(PD)	0 - Minimum Days (MD)	0 - Shortened Days (SD)	0 - Common Planning Time(CPT)								
1 - Spring Pupil Free Day(PFD)	Non School Days	Other Schedule (OS)	0 - OS1	0 - OS2	0 - OS3	0 - OS4	0 - OS5	0 - OS6	0 - OS7	0 - OS8	0 - OS9	0 - OS10

- c. To assign a type of Day or change the Day assignment, **right click on the specific date then click the type of Day** from the list.

For middle schools, the list includes Common Planning Time Day.

For Options schools (i.e., Continuation, Opportunity, and Community Day Schools), only Regular Day and Other Schedules are available. Generally, Options schools follow only one schedule—the Regular Day. If needed, however, Other Schedule is available to capture a unique situation. Continuation schools that plan to use Other Schedule are advised to contact Attendance & Enrollment Section to help ensure proper capture of attendance in MiSiS.

The screenshot shows a 'School Calendar' interface with three tabs: 'RD', 'PD', and 'Certification'. The calendar grid displays dates from August to February. A 'List of Days' dropdown menu is open over the date August 29, showing the following options: Regular Day, Professional Development Day, Minimum Day, Shortened Days, Other Schedule1, Other Schedule2, and Other Schedule3. An arrow points from the menu to the date August 29 in the calendar grid.

The School Calendar tab may be modified/updated anytime up until the bell schedules' certification. **When ready, click on the "RD" tab or the "Next" button** to continue to the next tab.

- The tabs between School Calendar and Certification are for the types of Day. For each type of Day assigned in the School Calendar, the system creates a tab for user to enter the bell schedule. Regardless of the type of Day, the tab displays information in the same format.

**Bell Schedule - Elementary Schools** (For secondary schools, including Options schools, skip to page 9.)

Below is a sample of a completed Regular Day schedule. Description of each field follows.

- No. of Days – The count of days assigned to the type of day, as displayed in the School Calendar tab.
- Reuse Last Year’s Data – When this box is clicked, the form auto populates with the prior year’s data. User should review the data, then decide to accept the data, change the data, or enter data manually. To remove data from screen, re-click the Reuse Last Year’s Data box.
- Lunch Duration – Enter in minutes the length of the lunch break. If schedule has no lunch break, enter 0.
- Recess Duration – Enter in minutes the length of the recess break. If schedule has no recess break, enter 0.
- Grade Groups – Elementary schools assign a schedule to a specific grade level or to multiple grade levels as a group. Enter in the box the grade level(s) to be assigned to the schedule.
  - Click in the box to reveal the grade level selection, then click on the grade level. Repeat as necessary. Another way is to click in the box, type in the first grade level, then hit Enter. To enter more grade levels for the same schedule, type in the grade level then hit enter.
  - To remove a grade level, click on the “x” preceding the grade level.
  - To enter the grade level(s) for the next schedule, click on the “Add a grade group” link, then follow above for entering grade level.

- f. Start Time/Recess Start/Lunch Start/Dismissal – Click on the clock icon, then change the time by clicking in the hour box, minute box, and/or AM/PM box or clicking the up or down arrows.

Functions:

- a. Clear – removes the data on the grade level/schedule line
- b. Remove – removes the entire grade level/schedule line
- c. Clear All – clears all data on screen; resets the screen
- d. Save/Generate Schedule – saves the data entered on screen as well as completes the schedules, calculates the instructional minutes, and performs validations on the data on screen. This button may be clicked anytime to save data on screen.
- e. Previous and Next – these buttons may be used to go from one tab to the next or back. Users may also click on the tab headers to select a specific screen.

Click on the “Save/Generate Schedule” button to display the schedule and the instructional minutes. Below is a sample of the screen after clicking on the “Save/Generate Schedule” button. See schedule and instructional minutes in the blue box below.

Grade	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Dismissal	Instruction Min	Required Min	Difference
Grades K,1,2,3	08:00 AM	10:00 AM	10:20 AM	12:00 PM	12:40 PM	02:22 PM	322	319	3
Grades 4,5,6	08:00 AM	10:30 AM	10:50 AM	12:30 PM	01:10 PM	02:22 PM	322	319	3

- a. Instruction Min – These are the instructional minutes as calculated from the schedule. Recess and lunch minutes are non-instrutlional minutes.
- b. Required Min – These are the instructional minutes required for the type of Day, as per District policy (BUL-6144).
- c. Difference – Difference between Instructional Minutes and Required Minutes, i.e., column “a” less column “b”. This column validates the instructional minutes against the minimum day requirement of 249 minutes. The Difference column displays with a green highlight as long as column “a” is at least 249 minutes. If column “a” is less than 249 minutes, then column “c” displays with a red highlight. System does not allow principal to certify the bell schedule when any Day schedule is below 249 minutes.

Proceed to the next type of Day by either clicking on the “Next” button or clicking on the Day’s tab. Enter the schedule for each type of Day. When all the schedules are entered and generated, go to the Certification tab. (Skip to page 12)

## Bell Schedule – Secondary Schools

Middle schools, senior high schools, and Options schools' Day schedule follow the same format. Below is a sample of a semi-completed Regular Day schedule. Description of each field follows.

School Name: Bridges School    School Type: Middle    Cost Center: 1686701    Local District: S

---

**School Calendar**   RD   PD   CPT   Certification

Reuse Last Year's Data No of Regular Days : 142

Start Time	8:00 AM <input type="button" value="⌚"/>	Lunch Duration	<input type="text" value="40"/>																				
Home Room Duration	<input type="text" value="20"/>	Nutrition Duration	<input type="text" value="20"/>																				
Period Duration	<input type="text" value="50"/>	Passing Minutes	<input type="text" value="3"/>																				
Period Sequence	<table style="width: 100%;"><tr><td><input type="button" value="v"/></td><td><input type="text"/></td><td><input type="button" value="v"/></td><td><input type="text"/></td><td><input type="button" value="v"/></td><td><input type="text"/></td><td><input type="button" value="v"/></td><td><input type="text"/></td><td><input type="button" value="v"/></td><td><input type="text"/></td></tr><tr><td><input type="button" value="v"/></td><td><input type="text"/></td><td><input type="button" value="v"/></td><td><input type="text"/></td><td><input type="button" value="v"/></td><td><input type="text"/></td><td><input type="button" value="v"/></td><td><input type="text"/></td><td><input type="button" value="v"/></td><td><input type="text"/></td></tr></table>			<input type="button" value="v"/>	<input type="text"/>																		
<input type="button" value="v"/>	<input type="text"/>	<input type="button" value="v"/>	<input type="text"/>	<input type="button" value="v"/>	<input type="text"/>	<input type="button" value="v"/>	<input type="text"/>	<input type="button" value="v"/>	<input type="text"/>														
<input type="button" value="v"/>	<input type="text"/>	<input type="button" value="v"/>	<input type="text"/>	<input type="button" value="v"/>	<input type="text"/>	<input type="button" value="v"/>	<input type="text"/>	<input type="button" value="v"/>	<input type="text"/>														

- a. No. of Days - The count of days assigned to the type of day, as displayed in the School Calendar tab.
- b. Reuse Last Year's Data – When this box is clicked, the form auto populates with the prior year's data. User should review the data, then decide to accept the data (requires providing missing data), change the data, or enter data manually. To remove data from screen, re-click the Reuse Last Year's Data box.
- c. Start Time – Click on the clock icon, then change the time by clicking in the hour box, minute box, and/or AM/PM box.
- d. Lunch Duration – Enter in minutes the length of the lunch break. If schedule has no lunch break, enter 0.
- e. Nutrition Duration – Enter in minutes the length of the recess break. If schedule has no recess, enter 0.
- f. Homeroom Duration – Enter in minutes the length of the homeroom period. If schedule has no homeroom, enter 0.
- g. Period Duration – Enter in minutes the length of the majority of the class periods scheduled to meet on the Day. These minutes will be used to populate the instructional minutes box for each class period entered in the schedule. User will be able to modify each period minutes in the Period Sequence before or after the schedule is generated.
- h. Passing Minutes – Passing minutes is the actual and necessary minutes to go from one classroom to the next. Enter between 0 and 10 minutes.
- i. Period Sequence – Before entering the period sequence, all fields described above must be populated. Enter the order that the homeroom(s), class periods, nutrition, and lunch break will follow for the given Day schedule. To select the period, click on the down arrow of the Period box to display the period selection, then click on the appropriate period. For each period selected, the Minutes box will auto populate based on the duration entered. Once a period is selected, it is greyed out in the list of periods and

cannot be selected again. Enter periods in period boxes from left to right, and do not skip a period box.

**Functions:**

- Clear All – clears all data on screen; resets the screen
- Save/Generate Schedule – saves the data entered on screen as well as completes the schedules, calculates the instructional minutes, and performs validations on the data on screen. This button may be clicked anytime to save data on screen.
- Previous and Next – these buttons may be used to go from one tab to the next or back. Users may also click on the tab headers to select a specific screen.

Click on the “Save/Generate Schedule” button to display the schedule and the instructional minutes. Below is a sample of the bell schedule after changing Period 1 minutes from 50 to 60, then clicking on the “Save/Generate Schedule” button.

Period	Start Time	End Time	Passing	Duration	Inst. Minutes	Total Inst. Mins
Homeroom 1	08:00 AM	08:20 AM	0	20	20	20
Period 1	08:23 AM	09:23 AM	3	60	60	63
Period 2	09:26 AM	10:16 AM	3	50	50	53
Nutrition	10:16 AM	10:36 AM	0	20	0	0
Period 3	10:39 AM	11:29 AM	3	50	50	53
Period 4	11:32 AM	12:22 PM	3	50	50	53
Lunch	12:22 PM	01:02 PM	0	40	0	0
Period 5	01:05 PM	01:55 PM	3	50	50	53
Period 6	01:58 PM	02:48 PM	3	50	50	53
Total			18	390	330	348 / 377

Based on the Start Time, Period Sequence, and durations entered, the bell schedule displays the start and end times of each period and the instructional minutes.

- Total Inst Mins – Total Instructional Minutes column is the sum of Passing minutes and Instructional Minutes.
- Validation – At the bottom of the Total Instructional Minutes column, the system displays the calculated total instructional minutes (348 in the sample above) and the required instructional minutes (377 in the sample above) for the type of Day as per

District policy (BUL-6144). The system also validates the total instructional minutes against the minimum requirement of 247 minutes. If the total instructional minutes is at least 247 minutes, the total box has a green highlight; otherwise, the box is red. System does not allow principal to certify the bell schedule when any Day schedule is below 247 minutes.

Proceed to the next type of Day by either clicking on the “Next” button or clicking on the Day’s tab. Enter the schedule for each type of Day. When all the schedules are entered and generated, go to the Certification tab. *(Skip to page 14)*

### III. Certification of Online Bell Schedule

#### A. Elementary Certification – The Certification tab has 5 separate sections:

1. Total Annual Minutes – Based on bell schedules entered for each type of Day, the system calculates the total instructional minutes for the school year.
  - a. The system displays the annual instructional minutes by grade level. User needs to make sure that all of the grade levels have the same number of minutes.
  - b. The system validates the total annual minutes of each grade level against the minimum required annual instructional minutes of 55,100. If the total annual minutes is less than 55,100, the minutes for the grade level that fails to meet the minimum is displayed in red font.
  - c. The system does not allow principal to certify the bell schedule unless total instructional minutes for each of the grade levels are at least 55,100.

Total Annual Minutes	
School must offer at least the minimum required annual instructional minutes. Red highlight indicates failure to meet this requirement for a specific grade level. Certification of the bell schedule is not possible until this error is resolved. Contact Attendance & Enrollment section for assistance.	
Kindergarten, including Transitional Kindergarten and Expanded Transitional Kindergarten (Required Minutes: 55,100)	K : 55,602
Grades 1-6 ( Minimum Required : 55,100)	1 : 55,602 2 : 55,602 3 : 55,602 4 : 55,602 5 : 55,602 6 : 55,602

2. Explanations, Exceptions, and Special Situations – This section should be completed if the school's Professional Development Days (PD) exceed the 26 District-allocated PD days, if school has Other Schedule(s), or to explain a special situation. In the sample below, it indicates that school as requested a waiver for additional PD days.

Explanations, Exceptions, and Special Situations
If Professional Development Days are other than the District-allocated days, indicate whether or not a waiver has been filed. If Other Schedule 1, 2, etc., is used or if a special situation exists, describe them here.
Waiver requested for the additional PD days..

3. Minimum and Shortened Day Certification – This is a required section. Each of the boxes must be checked off in order for principal to certify the bell schedule. Click in the boxes.

**Minimum and Shortened Day Certification**

- I have advised the Instructional Superintendent or designee at least three weeks in advance of these minimum and shortened day schedules.
- I have advised the following groups at least three weeks in advance of the purpose and plans for these minimum and shortened day schedules: School staff, Community Governing Council, Parents, Crossing guard coordinators, Playground directors and Youth Services, Neighboring School administrators, Local/county recreational center, Itinerant program staff, Children's Center Supervisors.
- I have informed the following offices and personnel at least two weeks in advance of these minimum and shortened day schedules: Division of Special Education, Transportation Branch, Student Integration Office, School Traffic & Safety, each sending / receiving school principal.
- I understand that the Transportation Branch is not authorized to transport, beyond cost neutral, on discretionary minimum or shortened days without a funding source.

4. Spring Semester Pupil-Free Day – This is a required section. Click in the box.

**Spring Semester Pupil-Free Day**

- The Spring Semester Pupil Free Day has been established with the agreement of the Local School Leadership Council. All District offices affected by this selection (such as, Attendance & Enrollment Section, Transportation, Food Services, the Special Education Division, the Integration Office) have been notified.

5. Certification – The name field will auto populate based on the user log-in. Enter the position and contact number.

**Certification**

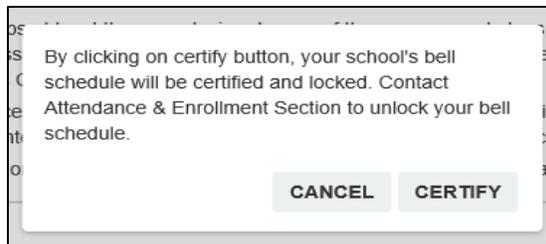
I have reviewed the above bell schedules, and I hereby certify that they are a true and correct.

Name

Position

Contact Number (Including Area Code)

When the “Certify” button is clicked, the message below displays. Click on “Certify”, then “OK”.



An e-mail message notifying the LD Director that the school’s bell schedule is ready for review and approval is sent automatically. The principal’s dashboard reflects the home school’s bell schedule as “Certified” (see screenshot below).

Principal Functions List of Your Assigned Schools

Dashboard

Create Bell Schedule  
View Bell Schedule

School Year: 2017-2018

Cost Center	District	School Type	School Name	School Status	LD Approval Status	
1728801	C	Elementary	28th St El	Certified	Pending	Select

Associated Schools

Cost Center	District	School Type	School Name	School Status	LD Approval Status	
1728802	C	Elementary	28th St El DLC Sp	Not Certified	Pending	Clone Bell Schedule Select

B. Middle and Senior High Certification – The Certification tab has 6 separate sections.

1. Total Annual Minutes – Based on bell schedules entered for each type of Day, the system calculates the total instructional minutes for the school year.
  - a. The system displays the total annual minutes (62,400 in the sample below) next to the minimum annual instructional minutes (62,160 in the sample below).
  - b. The system validates the total annual minutes against the minimum required annual instructional minutes. Middle schools with Common Planning Time (CPT) are required to offer at least 62,160 instructional minutes; non-CPT schools and senior high schools, 65,300. If total annual minutes are at least the minimum required, the minutes box is highlighted in green (as shown below); otherwise, box is highlighted in red.
  - c. The system does not allow principal to certify the bell schedule unless total instructional minutes meet the minimum required.

School Calendar RD PD CPT Certification

Total Annual Minutes

School must offer at least the minimum required annual instructional minutes. Red highlight indicates failure to meet this requirement. Certification of the bell schedule is not possible until this error is resolved. Contact Attendance & Enrollment section for assistance.

Required Minutes: 62,160 for schools with approved Common Planning Time; 65,300 for all other schools.

62,400 / 62,160

2. Schedule Type – Select the option that best describes the school’s schedule type. If “Other” is selected, explain the school’s schedule in the “Explanations, Exceptions, and Special Situations” box. Sample below is for a school that has Odd/Even schedule.

Schedule Type

If your schedule is a 6-period or 7-period day, select “Does not apply” below. Otherwise, select the option that best describes your schedule. If “Other” is selected, explain your schedule in the “Explanations, Exceptions, and Special Situations” box.

Does not apply
  Odd / Even
  Non-block Tuesday (or Monday)
  4x4
  Other

3. Explanations, Exceptions, and Special Situations – This section should be completed if the school’s Professional Development Days (PD) exceed the 14 District-allocated PD days, if school has Other Schedule(s), or to explain a special situation or schedule type. In the sample below, it indicates that school as requested a waiver to have CPT on non-PD Tuesdays.

**Explanations, Exceptions, and Special Situations**

If Professional Development Days are other than the District-allocated days, indicate whether or not a waiver has been filed.  
 If Other Schedule 1, 2, etc., is used or if a special situation exists or if "Other" Schedule Type is selected, describe them here.

Waiver requested to have CPT on non-PD Tuesdays.

4. Minimum and Shortened Day Certification – This is a required section. Each of the boxes must be checked off in order for principal to certify the bell schedule. Click in the boxes.

**Minimum and Shortened Day Certification**

I have advised the Instructional Superintendent or designee at least three weeks in advance of these minimum and shortened day schedules.

I have advised the following groups at least three weeks in advance of the purpose and plans for these minimum and shortened day schedules: School staff, Community Governing Council, Parents, Crossing guard coordinators, Playground directors and Youth Services, Neighboring School administrators, Local/county recreational center, Itinerant program staff, Children’s Center Supervisors.

I have informed the following offices and personnel at least two weeks in advance of these minimum and shortened day schedules: Division of Special Education, Transportation Branch, Student Integration Office, School Traffic & Safety, each sending / receiving school principal.

I understand that the Transportation Branch is not authorized to transport, beyond cost neutral, on discretionary minimum or shortened days without a funding source.

5. Spring Semester Pupil-Free Day – This is a required section. Click in the box.

**Spring Semester Pupil-Free Day**

The Spring Semester Pupil Free Day has been established with the agreement of the Local School Leadership Council. All District offices affected by this selection (such as, Attendance & Enrollment Section, Transportation, Food Services, the Special Education Division, the Integration Office) have been notified.

6. Certification – The name field will auto populate based on the user log-in. Enter the position and contact number.

**Certification**

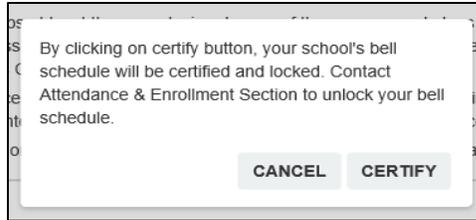
I have reviewed the above bell schedules, and I hereby certify that they are a true and correct.

Name

Position

Contact Number (Including Area Code)

When the “Certify” button is clicked, the message below displays. Click on “Certify”, then “OK”.



An e-mail message notifying the LD Director that the school’s bell schedule is ready for review and approval is sent automatically. The principal’s dashboard reflects the middle school’s bell schedule as “Certified” (see below).

**Principal Functions**

[Dashboard](#)

Create Bell Schedule

View Bell Schedule

**List of Your Assigned Schools**

School Year:  ▼

Cost Center	District	School Type	School Name	School Status	LD Approval Status	
1686701	S	Elementary	Bridges School	Not Certified	Pending	<a href="#">Select</a>
1686701	S	Middle	Bridges School	Certified	Pending	<a href="#">Select</a>

C. Options Certification – The Certification tab has 4 separate sections.

1. Total Annual Minutes – Based on bell schedule entered for the Regular Day (and Other Schedule, if any), the system calculates the total instructional minutes for the school year.

School Calendar

RD

Certification

**Total Annual Minutes**

School must offer at least the minimum required daily instructional minutes on each instructional day.

**Required Minutes: 45,000 for Opportunity/Continuation Schools; 64,800 for Community Day Schools**

45,900

2. Explanations, Exceptions, and Special Situations – Options schools typically have only one schedule for each day of the school year. If Other Schedule is used, provide explanation in this section.

**Explanations, Exceptions, and Special Situations**

If Other Schedule 1, 2, etc. is used or if a special situation exists, describe them here.

3. Spring Semester Pupil-Free Day – This is a required section. Click in the box.

**Spring Semester Pupil-Free Day**

The Spring Semester Pupil Free Day has been established with the agreement of the Local School Leadership Council. All District offices affected by this selection (such as, Attendance & Enrollment Section, Transportation, Food Services, the Special Education Division, the Integration Office) have been notified.

4. Certification – The name field will auto populate based on the user log-in. Enter the position and contact number.

**Certification**

I have reviewed the above bell schedules, and I hereby certify that they are a true and correct.

Name

Position

Contact Number (Including Area Code)

When the “Certify” button is clicked, the message below displays. Click on “Certify” then “OK”.

By clicking on certify button, your school's bell schedule will be certified and locked. Contact Attendance & Enrollment Section to unlock your bell schedule.

An e-mail message notifying the LD Director that the school’s bell schedule is ready for review and approval is sent automatically. The principal’s dashboard reflects the school’s bell schedule as “Certified” (see below).

**Principal Functions**

[Dashboard](#)

Create Bell Schedule

View Bell Schedule

**List of Your Assigned Schools**

School Year  ▼

Cost Center	District	School Type	School Name	School Status	LD Approval Status	
1861201	NE	Options	Burke HS	Certified	Pending	<input type="button" value="Select"/>

#### IV. Copy Bell Schedule and Certify Associated Schools

A school that has magnet center(s) and/or dual language center(s) may copy the home school's bell schedule to the associated schools once the home school's bell schedule has been certified.

From the Principal's Dashboard, follow the instructions below:

1. Ensure that the home school's bell schedule shows "Certified" in the School Status column.
2. For the first associated school, click on the "Clone Bell Schedule" button. Upon clicking, a message regarding the schedule being cloned displays. Click "OK".  
**Note:** Cloning the bell schedule simply copies the bell schedule. It does not certify it.
3. To certify, click the "Select" button of the associated school that has the cloned bell schedule.
4. Then, click on the Create Bell Schedule function. This opens to the Bell Schedule Tab screen. All of the information (i.e., calendar, Day bell schedules) from the home school displays. Update the tabs, as necessary.

Principal Functions  
Dashboard

Create Bell Schedule **4**  
View Bell Schedule

School Year 2017-2018 **1**

Cost Center	District	School Type	School Name	School Status	LD Approval Status	
1728801	C	Elementary	28th St EI	Certified	Pending	Select

Associated Schools

Cost Center	District	School Type	School Name	School Status	LD Approval Status	<b>2</b>	<b>3</b>
1728802	C	Elementary	28th St EI DLC Sp	Not Certified	Pending	Clone Bell Schedule	Select

**Success!**

Schedule is cloned for school 28th St EI DLC Sp  
(Cost Center: 1728802)

**2** OK

5. Click on the Certification tab, and update as necessary. Scroll to bottom of the tab, then click the "Certify" button. When the message below appears, click on the "Certify" button, then click "OK."

By clicking on certify button, your school's bell schedule will be certified and locked. Contact Attendance & Enrollment Section to unlock your bell schedule.

CANCEL CERTIFY

An e-mail message notifying the LD Director that the school's bell schedule is ready for review and approval is sent automatically. The Principal's Dashboard reflects "Certified" for the associated school's status.

V. View/Print Bell Schedule

- A. To view the bell schedule, click on the “Select” button, then click on the “View Bell Schedule” function.

Principal Functions  
Dashboard

Create Bell Schedule  
View Bell Schedule

School Year: 2017-2018

Cost Center	District	School Type	School Name	School Status	LD Approval Status
1728801	C	Elementary	28th St El	Not Certified	Pending

Click this next. (points to View Bell Schedule)

Click this first. (points to Select button)

The system displays the school calendar, the bell schedule for each type of day, all the sections in the certification tab, the school status, and the Local District approval status.

- B. To print the bell schedule, click on the “Print Bell Schedule” button above the calendar. This will print the complete bell schedule in black and white.

Principal Functions  
Dashboard

Create Bell Schedule  
View Bell Schedule

Print Bell Schedule

School Bell Schedule Details

School Year: 2017-2018    School Name: 28th St El    School Type: Elementary    Cost Center: 1728801

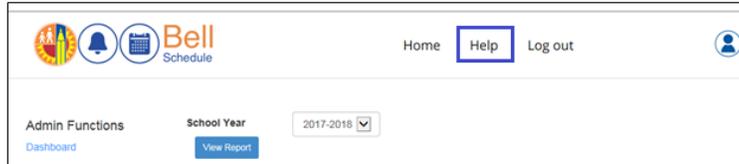
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	AUG 15	AUG 16	AUG 17	AUG 18	AUG 21	AUG 22	AUG 23	AUG 24	AUG 25	AUG 28	AUG 29	AUG 30	AUG 31	SEP 01 HOL
SEP 11	SEP 12	SEP 13	SEP 14	SEP 15	SEP 18	SEP 19	SEP 20	SEP 21 HOL	SEP 22	SEP 25	SEP 26	SEP 27	SEP 28	SEP 29

- C. To print in color, specific instructions will be provided for each of the browsers soon.

VI. Resources and Assistance

- A. The various documents related to bell schedules will be provided in one repository through the Budget Services and Financial Planning website. Access this repository through the following link: <http://achieve.lausd.net/Page/12894>

Or, click on the Help link in the online bell schedule system. This opens to the Budget Services & Financial Planning website. Then, click on the “Bell Schedule Resources” (see second screenshot below).



The following documents are currently available:

1. Bell Schedule User Guide – for Schools
  2. MEM-6680.1 – School Waivers for Alternative Configurations
  3. MEM-6680.1 – Attachment A - Waiver Request Form
  4. MEM-6680.1 – Attachment C – Single Track Calendar
  5. MEM-6015.4 – School-site PD & Banked Time for Elementary
  6. MEM-6015.4 – Attachment A – PD Dates for Elementary
  7. MEM-6015.4 – Attachment D – Request for Alternate PD Dates
  8. PD Dates for Secondary
  9. Minimum/Shortened Day Combination
- B. For assistance with the completion of the online bell schedule form, contact Attendance & Enrollment Section at 213-241-2115 or [AttendanceEnrollmentSection@lausd.net](mailto:AttendanceEnrollmentSection@lausd.net).
  - C. For assistance with technical issues, contact ITD HelpDesk.



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

**TITLE:** Opportunity Transfer (O.T.) - Policy and Procedures

**NUMBER:** BUL-6362.0

**ISSUER:** Earl R. Perkins, Assistant Superintendent  
School Operations

Michelle King, Senior Deputy Superintendent  
School Operations

**DATE:** August 14, 2014

**ROUTING**  
 Instructional Area  
 Superintendents  
 Administrators of Operations  
 Instructional Directors  
 Operations Coordinators  
 Principals  
 Assistant Principals  
 Counselors  
 Deans

**POLICY:** An Opportunity Transfer (O.T.) is a carefully planned school or District initiated transfer of a student within LAUSD schools for remedial and corrective reasons. It is issued as an alternative means of correction to address student misconduct after prior interventions have failed to bring about proper conduct or when the student’s continued enrollment at the current school presents a safety risk to others. The purpose of an O.T. is to minimize factors that interrupt the academic process, and thus to create a school climate that is safe and conducive to learning for all. To minimize disruption to the academic process, an O.T. may not be issued or terminated within the last six weeks of each semester. All student transfers shall be recorded and documented in the District’s My Integrated Student Information System (MiSiS).

Administrators and school officials must ensure that an O.T. is utilized in a manner that is aligned with all District discipline policies, including the District’s Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support; and is not used in an arbitrary, capricious, or discriminatory manner. Using an O.T. as an effective intervention tool can greatly assist schools in accomplishing the District’s goals of increasing graduation rates, decreasing student dropouts, and maintaining safe school communities.

California Education Code (E.C.) Sections 35160 and 35160.1 grant school districts authority to initiate and carry on any program or activity that addresses the common, as well as unique, needs of their school community. The policy and procedures of this bulletin apply to transferring students to another comprehensive school or an Educational Options alternative program. To consider a change of placement for students eligible under Section 504 for nondiscrimination protection and for those with Section 504 plans, follow the procedures described in Section II of this bulletin. The O.T. process does not apply to students with an Individualized Education Program (IEP).

Transfers for students’ safety/protection, academic needs, or other appropriate reasons, follow BUL-5347.1, Intra-district (school to school) Permits and Student Transfers in Elementary and Secondary Schools, issued June 10, 2013.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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**MAJOR CHANGES:** This bulletin replaces BUL-4478.0, Opportunity Transfers (O.T.s) Policy, issued December 15, 2008. It revises District policy and procedures and provides clear guidelines regarding school or District initiated involuntary transfer of students, the referral and appeal process of the transfer, as well as the documentation and recording requirements in the LAUSD MiSiS Student Support.

### **GUIDELINES:** I. GENERAL INFORMATION

An Opportunity Transfer (O.T.) is a school or District initiated student transfer for the purposes of behavioral intervention or compliance with other District-level procedures. O.T. may be issued as an alternative means of correction to address student behavior that violates E.C. Section 48900 *et. seq.* (See Attachment A.) except for the misconducts listed under Category I of the Matrix for Student Suspension and Expulsion Recommendation. (See Attachment B.) Parental consent is not required for O.T. issuance; however, school officials should engage parent involvement to ensure the success of the transfer.

An O.T. may be issued as an alternative means of correction, as appropriate, following a suspension; however, it is imperative that schools ensure that there is no additional loss of instructional time on the student's behalf during the O.T. process. The Pupil Services and Attendance Counselor or other school personnel shall be utilized to facilitate a smooth transition. In addition, the sending school should ensure that pertinent student records and information are properly forwarded to the receiving school to facilitate the success of the transfer. (See Section V. A. for details.) The school principal may designate one or more certificated staff to be responsible for implementing the provisions of this bulletin; however, the issuance of the O.T. shall be the authority of the principal or the principal's administrative designee.

An O.T. shall not be used to remedy low academic achievement, attendance issues, or for being a victim of a fight. To consider a transfer for the student's safety or protection, follow BUL-5347.1, Intra-district (school to school) Permits and Student Transfers in Elementary and Secondary Schools, issued June 10, 2013.

### II. STUDENTS WITH DISABILITIES

A. The O.T. process does not apply to students with an IEP. An O.T. also may not be issued to a student who is not yet eligible as a student with disability but the District has knowledge or suspects that the student may have a disability. For detailed guidelines, refer to the Special Education Policies and Procedures Manual, issued July 2, 2007; BUL-6269.0, Multi-Tiered System of Behavior Support for Students with Disabilities, issued April 7, 2014.

B. To issue an O.T. for students who are eligible for nondiscrimination protection under Section 504, a manifestation determination meeting must first be held.



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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Students with a Section 504 Plan or identified as eligible for nondiscrimination protections under Section 504 may not be given an O.T. until a manifestation determination meeting has been held and determined that there is no link between the disability and the misconduct, or that the misconduct is not a result of the District's failure to implement the Section 504 Plan. Following this, the student may be considered for an O.T. with the assurance of full implementation of the Section 504 Plan at the receiving school. For detailed guidelines, refer to BUL-4692.2, Section 504 of the Rehabilitation Act of 1973, issued October 8, 2013.

### III. ACCOUNTABILITY AND RESPONSIBILITY

#### A. Educational Services Center (ESC) Level

ESC Administrators of Operations (AOO) are responsible for implementing the District's O.T. policy and have the authority to monitor the O.T. process of their schools. The ESC AOO or designee shall:

1. Ensure schools establish and implement an O.T. process that is in compliance with the District's policy and procedures. (See Attachment C for O.T. Checklist.)
2. Review monthly statistical reports regarding student transfers to ensure compliance with the District policy.
3. Provide technical support, guidance, and assistance to schools that are out of compliance with the provisions of this bulletin.
4. Conduct an O.T. Appeal Review meeting to review the parent's appeal for their child's O.T. and render a decision in a timely fashion. (See Section VI for details.)
5. Record and document O.T. appeals in the Opportunity Transfer tab of the MiSiS Student Support.
6. Review school principal's request to cancel an O.T. and render a decision to approve or disapprove the O.T. cancellation.

#### B. School Level

School principals are responsible for the school's compliance with the District's O.T. policy and procedures and hold the final authority of issuing an O.T. Principals shall:

1. Designate only administrative staff to issue O.T.s and designate other



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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certificated staff to assist in implementing the school's O.T. process.

2. Ensure that the school's Discipline Review Team (DRT) or Student Success Team (SST) is viable and actively engaged in the O.T. process.
3. Seek guidance and assistance from the ESC AOO or designee for compliance with and improvement of the school's O.T. process.
4. Require designated staff to attend mandatory professional development training pertaining to student discipline, positive behavior support, and related matters.
5. Properly advise students and their parents of the District's O.T. policy and procedures as well as the appeal process.
6. Provide ESC AOO or designee with the Request for O.T. Cancellation memorandum and obtain the approval from the AOO or designee prior to cancelling an O.T. (See Attachment D)

### IV. IMPLEMENTATION GUIDELINES

#### A. Frequency and Duration

An O.T. may only be issued once during the student's matriculation through elementary school, twice during middle school, and twice during high school; and the number allowed at each education level shall not roll over to the next level. That is, a student who has not received an O.T. during elementary and middle school levels can still only be subject to two O.T.s during his/her high school years. The cancellation of an O.T. does not, itself, constitute a separate O.T. However, if the student is transferred a second time after the cancellation of his/her initial O.T., the re-issued O.T. then is considered as the second and final O.T. A student may not be issued a second O.T. without the cancellation of the initial O.T. and the transfer history shall be clearly documented and recorded in the Opportunity Transfer tab of the MiSiS Student Support.

When the student is undergoing expulsion, the interim placement at another school or program is not considered as an O.T. The term of an O.T. shall be no longer than the remainder of the current semester plus the following semester. When the O.T. term ends, the student shall be returned to the sending school.

#### B. O.T. Cancellation

During the term of the O.T., an O.T. may be cancelled by the principal of the receiving school with the approval of the ESC AOO or designee, if the student commits a violation listed under E.C. Section 48900 *et. seq.*, except for the



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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misconducts for which the principal is required to recommend expulsion. The cancellation of an O.T. shall not be based solely on attendance or academic reasons. Upon the O.T. cancellation, the student shall be returned to the sending school for immediate enrollment with no instructional days lost in the process. To cancel an O.T., the principal/designee shall:

1. Submit the Request for O.T. Cancellation memorandum to the ESC AOO or designee and obtain the approval from the AOO or designee in order to cancel the O.T. (Attachment D)
2. Hold a conference with the student and the parent to discuss the misconduct and inform them of the cancellation of the O.T.
3. Provide the parent with the Opportunity Transfer (O.T.) Exit/Cancellation Notice with an effective date of re-enrollment at the sending school. (Attachment E)
4. Notify the sending school official of the O.T. cancellation, circumstances surrounding the cancellation, and the student's effective date of return.
5. Proceed with the student's withdrawal upon notification that the student has returned to the sending school, as dual enrollment is not permitted.
6. Document the O.T. cancellation in the Opportunity Transfer tab of the MiSiS Student Support.

### C. O.T. Re-issuance

After the O.T. was cancelled and the student has returned to the sending school, the principal or designee of the school shall employ the DRT/SST review process to determine the next intervention measure. If the team decides to issue another O.T., the re-issuance of the O.T. then constitutes the student's second, and also final, O.T.

### D. Requirement of Discipline Review Team (DRT) and/or Student Success Team (SST) Review Process

A student may not be issued an O.T. without being first reviewed by the school's DRT or SST. Prior to issuing each O.T., the school must first hold a DRT and/or SST meeting to determine that the appropriate interventions, school resources, and options have been explored. This is of particular significance in instances where students have received their second O.T. and their conduct continues to be disruptive. The team shall conduct an analysis of the case particulars and also review the provisions of BUL-6231.0, Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support, issued February 14, 2014, to



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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determine the best course of action for the student. This is to activate the systematic team approach to deal with student misconduct as opposed to using the O.T. process as the sole resolution for all student misconduct.

### V. SCHOOL SITE PROCEDURES

#### A. Sending School Responsibilities

To issue an O.T., the principal/designee shall:

1. Solicit parental input, even though it is not required, arrange for one or more schools that are safe and meet the student's needs that will accept the student, and provide information for receiving school officials regarding student behavior issues.
2. Seek assistance from the ESC AOO or designee if the principal/designee encounters difficulty in securing or identifying a receiving school.
3. Obtain agreement and confirmation from the principal of the selected receiving school.
4. Conduct the Pre-O.T. conference with the parent and the student to review student records, discuss the reason for the transfer, advise the O.T. appeal procedures, and provide the "Opportunity Transfer (O.T.) Appeal Form" along with instructions (Attachment F). The O.T. may not be issued without the Pre-O.T. conference being held with the parent.
5. If the parent appeals the O.T. decision, ensure that the student continues to attend school during the period of the parent's appeal; wait for the outcome of the appeal and proceed accordingly.
6. If the parent does not appeal within three (3) days of the Pre-O.T. conference, issue the O.T. and provide the parent with the Pupil Opportunity Transfer (O.T.) Notice containing the reason for the transfer, effective date, and information of the intake conference with the receiving school. (See Attachment G.)

Note: In order to avoid unnecessary complications of the O.T. process, the Pupil Transfer Notice should only be generated after the completion of the Pre-O.T. conference when there is no appeal, or after the O.T. is upheld at the appeal.

7. Provide the receiving school with pertinent student information, including, but not limited to, the student's social adjustment report and DRT/SST meeting documentation, and schedule an intake conference with the



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

receiving school for the parent and the student.

8. Proceed with the student's withdrawal upon notification that the student has arrived at the receiving school, as dual enrollment is not permitted. If the student has not arrived at the receiving school within 24 hours, it is the responsibility of the sending school to follow up with the family and not withdraw the student until obtaining verification of the student's enrollment at the receiving school.
9. Utilize the Pupil Services and Attendance (PSA) counselor or other school personnel to ensure the student's immediate enrollment at the receiving school if the student has failed to enroll.
10. Record and document the O.T. in the Opportunity Transfer tab of the MiSiS Student Support.

### B. Receiving School Responsibilities

The principal/designee of the receiving school shall:

1. Conduct an intake conference with the parent and the student which includes, but is not limited to, reviewing the terms and conditions of the transfer, signing the O.T. contract (Attachment H), and discussing a plan for the student's success at the receiving school.
2. Provide the parent and student with a copy of the school's student behavior expectations and resources to support the student.
3. Advise the sending school of the student's arrival and request for the student to be withdrawn, so that the school may then complete the enrollment process at the receiving school, as dual enrollment is not permitted.
4. Provide the parent and the student with a list of school and community resources and, if needed, the transportation options.
5. Review the student's academic, attendance, and discipline records periodically; monitor the student's progress, and provide support to facilitate the success of the O.T.
6. Report the student's progress during the O.T. period to the school official of the sending school and initiate the student's re-enrollment back to the sending school at the end of the term.
7. During the O.T. term, after obtaining approval from the ESC AOO or designee to cancel an O.T., conduct an O.T. Cancellation conference with the



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

parent and the student to discuss the E.C. violation(s) that warrant the cancellation, and further provide the parent the Opportunity Transfer (O.T.) Exit/Cancellation Notice with an effective date to return the student to the sending school. (See Attachment E)

8. At the end of the O.T. term, conduct an O.T. Exit conference with the parent and the student to discuss the successful or unsuccessful outcome of the transfer, and provide the parent the Opportunity Transfer (O.T.) Exit/Cancellation Notice with an effective date to return the student back to the sending school. (See Attachment E)

### VI. TRAVELING PROGRAMS

O.T.s for students of traveling programs follows the same procedures described in this bulletin. Students that are issued an opportunity transfer from a traveling program may be transferred to another traveling program if space and transportation are available. Principals considering an O.T. involving a student participating in a traveling program should also adhere to the specific guidelines described below and consult with the appropriate personnel to complete the transfer.

#### A. Magnet Schools

1. All assignments in Magnet programs are to be considered the student's home school for most purposes, including the issuing and reporting of O.T. activity.
2. Students in Magnet programs may be offered the opportunity to be transferred to another voluntary integration program, if available.
3. The sending school Magnet program administrator is responsible for working with the Student Integration Services coordinator to determine potential receiving schools, and to contact the Magnet program administrator of the identified school to secure the transfer. If there are no potential receiving schools for the O.T., the student will default to the resident school for placement.
4. The sending school must notify the Student Integration Services coordinator of the effective date and related details of the transfer. Student Integration Services will then update the student record in the Magnet Application Processing System (MAPS). The sending and receiving schools must also complete the fields in the Opportunity Transfer Tab of the MiSiS Student Support.
5. Once a student exits a Magnet program due to an opportunity transfer, re-enrollment into the sending school or into another Magnet school can only



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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occur through the application process detailed in the Choices brochure.

### B. Permits with Transportation (PWT)

1. All assignments in PWT programs are to be considered the student's home school for most purposes, including the issuing and reporting of O.T. activity.
2. Students attending PWT receiving schools may be offered to be opportunity-transferred to another PWT receiving school, if space and transportation is available.
3. The sending school PWT program administrator is responsible for working with the Student Integration Services coordinator to determine potential receiving schools, and to contact the PWT program administrator of the identified school to secure the transfer. If there are no potential receiving PWT settings for the O.T., the student will default to the resident school for placement.
4. The sending school must notify the Student Integration Services coordinator of the effective date and related details of the transfer. Student Integration Services will then update the student record in MAPS. The sending and receiving schools must also complete the fields in the Opportunity Transfer Tab of the MiSiS Student Support.
5. Students who successfully complete the conditions of the O.T. contract may return to the original PWT school pending available space.
6. Students who have received an O.T. and are unsuccessful will be withdrawn from the PWT program and returned to the school of residence.

### C. No Child Left Behind Public School Choice (NCLB-PSC)/Priority School Matriculate Choice Program (PSMCP)

1. All assignments in NCLB-PSC/PSMCP are to be considered the student's home school for most purposes, including the issuing and reporting of O.T. activity.
2. Students attending NCLB-PSC/PSMCP schools may be offered an opportunity transfer to another NCLB-PSC/PSMCP school, if space and transportation are available.
3. The sending school administrator will discuss the O.T. with the NCLB-PSC/PSMCP coordinator to determine the existing transportation pattern and the Non-Program Improvement school(s) available for the transfer.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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4. If there is an existing transportation pattern to a Non-Program Improvement school, a NCLB-PSC/PSMCP student who receives an O.T. will continue to receive transportation funded by NCLB-PSC/PSMCP. The school administrator of the sending and receiving schools must facilitate the transfer based on the transfer patterns and school availability provided.
5. The sending school administrator must notify the NCLB-PSC/PSMCP coordinator of the effective date and related details of the transfer. Student Integration Services will then update the student record in MAPS. The sending and receiving schools must also complete the fields in the Opportunity Transfer Tab of the MiSiS Student Support.

### D. Capacity Adjustment Program (CAP) and Satellite Zone (SAT) Assignments

1. All assignments in these programs are for the school year, and the school of assignment is to be considered the student's home school for most purposes, including the issuing and reporting of O.T. activity.
2. The first choice of receiving school should be another school which receives students from the same general area.
3. Once the student satisfies the conditions of the O.T. Contract, the student may return to the sending school.
4. The sending school must notify the Student Integration Services coordinator of the effective date and related details of the transfer. Student Integration Services will then update the student record in MAPS. The sending and receiving schools must also complete the fields in the Opportunity Transfer Tab of the MiSiS Student Support.

## VII. APPEAL PROCEDURES

A parent may appeal the O.T. to the ESC AOO or designee within three (3) school days after the Pre-O.T. conference if the parent disagrees with the school's decision. The principal/designee shall advise the parent of the appeal process and provide the parent with the "Opportunity Transfer (O.T.) Appeal Form" along with instructions at the conclusion of the Pre-O.T. conference. School officials shall ensure that the student remains enrolled and continues regular attendance at the current school during the appeal period until the outcome of the appeal is obtained. The following are steps of the O.T. appeal process:

- A. Within three (3) school days of the Pre-O.T. conference, the parent shall submit to the ESC AOO or designee the "Opportunity Transfer (O.T.) Appeal Form" with a clear description of the reason for appeal and any supporting documents



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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for the appeal.

- B. Within five (5) school days after receiving the appeal request from the parent, the ESC AOO or designee shall conduct an O.T. Appeal Review meeting and notify the parent in writing of the Committee's decision to uphold or overturn the school's decision. The school official and/or the parent may be present, if they have so requested.
- C. The ESC AOO or designee will enter all appeal information in the Opportunity Transfer tab of the MiSiS Student Support.

The decision of the O.T. Appeal Committee is the District's final decision and may not be further appealed. Parents may submit written objection to the appeal decision which shall be kept in the student's discipline file, the "Yellow Folder." For detail information, refer to BUL-3927.2, Mandated Reporting of Certain Student Behavior, issued September 13, 2010.

### VIII. ADDITIONAL CONSIDERATIONS

#### A. Interscholastic Athletic Eligibility

Students who receive an O.T. or whose O.T. has been terminated, are subject to suspension from their interscholastic athletic eligibility as follows:

1. A student who is O.T.'d is ineligible for athletic competition at the receiving school for a period of one calendar year from the date of the transfer. The student may become eligible upon return to the sending school if the O.T. is deemed successful by the receiving school.
2. If the student was, or would have been, ineligible for other reasons, such as academics, at the issuing or terminating school, these reasons would carry over to the new school.
3. Interscholastic athletic eligibility for all students on an O.T., following any initial period of ineligibility, shall be based on the standards of the school of attendance.

For additional questions on athletic eligibility, contact the office of Interscholastic Athletics at (213) 241-5847.

#### B. Transportation

The principal/designee shall consider the student's transportation needs including, but not limited to, factors such as: distance, availability of public transportation, and availability of bus routes. If bus passes and/or tokens are to



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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be used, they can be requested from the Transportation Services Division. The passes and/or tokens are to be requested and to be disbursed by the receiving school. For further information, contact the Transportation Services Division Accounting Unit at (213) 580-2910.

### C. Mandatory Reporting to Teachers

The receiving school principal shall ensure that all teachers of the O.T.'d students be notified, as required by E. C. Section 49079. For more information, refer to BUL-3927.2, Mandated Reporting of Certain Student Behavior, issued September 13, 2010.

**ATTACHMENTS:** A - Grounds for Suspension and Expulsion  
B - Matrix for Student Expulsion Recommendation  
C - Opportunity Transfer (O.T.) Checklist  
D - Request for Opportunity Transfer (O.T.) Cancellation Memorandum  
E - Opportunity Transfer (O.T.) Exit/Cancellation Notice  
F - Opportunity Transfer (O.T.) Appeal Form  
G - Pupil Opportunity Transfer (O.T.) Notice  
H - Opportunity Transfer (O.T.) Contract

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

California Education Code Sections 35160, 35160.1, 48900, 48900.5, 48915, and 49079

**RELATED RESOURCES:** BUL-6231.0, Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support, issued February 14, 2014

BUL-5347.1, Intra-district (school to school) Permits and Student Transfers in Elementary and Secondary Schools, issued June 10, 2013

BUL-2430.0, Enrollment in Continuation High School, issued May 9, 2006

BUL-4696.1, Section 504 of the Rehabilitation Act of 1973, issued October 8, 2013

BUL-6269.0, Multi-Tiered System of Behavior Support for Students with Disabilities, issued April 7, 2014

Special Education Policy and Procedures Manual – Disciplinary Procedures for Students with Disabilities, issued July 2, 2007

BUL-3927.2, Mandated Reporting of Certain Student Behavior, issued September 13, 2010



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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

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

BUL-5808.2, LAUSD MAX Discipline Module Required Usage, issued August 19, 2012

Board of Education Resolution: School Discipline Policy and School Climate Bill of Rights, enacted May 14, 2013

**ASSISTANCE:** For assistance, please contact:

Educational Service Center Administrator of Operations or Operations Coordinator

School Operations at (213) 241-5337

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

Office of General Counsel at (213) 241-7600

Educational Equity Compliance Office at (213) 241-7682

Pupil Services and Attendance at (213) 241-3844

Office of Student Integration Services at (213) 241-6532

Office of Interscholastic Athletics at (213) 241-5847

Transportation Services Division Accounting Unit at (213) 580-2910