



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

TITLE: School-Site Professional Development Priorities and Banked Time Tuesdays for Middle and High Schools 2022-2023

NUMBER: MEM-5788.13

ISSUER: Alison Yoshimoto-Towery
Chief Academic Officer
Division of Instruction

Pedro Garcia
Senior Executive Director
Division of Instruction

DATE May 13, 2022

PURPOSE: The purpose of this memorandum is to provide schools with Banked Time Tuesday dates and information to enable align of school-based professional development content and time with District instructional outcomes and priorities.

School-site professional development should be aligned with the District outcomes identified in:

- California's Accountability and Continuous Improvement System <http://www.cde.ca.gov/ta/ac/cm/>
- Local Control Accountability Plan (LCAP) <http://achieve.lausd.net/lcap>
- California frameworks and content standards implementation for all students <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>, encompassing English Language Arts (ELA), English Language Development (ELD), Mathematics, History/Social Science, Science, Visual and Performing Arts, Physical Education and Health Education
- California English Language Development Standards implementation with all California content standards, through Designated and Integrated ELD
- English Learner and Standard English Learner Master Plan 2018
- Equitable access to all areas of the curricula provided for *all* students, including diverse learners, see California Framework Chapter 9.
- Embed culturally and linguistically responsive instructional strategies integrated in all content areas as outlined in the California frameworks
- Provide access and equity with Multi-Tiered System of Supports (MTSS), including
- Culturally and Linguistically Responsive Pedagogy (CLRP) and Universal Design for Learning (UDL) for academics and behavior
- Integrate Social Emotional Learning (SEL) into all content areas

ROUTING

Local District Superintendents
Administrators of Instruction
Administrators of Operations
Community of Schools
Administrators
Principal Supervisors
Principals
Assistant Principals
UTLA Chapter Chairperson
School Administrative Assistants



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MAJOR CHANGES:

This memorandum replaces MEM-5788.12 of the same subject issued on May 24, 2021.

The required courses for 2022-2023 are sessions 4 through 7 of the Unconscious/Implicit Bias training begun in 2020-2021 when schools and offices completed the first session of the series. In the 2021-2022 school year, schools and offices completed sessions 2 and 3, Creating a Trauma Aware Learning Environment and Confronting Implicit Bias and Microaggressions. In 2022-2023, the remaining Unconscious Implicit Bias sessions to be completed are:

Session 4: Designing Culturally Responsive Learning Environment Part 1
Session 5: Designing Culturally Responsive Learning Environment Part 2
Session 6: Who Belongs? The Role of Implicit Bias in Classroom Part 1
Session 7: Who Belongs? The Role of Implicit Bias in Classroom Part 2

These sessions will afford time for discussion, dialogue, reflection, as well as the planning next steps and practical application of learning. The principles of Universal Design for Learning, Equitable Grading and Instruction, Culturally and Linguistically Responsive Pedagogy and Social Emotional Learning will be integrated throughout the sessions.

BACKGROUND:

The primary expected outcome for professional development is continuous growth and improvement of teacher practice through a cycle of inquiry that results in improved student progress toward mastery of the content standards and English proficiency.

In accordance with Article IX-B, Section 2.0 of the LAUSD/UTLA Collective Bargaining Agreement, principals are to work with their Local School Leadership Council and instructional team to develop a year-long professional development plan that focuses on the District instructional priorities and teacher effectiveness, as determined by the *Teaching and Learning Framework (TLF)* and student achievement data.

Pursuant to Article IX-B of the agreement between the District and UTLA, the time that is provided on the professional development Banked Time Tuesday afternoons must be used to improve instruction to ensure student achievement of the standards. Therefore, schools must not schedule or approve extracurricular or athletic activities that occur during the 14 required 90-minute Professional Development Banked Time Tuesdays. However, activities or practices can take place after the 90-minute professional development activities have been completed. This applies, but is not limited to, the following: cheer practice, band practice, academic decathlon, student clubs, student body activities, and athletic practice or contests. For additional questions, contact Trenton Cornelius in the Athletics Office at (213) 241-5847 or trenton.cornelius@lausd.net.



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The *Teaching and Learning Framework* details the pedagogy needed to effectively teach the California Standards, the acquisition of 21st Century Skills, and provide access to content for the diverse needs of our student population. It honors the complex nature of teaching and provides a common language to support professional growth for both novice and veteran teachers in discrete elements through the use of descriptors and varying performance levels.

INSTRUCTIONS: I. SCHEDULING AND IMPLEMENTATION OF BANKED TIME TUESDAYS

A. Banked Time Tuesday Allotments

Per the District-UTLA contract, fifty percent (50%) of allocated Banked Time Tuesdays (listed in Attachment A) must be devoted to professional development aligned with District instructional priorities. The number of days allocated to District-determined professional development for secondary schools is as follows:

Secondary School Banked Time Tuesday Allocations	
Total number of Banked Time Tuesdays allocated to schools	14
District-determined PD topics for Banked Time Tuesdays	7
Local School Leadership Council determined PD topics for Banked Time Tuesdays	7

B. Scheduling of Professional Development Banked Time Tuesdays

Schools must adhere to the established Banked Time Tuesday schedule as outlined in Attachment A. The exceptions are as follows:

1. If a school wishes to use alternate Tuesday(s) that differ from those listed on Attachment A (that neither increases nor decreases the number of banked time days), please complete and submit Attachment D to the Community of School Administrator.
2. If a school wishes to increase or decrease the number of banked time days, please see MEM-6680.6, *School Waivers for Alternate Configurations, dated May 13, 2022*, for procedures to request a waiver.

The Banked Time Tuesday schedule must match what is submitted in the 2022-2023 online bell schedule. The bell schedule must meet the minimum required instructional minutes daily (247 minutes) and annually (65,300 minutes; 62,160 for middle schools with Common Planning Time) as indicated in the following documents:



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- BUL-6144.1, *School Day Schedule Requirements and Schedule Change Requests for Regular, Minimum, Shortened, Banked-Time and Pupil – Free Days*, dated July 27, 2017, and
- REF-06800.3, *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for School Year 2022–2023*, dated May 13, 2022

The bell schedule must be certified and submitted with the waiver request. Schools may use the Single Track instructional calendar provided in Attachment B to plan their additional or alternate banked time days and to complete their online bell schedule.

Schools may also use shortened days, minimum days, school-determined staff development meetings and grade-level meetings for professional development opportunities.

C. Additional Considerations for Banked Time Tuesdays

Secondary schools are expected to frame their professional development plans around these priorities, and to organize professional development content and time to support improved student achievement. The following guidelines for scheduling and implementing Banked Time Tuesdays must be adhered to:

1. If professional development banked time falls on the same days as State and District testing programs, schools must administer the mandated test. A special testing schedule will be necessary to complete testing on a shortened day schedule.
2. There are no changes in the length of the teachers' contractual workday.
3. Minimum and/or shortened days may not be combined with the professional development banked time.
4. Schools will not be required to pay transportation costs for Banked Time Tuesdays listed on the approved calendar schedule. Schools may be required to pay transportation costs if additional days, other than those listed on the approved calendar schedule, are requested by the school.
5. Affiliated charter schools that have banked time written into their charters will continue to implement banked time as designated in the charter.
6. Banked Time Tuesday professional development shall not be extended in length with additional meetings on Back-To-School, Open House, or Parent Conference days.



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II. CONTINUOUS IMPROVEMENT AND PROFESSIONAL DEVELOPMENT

The California Curriculum Frameworks for all content areas, in tandem with the California Content standards and ELA/ELD Framework, are the guiding documents for effective instruction in all secondary classrooms. All teachers will utilize the frameworks and standards as the foundation for their instructional program. Professional development topics and activities should support and enhance teachers' practice, including examining student work and instructional practices, in a reflective cycle of inquiry. The California Curricular Frameworks are available online at <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>. Additional resources for professional development are available on Attachment C.

This process promotes the development of teaching capacity in rigorous instructional design to meet the needs of all learners. It requires deep knowledge and understanding of English Learner proficiency levels and Standard English Learner linguistic features, Universal Design for Learning (UDL) and MTSS, and the selection of curriculum materials that are culturally and linguistically relevant.

Effective instruction that utilizes the California content standards and the CA ELD standards requires that teachers come together to construct or deconstruct standards, lessons, units, and assessments, including the English Language Proficiency Assessment for California (ELPAC) and Basic Skills Assessment (e.g., Reading Inventory) results, as well as to review student results from formative assessments to engage in a continuous improvement process. For continuous improvement resources, please visit the teacher resource page <https://achieve.lausd.net/Page/11520>.

III. UNCONSCIOUS/IMPLICIT BIAS REQUIRED COURSE (4 SESSIONS)

In collaboration with Tyrone Howard, nationally known and recognized scholar of education at UCLA, the Los Angeles Unified School District has undertaken a series of professional development sessions with a focus on bias and anti-racism. This work is designed to help provide school personnel the knowledge, skills, strategies, resources and dispositions to support all learners; to create inclusive schools and classrooms, with a goal of eliminating bias in learning opportunities. This work is anchored around helping school personnel engage in courageous conversations tied to race, equity, and access among other issues.

Session 1 of the Unconscious/Implicit Bias series, *Phase 1 of Our Antiracist Journey in LA Unified*, was completed by all schools and offices in the 2020-2021. Sessions 2 and 3 of the Unconscious/Implicit Bias training were completed during



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the 2021-2022 school year. In Fall of 2022, Session 4 through Session 7 of the professional learning series are to be completed.

	Unconscious/Implicit Bias Session Title	Due Date
Session #1	Phase I of Antiracist Journey in LA Unified	Fall 2021
Session #2	Creating a Trauma Aware Learning Environment	Winter 2021
Session #3	Confronting Implicit Bias and Microaggressions	Spring 2022
Session #4	Designing Culturally Responsive Learning Experiences Part 1	Fall 2022
Session #5	Designing Culturally Responsive Learning Experiences Part 2	Fall 2022
Session #6	Who Belongs? The Role of Implicit Bias in Classroom Part 2	Fall 2022
Session #7	Who Belongs? The Role of Implicit Bias in Classroom	Fall 2022

Since this series is required of all Los Angeles Unified employees, supervisors are to ensure that new staff complete all of the sessions. The [Implicit Bias Toolkit](#) is a live document that will continue to be updated as session materials are released. Each course will be available on MyPLN, keywords Implicit Bias.

School principals must certify that the course has been completed, by submitting their professional development plans to their directors. Schools must retain a copy of the Banked Time Tuesday meeting agendas and sign-in sheets.

IV. PROFESSIONAL DEVELOPMENT FOR BLACK STUDENT ACHIEVEMENT PLAN SCHOOLS

This Culturally Responsive and Sustaining Education three-part series is an ongoing endeavor aligned with the following objectives for faculty and staff at BSAP group 1 and group 2 schools (with a strong recommendation for all schools):

- Expand understanding of anti-black racism through the varied ways it exists and continues to impact the material conditions (mental, social, and academic) of Black students and their families
- Facilitate self-reflection and personal growth toward empathy and value for Black students and their families
- Development and improvement of effective pedagogical practices (e.g. curriculum development, classroom management, content selection & connection, etc.) that center the history and current lived experiences of Black people

This professional development can be accessed through MyPLN or on the [Black Student Achievement Plan website](#). Each session is approximately 60 minutes in length. The first two parts should be completed during the fall semester 2022. The third part should be completed by March of the spring semester 2023. Community of Schools Administrators will certify for their BSAP Group 1 and Group 2 schools. Additional information detailing the professional development will be sent to schools in July 2022.



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ATTACHMENTS: Attachment A: *Professional Development Schedule*
Attachment B: *Single Track Instructional Calendar*
Attachment C: *Instructional Practices and Resources*
Attachment D: *Request for Alternate Banked Time Tuesday Date(s)*

RELATED RESOURCES: MEM-6680.6 *School Waivers for Alternate Configurations*, dated May 13, 2022
REF-068500.3 *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for School Year 2022 – 2023*, dated May 24, 2022

ASSISTANCE: For assistance or further information, please contact the Community of School Administrator in the Local District Office or Brenda Pensamiento, Secondary Administrator, Division of Instruction at (213) 241-5333 or bpensami@lausd.net.



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ATTACHMENT A

**2022-2023 PROFESSIONAL DEVELOPMENT DAYS
SECONDARY SINGLE-TRACK CALENDAR**

The dates below represent District-allocated Banked Time Tuesdays only. At a minimum, 7 of the 14 Banked Time Tuesdays are to be dedicated to District’s priorities.

District Allocated Banked Time Tuesdays	Marks Reporting End Dates	Back-to-School, Open House, Parent/Family Conferencing and Acceleration Days
August 23, 2022 September 13, 2022 September 20, 2022 October 4, 2022 October 18, 2022 November 1, 2022 November 15, 2022 <i>(Thanksgiving Break, Nov. 21-Nov. 25)</i> December 6, 2022 <i>(Winter Break, Dec. 19-Jan. 6)</i>	<u>Fall Semester</u> 5 Week: September 16, 2022 10 Week: October 14, 2022 15 Week: November 14, 2022 20 Week: December 16, 2022	<u>Back-to-School Window</u> Start Date: August 29, 2022 End Date: September 16, 2022 <u>Parent/Family Conferencing Window</u> Start Date: October 17, 2022 End Date: October 28, 2022 <u>Acceleration Days</u> October 19, 2022 December 7, 2022
January 10, 2023 January 24, 2023 January 31, 2023 February 14, 2023 February 28, 2023 March 14, 2023 <i>(Spring Break, April 3-April 7)</i>	<u>Spring Semester</u> 5 Week: February 17, 2023 10 Week: March 24, 2023 15 Week: May 5, 2023 20 Week: June 15, 2023	<u>Open House Window</u> Start Date: March 13, 2023 End Date: May, 26, 2023 <u>Parent/Family Conferencing Window*</u> * After 5 week or 10 week, per school need Start Date: October 17, 2022 End Date: March 30, 2022 <u>Acceleration Days</u> March 15, 2023 April 19, 2023



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2022-2023 PROFESSIONAL DEVELOPMENT DAYS SECONDARY “FOUR-BY-FOUR” (4x4) CALENDAR

The dates below represent District-allocated Banked Time Tuesdays only. At a minimum, 7 of the 14 Banked Time Tuesdays are to be dedicated to District priorities.

District Allocated Banked Time Tuesdays	Marks Reporting End Dates	Back-to-School, Open House, Parent/Family Conferencing and Acceleration Days
August 23, 2022 September 13, 2022 September 20, 2022 October 4, 2022 October 18, 2022 November 1, 2022 November 15, 2022 <i>(Thanksgiving Break, Nov. 21-Nov. 25)</i> December 6, 2022 <i>(Winter Break, Dec. 19-Jan. 6)</i> January 10, 2023 January 24, 2023 January 31, 2023 February 14, 2023 February 28, 2023 March 14, 2023 <i>(Spring Break, April 3-April 7)</i>	<u>Fall Semester- First Quarter</u> Mid Term: September 16, 2022 Final marks: October 14, 2022	<u>Back-to-School Window</u> Start Date: August 29, 2022 End Date: September 16, 2022
	<u>Fall Semester- Second Quarter</u> Mid Term: November 14, 2022 Final marks: December 16, 2022	<u>Parent/Family Conferencing Window</u> Start Date: October 17, 2022 End Date: October 28, 2022 <u>Acceleration Days</u> October 19, 2022 December 7, 2022
	<u>Spring Semester First Quarter</u> Mid Term: February 17, 2023 Final marks: March 24, 2022	<u>Open House Window</u> Start Date: March 13, 2023 End Date: May, 26, 2023
	<u>Spring Semester Second Quarter</u> Mid Term: May 5, 2023 Final marks: June 15, 2023 June 14, 2023**	<u>Parent/Family Conferencing Window</u> After 5 week or 10 week, per school need Start Date: October 17, 2022 End Date: March 30, 2022
		<u>Acceleration Days</u> March 15, 2023 April 19, 2023

****NOTE:** Schools on a 4x4 schedule that plan to apply for a state physical education (P.E.) waiver for the 2022-2023 school year need a minimum of 18 weeks in a semester. For these schools, the first day of instruction for the 2022-2023 school year will be on 08/12/2022, a day earlier, and their last day of school will be on 06/14/2023.



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ATTACHMENT B



LOS ANGELES UNIFIED SCHOOL DISTRICT INSTRUCTIONAL SCHOOL CALENDAR 2022-2023

**Board Approved
4/26/2022**

JULY

MO	TU	WE	TH	FR
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

AUGUST

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

SEPTEMBER

MO	TU	WE	TH	FR
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER

MO	TU	WE	TH	FR
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

NOVEMBER

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

DECEMBER

MO	TU	WE	TH	FR
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JANUARY

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

FEBRUARY

MO	TU	WE	TH	FR
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

MARCH

MO	TU	WE	TH	FR
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

APRIL

MO	TU	WE	TH	FR
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MAY

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JUNE

MO	TU	WE	TH	FR
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

07/04/22.	Independence Day	01/16/23	Dr. Martin L. King Jr. Birthday
08/15/22.	First Day of Instruction	02/20/23	Presidents' Day
09/02/22	Admission Day	03/31/23	Cesar E. Chavez Birthday Observed
09/05/22	Labor Day	04/03 - 04/07/23	Spring Recess
11/11/22	Veterans Day	04/24/23	Armenian Genocide Observed
11/24 - 11/25/22	Thanksgiving Holiday	05/29/23	Memorial Day
12/19/22 - 01/06/23	Winter Recess	06/15/23	Last Day of Instruction
01/09/23	Second Semester Begins	06/19/23	Juneteenth Holiday

LEGEND:

- First Day/Last Day of Instruction
- Legal/Local Holidays
- School Recess
- Unassigned Day (no school)
- Pupil Free Days *
- Second Semester Begins
- Instructional Days
- Optional Professional Development Days (no school)
- Acceleration Days

Instructional Days	
Fall Semester.	78
Spring Semester.	102
Total.	180

* Scheduled Pupil Free Days are Friday, August 12, 2022, and Friday, June 16, 2023.
 ** If a school selects Monday, January 9, 2023, as a Pupil Free Day, then Friday, June 16, 2023, becomes an Instructional Day.



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ATTACHMENT C

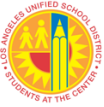
INSTRUCTIONAL RESOURCES BY DEPARTMENT

Department	Resources
Arts Education	Arts Education Branch website http://achieve.lausd.net/Page/8931 Visual and Performing Arts Framework
English Language Arts	LAUSD literacy website http://achieve.lausd.net/ela CA ELA/ELD Framework CA CCSS for ELA
Health Education Programs	LAUSD Health education and prevention-education programs http://www.heplausd.com HIV/AIDS Prevention information can be found at http://www.AIDSpreventionLAUSD.net
History/Social Sciences	Information on Reading Like A Historian in LAUSD and other HSS resources can be found at http://achieve.lausd.net/hss
Mathematics	LAUSD math website http://achieve.lausd.net/math CA Math Framework
Physical Education	LAUSD Physical Education Programs http://achieve.lausd.net/pe Physical Education Content Standards CA Physical Education Framework
Science	LAUSD science website http://science.lausd.net Next Generation Science Standards (NGSS) , or http://nextgenscience.org/



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Integration of Social Emotional Learning	Social Emotional Learning (SEL) LAUSD website http://achieve.lausd.net/Page/10277 Discipline Foundation Policy: School-wide Positive Behavior and Intervention Support policy and the school’s Discipline Plan and resources may be found online at https://achieve.lausd.net/Page/6413
Department	Resources
California ELA/ELD Framework: Comprehensive ELD Program	ELA/ELD Framework is available online at http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp Examples are available at http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp Chapter 9: Equity and Access at https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf
Integration of Strategies for Students with Disabilities	CA ELA/ELD framework in Chapter 9: Equity and Access at https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf
Integration of Literacy and Language in All Content Areas	CA standards for English Language Development can be found online at http://www.cde.ca.gov/sp/el/er/eldstandards.asp CA standards for Literacy in the Content Areas can be found online at http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf
English Language Development	Designated ELD lessons utilizing the High Impact Essential Practices as outlined in the http://achieve.lausd.net/page/8773#spn-content
Foster Youth Support	Student Health and Human Services Foster Youth Achievement Program https://achieve.lausd.net/Page/12905#spn-content
Integration of Culturally and Linguistically Responsive Pedagogy in All Content Areas	Instructional materials and model lessons http://achieve.lausd.net/aemp CA Framework for the Core Content Areas: ELA/ELD Chapter 2: Key Considerations in the ELA/Literacy and ELD Curriculum, Instruction, and Assessment Chapter 9: Access and Equity History/Social Science https://www.cde.ca.gov/ci/hs/cf/documents/hssfchapter20.pdf Mathematics https://www.cde.ca.gov/ci/ma/cf/documents/mathfwuniversalaccess.pdf Science https://www.cde.ca.gov/ci/sc/cf/documents/scifwchapter10.pdf



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ATTACHMENT D

INTEROFFICE CORRESPONDENCE

Los Angeles Unified School District

TO: _____, Local District Superintendent DATE: _____
FROM: _____, Principal Name INITIALS: _____
_____ School LOCATION CODE: _____

SUBJECT: REQUEST FOR ALTERNATE BANKED TIME TUESDAY DATE(S)

The purpose of this interoffice correspondence is to request a change of date(s) for Banked Time Tuesday(s) professional development that neither increases nor decreases the number of Banked Time Tuesdays. These requested changes will not change the contractual workday for teachers. Our school is aware that schools may be required to pay transportation costs for dates other than those listed on the approved schedule of dates when requested by the school.*

* For schools that either wish to increase or decrease the number of banked time professional development days, please reference MEM-6680.6, School Waivers for Alternative Configurations, dated May 13, 2022, for the instructions and waiver application form.

TUESDAY DATE(S) SUBJECT TO CHANGE (separated by commas):

ALTERNATE TUESDAY DATE(S) (separated by commas):

JUSTIFICATION FOR CHANGE OF DATES (attach additional page, if needed):

If approved, our school will notify these parties and make necessary arrangements:

- Transportation Services Division (800) 522-8737
Food Services Division (213) 241-6419
Beyond the Bell Branch, Youth Services (213) 241-7900
Other after-school programs
Neighboring schools
Parents and guardians of enrolled students

----- Office Use Only -----

Local District Response: • Approved • Denied Date: _____

Signature of Superintendent or Designee: _____

Print Name: _____

After approval, return the original to the school; file a copy at the Local District.