



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

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

NUMBER: MEM-6015.10

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

Carlen Powell
Administrator, Elementary Instruction
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 alignment 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 in tandem with all California content standards, through designated and integrated ELD
- Literacy and language instruction that ensures all students read, write, speak, and listen effectively, accurately, and fluently by the end of 2nd grade <https://achieve.lausd.net/Page/17824>
- English Learner and Standard English Learner Master Plan 2018
- Equitable access to all areas of the curricula provided for *all* students, including a diverse range of learners, see California framework, Chapter 9

ROUTING

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



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- Embed culturally and linguistically responsive instructional strategies in all content areas as outlined in the California frameworks
- Provide access and equity with a Multi-Tiered System of Supports (MTSS), including Culturally and Linguistically Responsive Pedagogy (CLRP), Response to Instruction and Intervention (RtI²) and Universal Design for Learning (UDL) for academics and behavior
- Integrate Social/Emotional Learning (SEL) into content areas

MAJOR CHANGES:

This memorandum replaces memorandum MEM-6015.9 *School-site Professional Development Priorities and Banked Time Tuesdays for Elementary Schools 2021-2022*, dated 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.

This document also outlines the required trainings for Black Student Achievement Plan (BSAP) group 1 and group 2 schools. These sessions are also strongly recommended for all schools.

Flexibility is provided to school principals to schedule these courses during the year to compliment school site professional development priorities. Professional development plans and flexibilities in timeline should be discussed with the Local District Principal Supervisor. Schools are to retain copies of the Banked Time Tuesday meeting agendas and sign-in sheets as evidence of completion.



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BACKGROUND: The primary expected outcomes for professional development are 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 academic language proficiency.

In accordance with Article IX-B, Section 2.0 of the LAUSD/UTLA Collective Bargaining Agreement, principals are to work with their leadership councils and instructional teams 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 for Banked Time Tuesday meetings must be used to improve instruction to ensure student achievement of the standards. The *Teaching and Learning Framework* details the pedagogy needed to effectively teach the California content 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. IMPLEMENTATION OF BANKED TIME TUESDAYS

A. Banked Time Tuesday Allotments

Per the LAUSD/UTLA agreement, fifty percent of allocated Banked Time Tuesdays (listed on Attachment A) must be devoted to professional development aligned with the District instructional priorities. The number of days allocated for Banked Time Tuesday professional development for elementary schools:

Elementary School Banked Time Tuesday Allocations	
Total number of Banked Time Tuesdays allocated to schools	26
District-determined topics for Banked Time	13
Local School Leadership Council (LSLC) determined topics for Banked Time Tuesdays	13



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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 or decreases the number of banked time days), please complete and submit Attachment D to the Local District Principal Supervisor.
2. If a school wishes to increase or decrease the number of banked time days, please see MEM-6680.6, *School Waivers for Alternative Configurations*, dated May 13, 2022 for the 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 (249 minutes) and annually (55,100 minutes) as indicated in the following documents:

- 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
- REF-068500.3, *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for School Year 2022-23*, 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

The following guidelines for the scheduling and implementing of Banked Time Tuesdays must be adhered to:

1. If Banked Time Tuesday date(s) fall on the same date(s) as California and District testing programs, schools must administer the mandated test. A special testing schedule will be necessary to complete testing on a Banked Time Tuesday schedule.



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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 on Banked Time Tuesdays.
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 for dates other than those listed on the approved schedule of dates when 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.

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 resources, please visit the teacher resource page <https://achieve.lausd.net/Page/11520>.



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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 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. BLACK STUDENT ACHIEVEMENT PLAN SCHOOLS PROFESSIONAL DEVELOPMENT

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.



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- facilitate self-reflection and personal growth toward empathy and value for Black students and their families.
- development and improvement of effective pedagogical practices (ex. curriculum development, classroom management, content selection & connection, etc.) that center the history and current lived experiences of Black people.

These sessions will address social emotional learning, trauma informed practices and diversity, equity and inclusion in curriculum and instruction which are crucial for ensuring equity and supporting all students to thrive.

The 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.

ATTACHMENTS:

Attachment A: *Banked Time Professional Development Schedule 2022-2023*

Attachment B: *Single-Track Instructional School Calendar 2022-2023*

Attachment C: *Instructional Resources by Department*

Attachment D: *Request for Alternate Banked Time Tuesday Date(s)*



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RELATED RESOURCES:

BUL-2332.7 *Elementary School Progress Report Marking Practices and Procedures dated August 3, 2018*

MEM-5787.10 *Back-to-School and Open House Activities for 2022-2023*
dated May 13, 2022

MEM-5127.12 *Dates for Required Progress Reports in Elementary Schools 2022-2023* dated May 13, 2022

MEM-6680.6 *School Waivers for Alternative Configurations*, dated May 13, 2022

REF-068500.3 *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for School Year 2022-23*, dated May 13, 2022

ASSISTANCE:

For assistance or further information, please contact the Community of Schools Administrator or the following:

- Carlen Powell, Administrator, Elementary Instruction, at (213) 241-5333 or carlen.powell@lausd.net

For assistance with English Learners, please contact:

- Carla Gutierrez, Coordinator, Elementary English Learner Instruction, Multilingual and Multicultural Education Department at (213) 241-5582 or carla.gutierrez@lausd.net

For assistance with Dual Language Education Programs, please contact:

- Norma España, Director, Dual Language Education Multilingual and Multicultural Education Department at (213) 241-5582 or norma.espana@lausd.net

For assistance with Culturally and Linguistically Responsive Pedagogy and Standard English Learner (SEL) Instruction, please contact:

- The Local District SEL Coordinator or Kimberly Dismukes, Administrative Coordinator, Access, Equity and Acceleration Department, Division of Instruction at (213) 241-1750 or kmitch1@lausd.net

For assistance with Multi-Tiered Systems of Support, please contact:

- Elizabeth Pratt, Administrator, Access, Equity and Acceleration Department, Division of Instruction at (213) 241-3340 or eip3143@lausd.net



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For assistance with Dyslexia General Awareness, please contact:

- Susan Spillane, English Language Arts Specialist at (213) 241-5333 or sspillan@lausd.net
- Lela Rondeau, Coordinator, TK-12 Instruction, Division of Special Education at (213) 241-8133 or lela.rondeau@lausd.net

For assistance with Supporting Foster Youth, please contact:

- The Central Office or Local District Student Support Programs staff or Denise Miranda, District Homeless and Foster Youth Liaison at (213) 241-0761 or denise.miranda@lausd.net

For assistance with Behavior Interventions and Supports/Restorative Practices (PBIS/RP), please contact:

- Laura Zeff, Administrative Coordinator, Schoolwide Positive Behavior Interventions and Supports/Restorative Practices at (213) 241-3840 or laura.zeff@lausd.net

For assistance with Supporting Students with Disabilities, please contact:

- Lela Rondeau, Coordinator, TK-12 Instruction, Division of Special Education at (213) 241-8133 or lela.rondeau@lausd.net



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ATTACHMENT A

Banked Time Professional Development Schedule 2022–2023

ELEMENTARY SINGLE TRACK

The dates below represent the District allocated banked time Tuesdays only. At a minimum, thirteen of the twenty-six banked time Tuesdays are to be dedicated to the District's priorities.

District Allocated Banked Time Tuesdays	Progress Report Periods, Grade Entry, Parent Conferencing	Back-to-School and Open House	Non-Banked Time Tuesdays
August 23, 2022 August 30, 2022 September 6, 2022 September 13, 2022 September 20, 2022 September 27, 2022 October 4, 2022 October 11, 2022 October 18, 2022 October 25, 2022 November 1, 2022 November 8, 2022 <i>(Parent Conferences Nov. 14-18)</i> <i>(Thanksgiving Break Nov. 21 - 25)</i> November 29, 2022 December 6, 2022 December 13, 2022 <i>(Winter Break Dec. 19-Jan. 6)</i> January 10, 2023 January 17, 2023 January 24, 2023 January 31, 2023 February 7, 2023 February 14, 2023 February 21, 2023 February 28, 2023 <i>(Parent Conferences Mar. 6-Mar. 10)</i> March 14, 2023 March 21, 2023 March 28, 2023 <i>(Spring Break, Apr. 3-Apr. 7)</i> <i>(Parent Conferences Optional June 6-June 10)</i>	<u>Progress Report 1</u> Reporting Period 8/15/22 to 11/11/22 Grade Entry 10/20/22 to 11/14/22 Midpoint Warning Notices sent by 9/30/22 <u>Parent Conferences</u> 11/14/22 to 11/18/22 <u>Progress Report 2</u> Reporting Period 11/14/22 to 3/3/23 Grade Entry 2/9/23 to 3/3/23 Midpoint Warning Notices sent by 1/27/23 <u>Parent Conferences</u> 3/6/23 to 3/10/23 <u>Progress Report 3</u> Reporting Period 3/6/23 to 6/15/23 Grade Entry 5/25/23 to 6/15/23 Midpoint Warning Notices sent by 5/5/23 <u>Parent Conferences</u> 6/12/23 to 6/15/23 (Optional)	<u>Back-to-School Window</u> Start Date August 29, 2022 End Date September 16, 2022 <u>Open House Window</u> Start Date March 13, 2023 End Date May, 26, 2023 <u>Acceleration Days</u> 10/19/22 12/7/22 3/15/23 4/19/23 Acceleration days provide an additional dose of instruction to help targeted students who may need extra support to meet grade-level standards.	8/16/22 11/15/22 3/7/23 4/11/23 4/18/23 4/25/23 5/2/23 5/9/23 5/16/23 5/23/23 5/30/23 6/6/23 6/13/23



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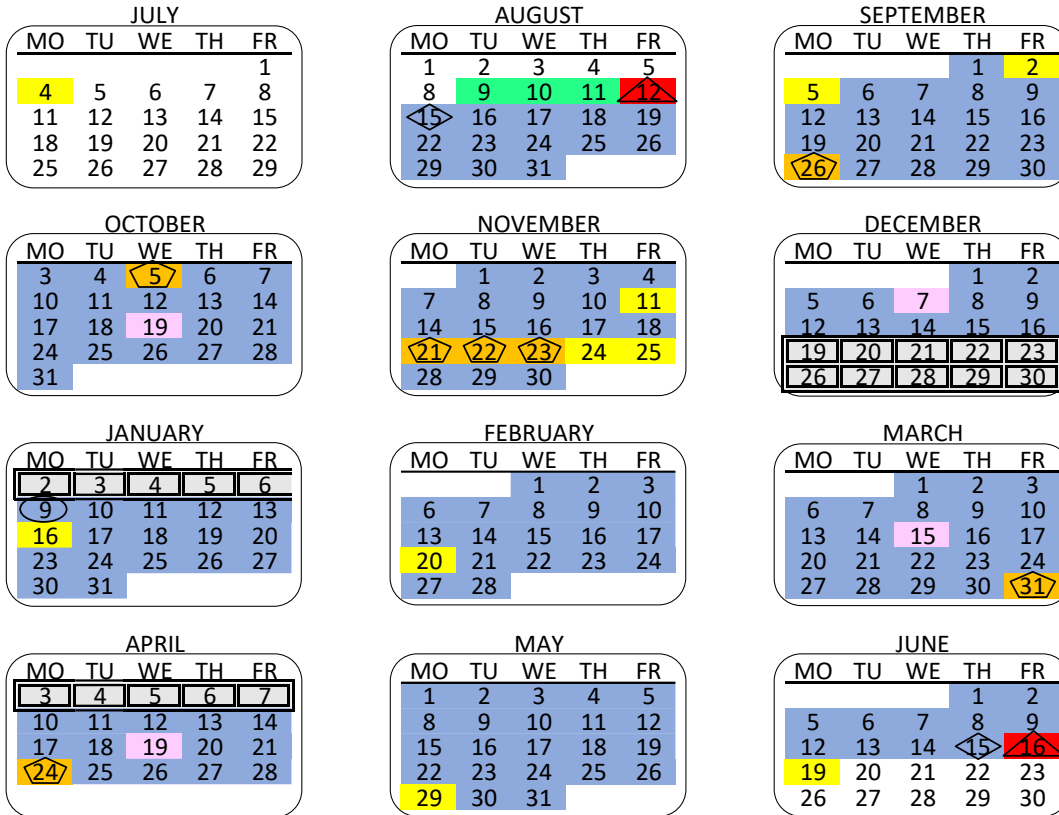
ATTACHMENT B

2022-2023 Instructional Calendar



LOS ANGELES UNIFIED SCHOOL DISTRICT INSTRUCTIONAL SCHOOL CALENDAR 2022-2023

**Board Approved
4/26/2022**



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	Visual and Performing Arts Framework Elementary VAPA resources: Dance Music Theatre Visual Arts
Curriculum maps by content area	Elementary Curriculum maps Curriculum Maps Schoology Group, Access Code: 5QCS3-XC4HP
Dyslexia Awareness	Access, Equity and Acceleration: Dyslexia Awareness
Educator Development and Support	My Professional Learning Network (MyPLN) My Professional Growth System (MyPGS)
English Language Development	MMED: Elementary English Learner Instruction, Schoology Group, Access Code: WS2X-jj24-GPBFB
Foster Youth Supports	Student Health and Human Services Foster Youth Achievement Program
Gifted and Talented Programs	GATE Programs GATE Professional Development GATE Salary Point Classes
History/Social-Science	Inquiry process and the integration of the literacy standards History/Social-Science Framework Elementary History/Social-Studies Group, Access Code: MD2GC-8F8DK
Human Relations, Diversity and Equity	Human Relations, Diversity and Equity



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ATTACHMENT C

Instructional Resources by Department

Department	Resources
Integration of Culturally and Linguistically Responsive Pedagogy (all content areas)	<p>Additional instructional materials and model lessons are available at the Academic English Mastery Plan website</p> <p>CA Framework for the Core Content Areas: ELA/ELD Chapter 2: Key Considerations in the ELA/Literacy and ELD Curriculum, Instruction, and Assessment</p> <p>Chapter 9: Access and Equity</p> <p>History/Social Science Chapter 20: Access and Equity</p> <p>Mathematics Universal Access</p> <p>Science Chapter 10: Access and Equity</p>
Literacy and Language Arts	<p>Elementary Literacy and Language Arts website</p> <p>Elementary Literacy/Language Arts Schoology Group, Access Code: SXR6W-RVH9G</p> <p>Transitional Kindergarten</p> <p>K-2 Read Aloud Lessons</p>



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Instructional Resources by Department

Department	Resources
Marking Practices	Elementary Progress Reports Resources and FAQs Grading Guidance Mastery Learning and Grading Personalized Learning Systems/Schoology
Mathematics	Professional development courses, problem solving and number talks Performance tasks aligned to the Smarter Balanced Claims and Targets are available on the L.A. Unified Mathematics website . These resources were developed by L.A. Unified teacher-leader teams, in conjunction with Los Angeles County Office of Education and Stanford Center for Assessment, Learning and Equity (SCALE). Elementary Mathematics Schoology Group, Access Code: 7Z37V-784N5 Edulastic CFA Resources L.A. Unified CGI Instructional Resources
Multi-Tiered Systems of Support	Access, Equity and Acceleration: Multi-Tiered Systems of Support
Physical Education	Physical Education Programs Elementary Physical Education Schoology Group, Access Code: BDT6M-TWDC6
Behavior Interventions and Supports/Restorative Practices (PBIS/RP)	Discipline Foundation Policy Behavior Interventions and Supports/ Restorative Practices (PBIS/RP)



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Instructional Resources by Department

Department	Resources
Science	NGSS Implementation Resources Science Schoology Groups: <ul style="list-style-type: none">• Elementary Science, Access Code: MBJR-GG9C-SNVJZ• Amplify Science, Access Code: W4PK-W466-63F5B• FOSS Next Gen Science, Access Code: MS6X-WQNT-44FBH
Social Emotional Learning (SEL)	SEL Model Program and Competencies
Special Education	Universal Design for Learning (UDL) Multi-Tiered System of Support (MTSS) Adaptions, Accommodations, Modifications, and Instructional Supports
State Accountability System Local Control Accountability Plan District Strategic Plan	California's Accountability and Continuous Improvement System Local Control Accountability Plan (LCAP) Learning Continuity and Attendance Plan
Trauma and Resilience-Informed Approach	Student Health and Human Services Trauma and Resilience-Informed Approach



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ATTACHMENT D

INTEROFFICE CORRESPONDENCE

Los Angeles Unified School District

TO: _____, Local District Superintendent DATE: _____

FROM: _____, Principal Name, Initials: _____
_____, Elementary 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 Service 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/Designee: _____

Print Name: _____

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