



**2017-2018**



LOS ANGELES UNIFIED SCHOOL DISTRICT

# **PARENT STUDENT HANDBOOK**



Dear L.A. Unified families,

I am pleased to take this opportunity to welcome you to the 2017-18 school year.

As I have often said, parents and guardians are the first and most enduring teachers in students' lives. When schools and parents work together, a stable foundation of support is formed for youth—every hour, every day. For that reason, you are a critical part of our strategy to prepare every student to graduate college prepared and career ready.

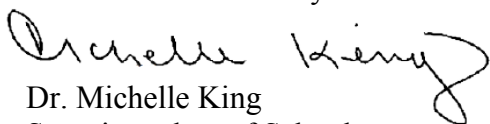
There are numerous opportunities for parents to remain involved in your child's education, including:

- **Parent Access Support System Portal ("PASSPort")**: PASSPort is an exciting online tool, where parents and guardians can easily access real-time information about grades, progress toward graduation, attendance, and other key data. This tool is available at [passport.lausd.net](http://passport.lausd.net).
- **Local District Superintendent Parent Community Advisories**: In an effort to promote two-way communication between District staff and parents in the field, we have developed Local District Superintendent Parent Community Advisories within each region. These committees provide an opportunity for parents and guardians to share firsthand perspectives and recommendations related to instruction and the operation of our schools. To learn more about these committees, parents can contact their Local District Administrator of Parent and Community Engagement (contact information available at [achieve.lausd.net/ld](http://achieve.lausd.net/ld)).
- **Parent-Based Groups and Central Committees**: Parents can become involved in parent-based groups at their schools, including School Site Councils and English Language Advisory Committees. In addition, they can join Central committees, such as the Parent Advisory Committee, the District English Learner Advisory Committee, and the Community Advisory Committee; which support our schools in complying with federal, state, and local parent engagement policies.
- **Parent Centers**: We have opened 40 new parent centers this school year, and are scheduled to open even more next school year. Parent centers, located on school campuses, provide a space where families can learn more about the educational process, meet parents and staff, get involved in their school, and develop new strategies for supporting learning at home.

Additional information about how you can become informed about and engaged in your child's education can be found at [achieve.lausd.net/families](http://achieve.lausd.net/families), or by calling the Office of Parent and Community Services at (213) 481-3350.

I look forward to working with all of you as equal partners this year, as we continue to move closer to our goal of 100 percent graduation.

Have a terrific school year!



Dr. Michelle King  
Superintendent of Schools

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### **Local District Northeast**

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(310) 914-2100

### **Local District South**

1208 Magnolia Avenue

Gardena, CA 90247

(310) 354-3400

### **Local District Northwest**

6621 Balboa Boulevard

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### **Local District East**

2151 North Soto Street

Los Angeles, CA 90032

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### **Local District Central**

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(213) 241-0126

## MAIN OFFICES

|                                 |                |  |                |
|---------------------------------|----------------|--|----------------|
| Adult and Career Education      | (213) 241-3150 | Interscholastic Athletics Office             | (213) 241-5847 |
| Beyond the Bell                 | (213) 241-7900 | KLCS Channel 58                              | (213) 241-4000 |
| Board Secretariat               | (213) 241-7002 | LAUSD Directory Assistance                   | (213) 241-1000 |
| Budget Services                 | (213) 241-2100 | Magnet Program                               | (877) 462-4798 |
| Charter Schools Division        | (213) 241-0399 | Maintenance & Operations                     | (213) 241-0352 |
| Data Accountability             | (213) 241-2460 | Office of Communications and Media Relations | (213) 241-6766 |
| District Nursing Services       | (213) 202-7580 | Office of Independent Monitor                | (213) 241-6036 |
| District Service Center         | (213) 241-1000 | Office of Inspector General                  | (213) 241-7700 |
| Division of District Operations | (213) 241-5337 | Office of the Chief Financial Officer        | (213) 241-7888 |
| Division of Instruction         | (213) 241-5333 | Office of Educational Services               | (213) 241-4133 |
| Division of Special Education   | (213) 241-6701 | Office of Environmental Health and Safety    | (213) 241-3199 |
| Early Education Office          | (213) 241-0415 | Office of the General Counsel                | (213) 241-6601 |
| Education Equity Compliance     | (213) 241-7682 | Parent and Community Services                | (213) 481-3350 |
| Emergency Services              | (213) 241-3889 | Personnel Commission                         | (213) 241-7800 |
| Equal Opportunity Section       | (213) 241-7685 | Public School Choice Information             | (213) 241-2547 |
| Facilities Services             | (213) 241-4811 | School Police Department                     | (213) 625-6631 |
| Food Services                   | (213) 241-6422 | School Report Card                           | (213) 241-5600 |
|                                 | (213) 241-6419 | Student Health & Human Services              | (213) 241-3840 |
| Human Resources                 | (213) 241-6131 | Transportation Services Division             | (800) 522-8737 |
| Information Technology Division | (213) 241-4906 |  |                |

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# TABLE OF CONTENTS

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| SUBJECT  | PAGE |
|--|------|
| Attendance .....   | 1    |
| ▪ Absences-Excused .....   | 1    |
| ▪ Absences-Unexcused .....   | 2    |
| ▪ Absences for Religious Purposes .....  | 2    |
| ▪ Notification of Truancy (Not) Letter .....   | 2    |
| ▪ Religious Released Time Program .....  | 2    |
| ▪ Truancy .....  | 2    |
| Alcohol, Tobacco, Drugs and Violence-Prevention and Prohibition .....  | 3    |
| Alternatives to Using Preserved and Live Organisms in Science Classes.....   | 3    |
| Annual Notice of Physical Education Requirement .....  | 3    |
| Asbestos Management Plan .....   | 3    |
| Before and After School Programs.....  | 3    |
| Blackboard Connect Notification System .....   | 4    |
| Bullying and Hazing Policy .....   | 4    |
| California Assessment of Student Performance and Progress (CAASPP) .....   | 5    |
| California English Language Development Test (CELDT) / English Language Proficiency Assessments for California (ELPAC) ..... | 5    |
| California State University Early Assessment Program (CSU-EAP) .....   | 5    |
| Cellular Telephones .....  | 5    |
| Challenges to Pupil Record Information .....   | 6    |
| ▪ Complaints .....   | 6    |
| Change of Residence/Emergency Information .....  | 6    |
| Child Abuse .....  | 6    |
| Code of Conduct with Students .....  | 7    |
| College Admission Requirements and Higher Education Information.....   | 7    |
| Course Compliance for Health Education and the California Healthy Youth Act .....  | 7    |
| Discipline Foundation Policy .....   | 9    |
| District Service Center.....   | 9    |
| Dress Codes/Uniforms .....   | 10   |
| Educational Options Schools .....  | 10   |
| Emergency Preparedness – LAUSD .....   | 10   |
| ▪ What can Parents do During an Emergency .....  | 10   |
| Emergency Response .....   | 11   |
| Field Trips.....   | 11   |
| Food Services Division (Café LA) .....   | 11   |
| ▪ Breakfast in the Classroom .....   | 11   |
| ▪ Qualifying for the School Meal Program .....   | 11   |
| ▪ Meal Applications .....  | 12   |
| ▪ Student Menu Prices .....  | 12   |
| ▪ Nutrition and Café LA Menus .....  | 12   |
| Foreign Student Admissions .....   | 13   |
| Foster Care - Students Placed in Out-of-Home Care by Department of Children and Family Services (DCFS) or Probation .....    | 13   |
| Free Expression Including Political Conduct, Rallies, Assemblies, Demonstrations, etc. ....                                  | 13   |
| Grade Change Request Process .....   | 14   |

|   |    |
|---|----|
| Gun-Free Safe Schools .....   | 14 |
| Health Information .....  | 14 |
| ▪ Asthma Program .....  | 14 |
| ▪ Communicable Disease Prevention .....   | 14 |
| ▪ Diabetes Mellitus .....   | 15 |
| ▪ Immunization Requirements .....   | 15 |
| ▪ Medication in Schools .....   | 15 |
| ▪ Oral Health Information .....   | 16 |
| ▪ Physical Examinations .....   | 16 |
| ▪ School Mental Health .....  | 16 |
| ▪ Suicide Prevention, Intervention & Postvention.....                                   | 17 |
| High School Graduation Requirements .....   | 17 |
| ▪ Counseling Component .....  | 18 |
| Instructional Technology Initiative .....   | 18 |
| Integrated Pest Management Program .....  | 18 |
| Internet Access .....   | 19 |
| Interscholastic Athletic Department .....   | 20 |
| Juvenile Hall/Camp Returnees .....  | 20 |
| Location of Student Records .....   | 20 |
| News Media Access .....   | 20 |
| Nondiscrimination Statement .....   | 21 |
| Notification of Rights Under the Family Educational Rights and Privacy Act (FERPA)..... | 21 |
| Nurse-Family Partnership .....  | 23 |
| Opportunity Transfers .....   | 23 |
| Parent Access Support Portal (PASSport) .....   | 23 |
| Parent/Guardian Annual Notification Regarding Condom Availability Program .....         | 23 |
| Parent and Community Services – Parent Involvement .....                                | 23 |
| Parent and Family Engagement Policy .....   | 24 |
| Parental Rights .....   | 24 |
| ▪ The School Volunteer Program (SVP) .....  | 25 |
| Permits and Student Transfers .....   | 25 |
| ▪ CA Open Enrollment Act.....   | 25 |
| ▪ Inter-district Permits.....   | 25 |
| ▪ Intra-district Permits.....   | 25 |
| Physical Fitness Test .....   | 26 |
| Restitution/Parent Liability .....  | 26 |
| Safe School Plan.....   | 26 |
| School Accountability Report Card .....   | 26 |
| School-Based Medi-Cal Services .....  | 26 |
| School Experience Survey .....  | 27 |
| School of Residence .....   | 27 |
| School Schedules .....  | 27 |
| Sexual Harassment Policy .....  | 27 |
| Special Education: Complaint Response Unit (CRU) .....                                  | 28 |
| Student Accident Insurance .....  | 28 |
| Student Attendance Options .....  | 28 |
| Student Health Insurance .....  | 28 |
| Student/School Code of Conduct .....  | 28 |

|   |    |
|---|----|
| Student Searches .....                                  | 29 |
| Students Experiencing Homelessness .....                | 29 |
| Students' Personal Property .....                       | 30 |
| Students with Disabilities and Special Education .....  | 30 |
| Students with Disabilities under Section 504 .....      | 30 |
| Students with Temporary Disabilities .....              | 31 |
| Suspension and Expulsions .....                         | 31 |
| ▪ Appeal of Disciplinary Action .....                   | 33 |
| ▪ Rehabilitation and Reinstatement from Expulsion ..... | 33 |
| Title IX and Students .....                             | 33 |
| Transportation-School Buses .....                       | 33 |
| ▪ Conduct on School Buses .....                         | 33 |
| Uniform Complaint Procedures (UCP) .....                | 34 |
| Visitors to School Campuses .....                       | 36 |
| Williams Uniform Complaint Process .....                | 36 |

## **ATTENDANCE**

### **California Compulsory Full-Time Education Law**

Education Code Section 48200 states that each person between the ages of 6 and 18 years of age not exempted under the provisions of Chapter 2 or Chapter 3 (commencing with Section 48400) is subject to compulsory full-time education. Each person subject to compulsory full-time education and each person subject to compulsory continuation education not exempted under the provisions of Chapter 3 (commencing with Section 48400) shall attend the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district which the residency of either the parent or legal guardian is located and each parent, guardian or other person having control or charge of the pupil shall send the pupil to the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

Los Angeles County, Code of Ordinances, Chapter 13.57 - DAYTIME RESTRICTIONS FOR MINORS

A. It is unlawful for any minor under the age of 18, who is subject to compulsory education or to compulsory continuation education, to be "absent from school and found in a public place," as defined in subsection B of this section, unless the minor has one of the valid excuses specified in Section 13.57.020.

B. For purposes of this chapter, a minor is "absent from school and found in a public place" if said minor is found idling, wandering, strolling, playing, or aimlessly driving or riding about in or upon any public street, avenue, highway, road, curb area, alley, park, playground, or other public ground, public place of public building, place of amusement or eating place, vacant lot or unsupervised place, or any place open to the public during the hours of 8:30 a.m. and 1:30 p.m. of the same day on days when said minor's school is in session. [Ord. 96-0009 § 1 (part), 1996]

In 2012, LAUSD Student Health and Human Services, Pupil Services, the Los Angeles School Police Department and the City of Los Angeles Economic and Workforce Development Department partnered to initiate the Truancy Diversion Program in order to support students that are found in violation of the Daytime Curfew Law. Students who are found outside of school grounds by Los Angeles School Police Officers no longer receive truancy citations. Currently, these students who violate the Daytime Curfew Law receive a Truancy Diversion Referral which requires the student to meet with a Pupil Services and Attendance (PSA) Counselor at one of the YouthSource Centers located throughout the City of Los Angeles. The PSA Counselor meets with the student and parent to conduct an educational assessment and identify areas of need with respect to academics, attendance and behavior. The PSA Counselor then provides appropriate referrals to services in the community and collaborates with staff from the student's school of attendance to coordinate and ensure ongoing support.

Every student is expected to attend school on a daily basis, unless there is valid justification for the absence [Education Code 48200]. Please send your child to school daily unless absence is truly unavoidable. Examples of UNEXCUSED absences include:

- Running errands for family
- Babysitting
- Vacations or trips
- Weather Conditions
- Transportation problems

School attendance is vital to student achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially. Schools are required to update attendance data and records during the current school year. Corrections and updates to attendance data and records are not allowed after the school year has closed. It is the parent's/guardian's responsibility to provide documentation to verify absence within ten (10) days after the student returns to school in order to prevent absences from being recorded as noncompliant. Upon learning from a parent/guardian the reason(s) for a student's absence, the following staff may verify the validity of an absence excuse (CA Code of Regulations, Title 5, Section 421):

- A school or public health nurse
- An attendance supervisor (e.g., PSA Counselor)
- A physician
- A principal
- A teacher
- Any other qualified employee of a school district assigned to make such verification.

School-site staff authorized to verify absence excuses may, when presented facts that call into question the authenticity of the excuse, request additional information in support of the absence excuse, and/or may refuse to excuse the absence (CA Code of Regulations, Title 5, Section 306).

### **ABSENCES – EXCUSED**

Excused Absences: California E.C. 48205 provides that a student shall be excused from school when the absence is due to:

- Illness or injury of pupil
- Quarantine
- Medical, dental, optometric, or chiropractic services
- Attending the funeral of an immediate family member e.g., mother, father, grandmother, grandfather, brother, sister, or any relative living in the immediate household of the student (one day within the state, three days outside the state)
- Jury duty
- Illness or medical treatment of a child of whom the student is the custodial parent
- Justifiable Personal Reasons, which means that the pupil's absence has been requested in writing by the parent and approved by the principal or designee. Absences that fall into this category include, but are not limited to:
  - Active military duty in combat zone (immediate family member; maximum three days)
  - Appearance in court
  - Attendance at a funeral service (extended days)
  - Attendance at a religious retreat (shall not exceed four hours per semester)
  - Entertainment industry work with valid work permit (no more than five consecutive days or a maximum of five absences per school Year)
  - Medical exclusion or exemption
  - Observance of religious or cultural holiday, ceremony, or secular historical remembrance
  - Religious instruction (attend a minimum school day no more than four days per school month)
  - Revoked suspension through appeals procedure
  - Participation in not-for-profit performing arts organization (maximum five days per school year)



- Pre-arranged mental health services (Mental Health Day Treatment)
- Take Your Daughters and Sons to Work Day®

Upon receiving appropriate verification that an absence occurred due to one of the reasons listed above, the school will consider the absence to be excused. A pupil absent from school for the above excused reasons shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, shall be given full credit. The teacher of any class from which a pupil is absent shall determine what assignments the pupil shall make up and in what period of time the pupil shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

### **ABSENCES – UNEXCUSED**

Any absence for reasons other than those listed as EXCUSED ABSENCES are unexcused. The District is required by law to seek an explanation from the parent/guardian (a written note or verbal justification) regarding all absences within ten (10) days. The student may be classified as truant (refer to Truancy section) and this could be grounds for referral to the School Attendance Review Board (SARB) and to the City or District Attorney's Office.

### **ABSENCES FOR RELIGIOUS PURPOSES**

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises with prior approval by the school principal [Education Code Section 46014]. Additionally, students may be absent to attend a religious retreat [Education Code Section 48205(a) (7)], not to exceed four hours per semester. Such absences are considered excused absences, and pupils are responsible for making up missed work.

### **NOTIFICATION OF TRUANCY LETTER**

An automated truancy letter will be mailed to notify parents/guardians of students between the ages of 6 and 18 years when their child has accumulated three or more unexcused absences, early leaves and/or tardiest of 30 minutes or more in the school year for which a valid excuse was not provided. Absences that meet this criterion will be counted toward truancy classification. If you believe you received such notification in error, please contact the school from which the letter was generated. Corrections and updates to attendance data and records are not allowed after the school year has closed.

### **RELIGIOUS RELEASED TIME PROGRAM**

Pupils, with the written consent of their parents/guardians, may be excused from school in order to receive moral and religious instruction away from school property under the following conditions, pursuant to Board Rule 2125 and Education Code Section 46014:

- The school is participating in the Religious Release Time Program.
- Each pupil shall be released for no more than 40 minutes, once during the school week.
- No pupil shall be excused from school for such purposes on more than four days per school month.
- Each pupil shall attend school at least the minimum school day for his or her grade.
- The time of day for the release shall be determined by the principal, and be at the same time in the school day each week for any one classroom to avoid repeated classroom interruptions.

### **TRUANCY**

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school and/or tardy in excess of thirty (30) minutes on three (3) occasions in one school year without valid excuse or any combination thereof, is considered to be a truant under the law [Education Code 48260 (a)]. Upon a pupil's initial classification as a truant, the school district shall utilize the Notification of Truancy Letter to notify the pupil's parent/guardian [Education Code 48260.5], by mail or other reasonable means of the following:

- The pupil is truant.
- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet these obligations may be guilty of an infraction and subject to prosecution.
- That alternative educational programs are available in the District.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- That the pupil may be subject to prosecution.
- That the pupil may be subject to suspension, restriction or delay of the pupil's driving privilege.
- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

Any pupil is deemed a *habitual truant* who has been reported as a truant three (3) or more times per school year and an appropriate district officer or employee has made a conscientious effort to hold at least one conference with the parent or guardian of the pupil and the pupil himself/herself [Education Code 48262].

Any pupil who is deemed a habitual truant or is irregular in attendance in school or is habitually insubordinate or disorderly during attendance at school may be referred to a School Attendance Review Board (SARB). The SARB Representative will send a notice to parents/guardians, informing them of the date, time and location of the SARB Hearing. The notice shall indicate that the pupil and parents or guardians of the pupil will be required to meet with the School Attendance Review Board (SARB) [Education Code 48263].

In the event that any parent, guardian, student, or other person continually and willfully fails to respond to directives of the SARB or services provided, the School Attendance Review Board may contact the district attorney to notify the parents or guardians of each pupil concerned, that they may be subject to prosecution [Education Code 48263.5].

The District partners with the Los Angeles County Office of the District Attorney and the Los Angeles Office of the City Attorney to provide support to truant students and their families.

## **ALCOHOL, TOBACCO, DRUGS AND VIOLENCE – PREVENTION AND PROHIBITION**

As stated in policy Bulletin No. 3277.1 titled *Preventive Measures and Mandatory Procedures for Students Who Violate Laws Regarding Drugs, Alcohol, and Tobacco and Other Intoxicants*: The Los Angeles Unified School District does not tolerate the use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia by students on school campuses or at school-sponsored activities. School administrators must take immediate action to prevent, discourage, and eliminate the use or possession of drugs, alcohol, tobacco, or related paraphernalia on campus and at school activities. In cooperation with School Police and community agencies in disciplining students in violation, school administrators may use prevention-education, direct intervention, expulsion, or arrest on a case-by-case basis to keep the school drug, alcohol, tobacco, and violence-free.

Smoking and the use of all tobacco products, alcohol or drugs shall be prohibited on all Los Angeles Unified School District property, including District owned or leased buildings and in District vehicles, at all times by all persons, including employees, students, and visitors at any school or District site or attending any school sponsored events.

The Los Angeles Unified School District also prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor emitting devices, with or without nicotine content, that mimic the use of tobacco products on all District property and in District vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroine.

Penal Code section 308(a)(1)(H) prohibits the sales of e-cigarettes to minors which means that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action.

Parents and students are encouraged to seek assistance at their school site. For more information, contact the Health Education Program in the Division of Instruction, or the Organizational Facilitator at your Local District.

Education on how to prevent the use of alcohol, tobacco, and other drugs is taught in health education. Beyond the health textbook, the instruction for includes an evidence-based intervention. Also, a violence prevention-education is taught through an evidence-based intervention focused on social-emotional learning. The adopted and required evidence-based prevention-education curriculum guidance is provided to schools in Bulletin BUL-3403.1, Meeting the Requirements of NCLB Act of 2001 and the Title IV, Safe and Drug-Free Schools and Communities Act on the adopted and required evidence-based curriculum. School implementation is explained for elementary schools in REF-3398.1; for middle schools in REF-3404.1; and for high schools in REF-3405.1.

## **ALTERNATIVES TO USING PRESERVED AND LIVE ORGANISMS IN SCIENCE CLASSES**

District policy and California Education Code Section 32255.1 provides that students with a moral objection to participation in science laboratory instruction in which animals are used must be informed of the opportunity to be excused or provided with alternative activities. Students objecting to participation in science laboratory in which animals will be used must have a note from their parents or guardians requesting an alternative assignment. This assignment must require a comparable time and effort investment by the student.

## **ANNUAL NOTICE OF PHYSICAL EDUCATION REQUIREMENT**

California Education Code Section 51210(a)(7) requires that elementary students in grades 1 through 6 receive physical education instruction for a total period of time of not less than 200 minutes each 10 school days, exclusive of recess and lunch period. Elementary schools shall post each elementary teacher's physical education schedule on the school's website or in the elementary teacher's classroom. In addition, the physical education schedules shall be posted in the school's main office. Parents or guardians who have any questions regarding physical education minutes should first contact their child's teacher or principal.

*Physical Education Complaints.* A parent or guardian who believes that his or her child is not receiving the required number of physical education instructional minutes may file a formal complaint. The complaint form can be found at the school or on the District physical education website at <http://achieve.lausd.net/Page/1240> and should be returned to the school's principal in the main office. Parents or guardians with questions or concerns about the number of minutes of physical education beyond the response provided by the school may contact the school's Director at the appropriate Local District office.

## **ASBESTOS MANAGEMENT PLAN**

Each school site in the District has an Asbestos Management Plan (AHERA Report) which identifies where asbestos containing building materials are located at the school and the conditions of those areas. Schools are required to notify staff, parents, and legal guardians prior to the start of asbestos abatement work. The AHERA report is updated every six months, and is available for review upon request.

## **BEFORE AND AFTER SCHOOL PROGRAMS**

The Beyond the Bell Branch (BTB) is the District's umbrella organization responsible for all before and after school programs, extended learning opportunities and Student Auxiliary Services. Brief information is provided below and additional information can be obtained by calling (213) 241-7900, through the BTB website at [www.btb.lausd.net](http://www.btb.lausd.net) or via the BTB office at 333 South Beaudry Ave., 29<sup>th</sup> Floor, Los Angeles, CA 90017.

- Before and After School Programs – BTB, in partnership with community-based organizations throughout Los Angeles, provides academic assistance, enrichment activities, and recreation under the supervision of trained staff in a safe, welcoming environment. BTB also sponsors a variety of initiatives with other partners that bring tutoring, mentoring, visual and performing arts, and many engaging experiences to students at selected school sites.
- Extended Learning Opportunities – Each school site provides academic assistance during the day and/or beyond the school day for students at risk of not meeting grade level standards. BTB supports extended learning opportunities for at-risk students through the Migrant Education Program, the Senior High School Credit Recovery Summer School Program, the CORE Waiver, and other special programs as funded and available.
- Student Auxiliary Services – BTB Student Auxiliary Services provide safe, wholesome, and supervised activities that extend the learning process beyond the classroom and the regular school day. Services include the development and implementation of critical educational support programs as well as auxiliary services for students, schools, staff, and communities. Programs include Youth Services (YS), the safety net, after school enrichment and sports program offered from dismissal until 6:00 p.m. at elementary and middle schools; the Outdoor and Environmental Education Program which supports California State Science Standards and incorporates human relations activities at

## **BLACKBOARD CONNECT NOTIFICATION SYSTEM**

The Los Angeles Unified School District uses a District wide notification system called Blackboard Connect to personally communicate with parents and staff, regarding emergency situations, attendance, school events and other important issues impacting you and your child. The Blackboard Connect service allows us to send personalized voice messages to your family's home, work or cell phones, and also contact you through email, text messaging and social networks. Parents and guardians are responsible for the cost of text messages if selected as a means of communication. We are able to reach everyone in the District within minutes based on Blackboard Connect's capabilities which improves school and District wide communication with parents and employees. Keeping parents more informed and involved leads to higher student achievement and student safety. Please help us by ensuring we have your current contact information. You can specify on which phone you receive general notification, attendance, and emergency communications by completing the Student Emergency Information Form.

### ***What Numbers Should I Provide for Blackboard Connect?***

There are many instances when the school will attempt to reach you.

- **General** notification messages are sent during the early evening. These messages are non-emergency in nature and announce upcoming events or reminders.
- **Attendance** notification messages are generally sent in the morning and in the early evening. These messages are sent to inform you that your child has been reported as an unexcused absence or tardy for one or more periods or an entire day of school. The most appropriate number is a daytime telephone number. If you are a working parent, this is most often your work number or cell phone number. If the parent is home during the day, this is the home telephone number. It is recommended that the attendance number not be the home number if no one is there during the day.
- **Emergency** notification messages are of an urgent nature and are sent anytime during the day. The number you should provide is where you are most likely to be reached during the majority of your waking hours. Blackboard Connect will call every number stored in the notification system including the numbers for general and attendance notifications to ensure that the parents are reached. This number should be for the parent or guardian and not the alternate contacts provided on the Student Emergency Information Form. The information on the Student Emergency Information Form will be utilized should the school not be able to reach the parent or guardian.
- **Teacher Messages** are sent to inform you of your child's academic standing, general behavior and work habits, and classroom reminders and notifications.

### ***Important Call Delivery Tips:***

1. When a call comes from the school (or District), the message recipient's caller ID will display the school (or District's) name or phone number.
2. When listening to a message, background noise may cause the system to stop and start over. Blackboard Connect is carefully tuned to determine whether a person or an answering machine/voicemail has been reached, and background noise may affect the delivery of the message. If possible, move to a quiet area, or press the mute button on your phone.
3. If you missed any part of a message, please stay on the line and press the "\*" (star) key on your phone to hear the entire message again. Alternatively, you can replay the latest message by dialing (855) 473-7529.
4. Please be aware that the Blackboard Connect service cannot currently dial an extension (this will be available in the near future), so be sure the numbers you provide are direct lines.

### ***Opting Out of General Notifications:***

Every parent has the ability to opt-out from receiving general notification messages. When a call is received, listen to the prompts at the end of the message to opt-out. To opt back into receiving messages, call (855) 502-7867 from the phone on which you previously received the calls. Only general notifications are impacted. Attendance and emergency calls will continue to be sent.

Please have your child return the completed Student Emergency Information Form to the school as soon as possible. Should your contact information change or need to be corrected, please contact the school directly. Only the school has the ability to change your contact information. It is important that the school has your current contact information so that you can receive these important messages. As the notification system is used for emergency communications, the District has established a no opt-out policy for students, parents and employees. All personal information is maintained in the strictest confidentiality and in compliance with the District's security policies.

## **BULLYING AND HAZING POLICY**

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

All students and staff of public primary, elementary, middle, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful [Article 1, Section 28(c) of the California State Constitution]. The bullying and hazing policy, written in accordance with Federal guidelines and California Education Code, requires that all schools and all personnel promote respect and acceptance.

This policy shall encompass behaviors and actions that occur among students, District employees, and associated adults. The policy is applicable in schools, at school and District-related programs, activities and events, traveling to and from school, and all other areas of the District's jurisdiction [Ed Code 48900(s)].

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

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

Cyberbullying is an act of bullying conducted via electronic communication technology (e.g., texts, e-mails, blogs, postings) and meets the impact of bullying. A person who engages in cyberbullying at school or school-related activities and events may be subject to disciplinary action. Cyberbullying that occurs off-campus but substantially disrupts the instructional environment of the school may fall under District jurisdiction.

Hazing is any humiliating or potentially harmful initiation, pre-initiation, or rite of passage associated with membership in a student organization whether or not it is officially recognized by the educational institution.

Sexting is electronic communications of an inappropriate sexual nature. Once posted, a student has no control over the use of their image. The posting and sharing of sexual images of minors could be considered child pornography or child abuse. Participants could be subject to disciplinary or criminal action. Students should consider the potential lifelong consequences of sexting.

Parents and students are encouraged to put their concerns in writing and work with their school site administration who will investigate the allegation and work with the parties involved to reach resolution. For more information or assistance, contact your local district office. The Office Human Relations, Diversity & Equity is also available for resources and consultation at (213) 241-5337. For allegations of discrimination/ harassment, contact Educational Equity Compliance, (213) 241-7682.



### **CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)**

The California Assessment of Student Performance and Progress, or CAASPP is the state academic testing program. CAASPP is a system intended to provide information that can be used to monitor student progress on an annual basis and ensure that all students leave high school ready for college and career. The CAASPP assessment system encompasses the following assessments:

- Smarter Balanced Summative Assessments for mathematics and English Language Arts (ELA) in grades three through eight and eleven.
- California Alternate Assessment (CAA) for grades three through eight and eleven eligible students in English Language Arts and mathematics.
- California Science Tests (CAST) for Science in grades five, eight, and once in high school as a field test.
- California Alternate Assessment (CAA) for Science in grades five, eight, and once in high school as a pilot test.
- Following spring 2017 CAASPP testing, individual student score reports will be provided to parents. Student score reports will include an overall score and a description of the student's achievement level for ELA and mathematics. Score reports for students in grades 5, 8, and 10 will include results of the Science test. Early Assessment Program (EAP) results will be included on the score reports for students in grade 11, providing an early indication of readiness for college-level coursework.

As the parent or guardian, you have the option of excusing your child from any part of the CAASPP program. If you would like to excuse your child from the test, you must submit your request in writing to the school. Please let the school know as soon as possible so the school can make alternative arrangements for your child.

Testing calendars may be found at [www.lausd.net](http://www.lausd.net). Click on District School Calendars under About LAUSD. If you have additional questions about the testing program at your child's school, please contact the school principal. Additional information is posted on the internet at <http://www.cde.ca.gov/ta/tg/cal/>.

### **CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT) / ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)**

State law requires school districts to assess the English language development of all English Learners (ELs) and of new enrollees in California public schools who speak a language other than English in order to determine each student's level of English proficiency. This assessment must be administered within 30 days of enrollment.

All continuously enrolled English Learners will be administered a new assessment called the English Language Proficiency Assessments for California (ELPAC) in the spring of 2018.

To find more information about the CELDT and the ELPAC, please contact your school principal. Additional information can be found at <http://achieve.lausd.net/mmed#spn-content>.

LAUSD offers five instructional program options for parents of English Learners.

- Mainstream English
- Structured English Immersion
- Dual Language
- Maintenance Bilingual
- Transitional Bilingual

The goals of the programs are to develop bilingual/biliteracy and/or English Proficiency. Contact your school's principal or the Multilingual & Multicultural Education Department at website <http://achieve.lausd.net/mmed#spn-content>.

### **CALIFORNIA STATE UNIVERSITY EARLY ASSESSMENT PROGRAM (CSU-EAP)**

The EAP is a joint program of the CDE, California State University (CSU) and California Community Colleges (CCC). The EAP provides students with an early indicator of their college readiness in English and mathematics prior to starting the senior year. In addition, EAP may earn students an exemption from CSU and participating CCC English and/or mathematics placement tests that are required for entering freshman. EAP is now embedded in the CAASPP Smarter Balanced grade eleven ELA and mathematics assessments. Students taking the grade eleven assessments will automatically be participating in the EAP. To provide information to students on their college readiness, students may voluntarily release their results to the CSU and CCCs. The results will not be used for admissions.

To find more information about the CAASPP Program CSU/EAP, please contact your child's counselor or contact the school office. Additional information is posted on the internet at: <http://www.cde.ca.gov/ci/qs/hs/eapindex.asp>.

### **CELLULAR TELEPHONES AND OTHER MOBILE DEVICES**

It is the policy of the Los Angeles Unified School District (LAUSD) to prohibit the use of cellular phones or any electronic mobile device by students on campus during normal school hours. Students are permitted to possess cellular phones, or other electronic mobile devices such as cameras,

electronic games, radios, MP3 players, computing devices, tablets, etc. on campus provided that any such device shall remain turned off and stored in a locker, backpack, purse, pocket, or other places where it is not visible during normal school hours. Students are permitted to use cellular phones or other electronic mobile devices on campus before and after school or during school activities that occur outside of school hours. For District, state and national assessments, students are prohibited access to any unauthorized electronic devices at any time during the entire testing session. Students must comply anytime a request is made by school personnel to cease the use of a cellular telephone other electronic mobile device even before or after school. Schools may adopt more stringent cellular phone policies through the School Site Council. Cell phone use on the school bus is for emergency purposes only; driver authorization is required. For more information, you may call Transportation Services at (800) 522-8737. The District is not responsible for lost or stolen cellular telephones or other electronic mobile devices.

### **CHALLENGES TO PUPIL RECORD INFORMATION**

- A. The inspection/review of any or all pupil records will be during regular school hours and will be arranged at a time mutually convenient to the parent (or student, when applicable) and the school official. A District certificated employee must be present to assist and act as custodian of the file. When a pupil record of one student includes information concerning other students, the parent (or student, when applicable) who wishes to inspect and review such material may see only such part as relates to the child of that parent. If the parent (or student, when applicable) requests a copy of the whole or any part of a pupil record, the copy will be provided. The school or the Local District may charge a copy fee of 25 cents (\$.25) for the first page and 10 cents (\$.10) for each additional page requested. For all pupil records other than grades, California Education Code Section 49070 provides that a parent (or former student) may challenge the content of such pupil records by filing a written request to remove or correct any recorded information that is:
1. Inaccurate
  2. An unsubstantiated personal conclusion or inference
  3. A conclusion or inference outside of the observer's area of competence
  4. Not based on the personal observation of a named person with the time and place of the observation noted
  5. Misleading
  6. In violation of the privacy or other rights of the student

The parent may challenge the content of such records by first meeting with the school principal. If the principal sustains the parent's challenge, the record will be corrected or removed. If the school principal does not sustain the parent's challenge, the parent may appeal. Appeals from a school principal's adverse decision are to be made first to the Local District Instructional Area Superintendent, and then if necessary, to the Board of Education. The Local District Instructional Area Superintendent and the Board of Education may choose to convene an impartial panel to conduct an inquiry into the subject of the challenge. If the panel sustains the parent's challenge, the correction, removal or destruction of material challenged will be made. If the parent's challenge is ultimately denied, the parent has a right to provide written statement of his or her objection to the information. This statement becomes a part of the student's school record unless and until such time as the information objected to is changed or removed.

- B. With regard to the challenge of grades, there is a separate process. California Education Code Section 49066 provides that, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence, the grade given to each pupil in a course by a teacher shall be final. Challenges to grades will be conducted in accordance with California law and with LAUSD policy. Please see section regarding Parents' Right to Request a Grade Change.
- C. Records or information maintained by any school official exclusively for personal reference or use and which are not available to any other person, except his or her substitute, are not pupil records available for inspection, review, or challenge by the parent or adult pupil.
- D. Upon the written request by a school in which the student seeks or intends to enroll, education records of the student will be forwarded to that school.

### **COMPLAINTS**

Parents have the right to file complaints regarding District procedures affecting rights of privacy with California State Department of Education and/or the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, Washington, D.C. 20201.

### **CHANGE OF RESIDENCE/EMERGENCY INFORMATION**

It is the responsibility of parents, guardians or adult foster care caregiver to inform the school of any change of address, telephone number or emergency information. Provided that the school meets its responsibility regarding requirements of notification of residence information, a family's failure to report a change of address within 30 calendar days shall be cause for forfeiture of the right to any type of permit. Parents must provide a manner to receive both written (U.S. Mail) and oral communication (telephone, cell) regarding their child(ren).

For the protection of the student's health and welfare, and to facilitate immediate communication with the parent/legal guardian or caregiver, the LAUSD, in accordance with EC 49408, requires the parent/legal guardian to provide current emergency information on an official Emergency Card (Form 34-EH-12, REV 1/14) at the school site. Every parent/legal guardian or caregiver must complete a Student Emergency Form for each student at the time of enrollment. Emergency information should include, but is not limited to the following:

- Home address and current telephone, including cell phone
- Employment/business addresses and phone numbers
- Relative/Friend's name, address, and telephone numbers authorized to pick up and care for the student in an emergency situation, if the parent/legal guardian cannot be reached. If the student rides the school bus to and from school, include his/her routing information; route number, pick/up and drop off location. Parents of students with disabilities should also have the name of any other designated adult who can receive their child in case of an emergency.

Students will only be released to a person listed on the emergency card unless the parent/legal guardian has provided written authorization on a case by case basis. Parents are required to update this information at least twice per school year.

### **CHILD ABUSE**

#### **Reporting Requirements**

Child abuse is any deliberate behavior that is inflicted onto a child from an adult. Examples of child abuse may include, but is not limited to, physical abuse, sexual abuse, including commercial sexual exploitation of a minor, neglect, willful cruelty, and mental suffering. Any District employee who has a reasonable suspicion that child abuse has occurred or is occurring is required by law to file a suspected child abuse report with an appropriate child protective services agency (CPA): either the local police or Sheriff's Department, or the Department of Children and Family Services within 36

hours. Additionally, the CPA must be contacted immediately or as soon as practical via telephone. LAUSD School Police Department (LASPD) *by law is not considered a child protective services agency. Therefore, LASPD officers may not be the recipients of child abuse reports.* Suspected child abuse reports are confidential as to the identity of the employee making such a report.

### **CODE OF CONDUCT WITH STUDENTS**

The District is committed to ensuring that employees and all individuals who work with or have contact with students conduct themselves with students in a way that is supportive, positive, professional, and non-exploitative. The District will not tolerate inappropriate conduct or behavior towards or with students by its employees or any individual who works with or has contact with students. Parents or guardians who have any questions or concerns regarding the conduct or behavior towards or with students by an employee or individual who works with or has contact with students are encouraged to speak to the school administrator.

Education Code Section 44807 states that every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. California law prohibits the use of corporal punishment against students. However, a teacher, assistant principal, principal, or any other certificated employee of a school district shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning. The provisions of this Section are in addition to and do not supersede the provisions of Section 49000.

### **COLLEGE ADMISSION REQUIREMENTS AND HIGHER EDUCATION INFORMATION**

The State of California offers community colleges, California State Universities (CSU), and Universities of California (UC) for students who wish to continue their education after high school.

In order to attend a community college, a student need only be a high school graduate or 18 years of age. In order to attend a CSU, a student must have taken specific high school courses, have the appropriate grades and test scores, and have graduated from high school. Test scores are not required if your GPA is 3.0 or above. In order to attend a UC, a student must meet requirements for coursework, GPA, and test scores, or rank in the top four percent at a participating high school, or qualify by examination alone. A student may also transfer to a CSU or UC after attending a community college.

For more information on college admission requirements, please refer to the following webpages:

[www.cccco.edu](http://www.cccco.edu) – This is the official website of the California Community College system. It offers links to all of the California Community Colleges.

[www.assist.org](http://www.assist.org) – This interactive site provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.

[www.csumentor.edu](http://www.csumentor.edu) – This website provides information to students and their families on the CSU system, an online application, and links to all CSU campuses.

[www.universityofcalifornia.edu](http://www.universityofcalifornia.edu) – This website provides information regarding admissions, an online application, and links to all UC campuses.

Students may also explore career options through career technical education. These are programs and classes that are specifically focused on career preparation and/or preparation for work. The programs and classes are integrated with academic courses and support academic achievement. Students can learn more about career technical education by referring to the following webpage: [www.cde.ca.gov/ds/si/rp](http://www.cde.ca.gov/ds/si/rp).

You may meet with a school counselor to choose courses at your school that will meet college admission requirements or enroll in career technical education courses, or both.

### **COURSE COMPLIANCE FOR HEALTH EDUCATION AND THE CALIFORNIA HEALTHY YOUTH ACT (Comprehensive Sexual Health and HIV Prevention-Education)**

The California Healthy Youth Act was enacted on January 1, 2016. It requires comprehensive sexual health and HIV instruction be mandated in Grades 7-12 (CEC 51930-51939). CEC 51930 states that schools are required to:

1. Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.
2. Provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
3. To promote understanding of sexuality as a normal part of human development.
4. To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.
5. To provide pupils with knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

The following definitions apply (CEC 51931):

(a) "Age Appropriate" refers to topics, messages, and teaching methods suitable to particular ages or groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.

(b) "Comprehensive sexual health education" means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections.

(c) "English learner" means a pupil as described in subdivision (a) of Section 306.

(d) "HIV prevention education" means instruction on the nature of human immunodeficiency virus (HIV) and AIDS, methods of transmission, strategies to reduce risk of HIV infection, and social and public health issues related to HIV and AIDS.

(e) "Instructors trained in the appropriate courses" means instructors with knowledge of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexuality transmitted infections.

(f) "Medically accurate" means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists.

(g) "School district" includes county boards of education, county superintendent of schools, the California School for the Deaf, and California School for the Blind.

#### *Notice and Parental Excuse*

Schools should encourage parents or guardians to communicate with their child about human sexuality and HIV/AIDS as it pertains to their personal health. Schools should establish procedures that make it easy for parents and guardians to review materials and evaluation tools related to instruction on comprehensive sexual health education and HIV/AIDS prevention-education.

A parent or guardian who does not wish that his or her child receive comprehensive health education or HIV/AIDS prevention education, must make a request in writing to the school. In accordance with Education Code Section 51938, a parent or guardian of a student has the right to have the child participate or not participate in all or part of comprehensive sexual health education, HIV/AIDS prevention education, and assessments related to that education under the following conditions:

1. At the beginning of each school year or for a student who enrolls later, schools must notify parents or guardians about instruction in sexual health education and HIV/AIDS-prevention education and research on student health behaviors that will be used in instruction. The notice to parents or guardians must advise on all of the following information:
  - That the written and audiovisual education materials used in comprehensive sexual health education and HIV/AIDS prevention education are available for inspection.
  - That schools may teach comprehensive sexual health education and HIV/AIDS prevention education using District personnel or outside consultants. If the education is taught by outside consultants, the parent or guardian must be further informed that the school may provide such instruction in the classroom or in an assembly using guest speakers. In either instance, the school must further inform the parent or guardian of (a) the date of the instruction; (b) the name of the organization or affiliation of each guest speaker or speakers; and (c) the right of the parent or guardian to request a copy of the laws governing these educational programs (Education Code Sections 51933, and 51934). Furthermore, if the arrangements for such instruction by outside consultants or guest speakers are made after the beginning of the school year, the notice to parent or guardian must be made by mail or another commonly used method of notification, no fewer than 14 days before the instruction is delivered.
  - That the parent or guardian has the right to request a copy of the law.
  - That the parent or guardian may request in writing that his/her child not receive comprehensive sexual health education or HIV/AIDS prevention education.
2. Schools must continue to meet the requirements of Education Code Section 51513, which states that no questionnaire, survey, or examination containing any question about the student's personal beliefs or practices in sex, family life, morality, or religion or any questions about the student's parents' or guardians' beliefs and practices in sex, family life, morality, and religion can be administered to any student in Grades K-12 unless the parent or guardian of the student is notified in writing that this test, questionnaire, survey, or examination is to be administered and the parent or guardian of the pupil gives written permission for the student to participate in the activity. Schools may, according to this Act, administer in Grades K-12 anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the students' attitudes concerning or practices relating to sex, but only if the parent or guardian is notified in writing that this test, questionnaire, or survey is to be administered and the parent or guardian is given the opportunity to review the material and to request in writing that his or her child not participate.

A student must not attend any class in comprehensive sexual education of HIV/AIDS prevention education or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the school has received a written request from the student's parent or guardian excusing the student from participation.

A student must not be subject to disciplinary action, academic penalty, or other penalty if the student's parent or guardian declines to permit the student to receive comprehensive sexual health education or HIV/AIDS prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV/AIDS-prevention education, or an anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity must be made available to students whose parent or guardian has requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Authorized Comprehensive Sexual Health Education (15 hours in middle school and 25-30 hours in high school):

1. School districts may provide comprehensive sexual health education, which means education regarding human development and sexuality, including education on pregnancy, family planning, and sexually transmitted diseases in Grades K through 12.
2. School districts may use trained district personnel or outside consultants who know the most recent medically accurate research on human sexuality, pregnancy, and sexually transmitted diseases. The instruction must meet the following requirements:
  - The instruction and the materials used to teach must be suitable for the intellectual, emotional, and behavioral ability of students of the age being taught.
  - All information taught must be medically accurate and objective, meaning it must be verified or supported by research conducted in the scientific method, reviewed by scientific peers, and recognized as accurate and objective by federal agencies and professional organizations with expert knowledge in health matters.
  - Instruction must be available on an equal basis to a student who is an English learner (described in subdivision (a), Section 306) consistent with the existing curriculum and alternative options for an English learner.
  - Instruction and materials must be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural background, and students with disabilities.
  - Instruction and materials must be appropriate for students with disabilities through modified curriculum, materials, instructional format, auxiliary aids, and other means.
  - Instruction and materials must encourage students to talk with their parents or guardians about human sexuality.
  - Instruction and materials must teach respect for marriage and committed relationships.
  - Starting in Grade 7, instruction and materials must teach that not having sexual intercourse is the only certain way to prevent sexually transmitted diseases and that not having sexual intercourse has other personal and social benefits, as well. Also instruction and materials must provide medically accurate information on other methods of preventing pregnancy and sexually transmitted diseases.
  - Starting in Grade 7, instruction and materials must provide information about sexually transmitted diseases, including how they are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local sources for testing and medical care for sexually

transmitted diseases.

- Starting in Grade 7, instruction and materials must provide information about the effectiveness and safety of all FDA approved contraceptive methods in preventing pregnancy, including emergency contraception, and other approved means.
  - Starting in Grade 7, instruction and materials must provide students with skills for making and carrying out responsible decisions about sexuality.
  - Starting in Grade 7, instruction and materials must provide students with information on the fact that a parent or other person who surrenders physical custody of a baby three-days old or younger at a lawfully identified hospital or safe-surrender site will not be prosecuted, as detailed in Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
  - Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partners violence, and sex trafficking.
3. School districts that teach comprehensive sexual health education earlier than Grade 7 may provide age-appropriate and medically accurate information on any of the general topics contained in bullets 8 through 12 immediately above and if doing so starting in Grade 7 or earlier must comply with the following paragraphs:
- Instruction and materials must not teach or promote religious doctrine.
  - Instruction and materials must not reflect or promote bias against any person on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, ancestry, gender, gender identity, or sexual orientation

#### *Required HIV/AIDS Prevention Education*

1. School districts must provide students in Grades 7 to 12 with HIV/AIDS prevention education at least once (8-10 hours of instruction) in middle school and once (8-10 hours of instruction) in high school from instructors trained in teaching the subject.
2. HIV/AIDS prevention education, whether taught by school district personnel or outside consultants, must meet the requirements stated in paragraphs 1 through 6 of Section 51933 and paragraphs 1 and 2 at the end of Section 51933; must accurately reflect the latest information and recommendations from the United Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences; and must include the following:
  - Information on the nature of HIV/AIDS and its effect on the human body.
  - Information on the manner in which HIV is and is not transmitted and on activities that presents the highest risk of HIV infection.
  - Discussion of methods to reduce the risk of HIV infection and instruction that emphasizes that sexual abstinence, monogamy, avoidance of multiple sexual partners, and avoidance of intravenous drug use are the most effective means of HIV/AIDS prevention and that includes statistics on the latest medical information on the success and failure rates of condoms and other contraceptives in preventing sexually transmitted HIV infection and/or methods that may reduce the risk of HIV transmission from intravenous drug use.
  - Information about treatment of HIV and other STI's, including how antiretroviral therapy can dramatically reduce the likelihood of transmitting HIV to others.
  - Information on the effectiveness of all FDA approved methods that prevent or reduce the risk of contracting HIV or other STDs [including PReP and vaccines to prevent Human Papillomavirus (HPV)].
  - Discussion of the public health issues associated with HIV/AIDS.
  - Information on local resources for HIV testing and medical care.
  - Instruction on the development of refusal skills to help students overcome peer pressure and use effective decision-making skills to avoid high-risk activities.
  - Discussion about societal views on HIV/AIDS and instruction that emphasizes understanding of stereotypes, myths about people with HIV/AIDS, and compassion for people living with HIV/AIDS.

#### *In-Service Training for Staff*

1. Through regional planning, joint powers agreements, or contract services with stakeholders in the district community, school districts must plan for and conduct in-service training on HIV/AIDS-prevention education for all their personnel.
2. School districts must develop and provide in-service training on HIV/AIDS-prevention education jointly with the State Department of Education and the district's teachers who will teach the HIV/AIDS-prevention education.
3. School districts must conduct in-service training on HIV/AIDS-prevention education periodically to enable personnel to learn new developments in the scientific understanding of HIV/AIDS. Such in-service training should be voluntary for personnel who have demonstrated expertise or have received in-service training from the State Department of Education or the federal Centers for Disease Control and Prevention.
4. School districts may expand HIV/AIDS in-service training and include personnel who provide comprehensive sexual health education to enable them to learn of new developments in the scientific understanding of sexual health.

#### *Outside Consultant Review and Approval*

School districts may contract with outside consultants who are experts in comprehensive sexual education or HIV/AIDS-prevention education, who have developed multilingual curricula, or who have developed curricula appropriate for persons with disabilities to deliver the instruction or train school district personnel. All outside consultants and guest speakers shall have expertise in comprehensive sexual health and HIV prevention-education and have knowledge of the most recent medically accurate research on the relevant topic or topics covered in the instruction. They must be reviewed and approved by the District's Health Education Programs, HIV/AIDS Prevention Unit in the Division of Instruction.

### **DISCIPLINE FOUNDATION POLICY**

The District is committed to providing safe classrooms and healthy school environments. Every student has the right to learn in an environment that supports his or her well-being. Every educator has the right to teach in a setting that is free from disruption and obstacles that impede learning. Every employee has the right to work in a safe and respectful atmosphere.

The Discipline Foundation Policy establishes a consistent plan for developing, refining, and implementing a culture of discipline built on positive behavior. On February 14, 2014, the District established Bulletin BUL-6231.0, Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support. This document introduced changes to the policy and provided a framework for incorporating those changes. Traditional models of school discipline tend to be reactive, resulting in punitive consequences. The District's current policy represents a proactive approach to discipline, one that promotes appropriate student behavior, increased learning opportunities, and Restorative Justice practices.

Additional information is available on the Discipline Foundation Policy website at <http://dfp.lausd.net>. Copies of the Elementary and Secondary School Climate Bill of Rights and other resources are also available on the website.

### **DISTRICT SERVICE CENTER**

The District is committed to providing exceptional customer service to all callers to the District's main telephone number (213) 241-1000 and to all



visitors to the LAUSD Headquarters. The District Service Center, which operates Monday through Friday between the hours of 8:00 am to 5:00 pm has been created to direct callers to the appropriate District office for assistance. In addition, the District Service Center welcomes visitors to the LAUSD Headquarters Monday through Friday between the hours of 6:30 am to 5:00 pm.

## **DRESS CODES/UNIFORMS**

Schools may adopt dress codes that are reasonably related to the health and safety of students. School dress codes and uniform policies must be implemented in a manner consistent with the rights set forth in the First Amendment of the United States Constitution and Section 2 of Article 1 of the California Constitution. The California legislature has determined that gang apparel is hazardous to the health and safety of the school environment, and therefore, the wearing of such apparel may be restricted. All dress codes must be gender neutral; students cannot be disciplined or prevented from wearing attire that is commonly associated with the other gender.

### **A. Dress Codes**

All students shall be required to show proper attention to personal cleanliness, health, neatness, safety and suitability of clothing and appearance for school activities. In every case the dress and grooming of the student shall be clean and shall not:

- Cause actual distraction from or disturbance in any school activity or actually interfere with the participation of a student in any school activity
- Create a hazard to the safety of him/herself or others
- Create a health hazard

### **B. Uniforms**

California Education Code Section 35183 allows a governing board to adopt a uniform policy that authorizes schools to require pupils to wear a school uniform. Some schools, in conjunction with their school-site councils, have elected to adopt their own student uniform policies. Any uniform policy implemented by schools must be voluntary and must identify financial resources for students who are not able to comply with the school uniform policy due to financial hardship. Parents must be advised of their right to opt out of the school's uniform policy. Students whose parents choose not to participate in a uniform program may not be disciplined, discriminated against, or otherwise denied rights and privileges available to other students.

Consistent with the above guidelines, hair, sideburns, mustaches, and beards may be worn at any length or style. Clothing may be of any fashion, style, or design, as determined by the student and his parents.

## **EDUCATIONAL OPTIONS SCHOOLS**

California law authorizes all school districts to provide for alternative schools. An alternative school is designed and organized to meet the educational needs of students in a smaller, more personalized learning environment. These schools are supported by each Local District. Educational Options Schools offer alternative pathways to graduation for students whose needs cannot be met in a traditional school setting. Students develop academic, social, and occupational skills as part of a high quality instructional program that addresses the whole child. The goal of the Educational Options schools is to ensure that students complete the requirements for a high school diploma and are career and college ready. For additional information, contact your Local District.

## **EMERGENCY PREPAREDNESS – LAUSD**

All LAUSD schools work diligently to make sure that students and staff are prepared for emergencies. Every school has an emergency plan that provides guidance for the school staff in an emergency. Every school conducts regular emergency drills that meet or exceed the state mandated requirements, and accommodates persons with disabilities, such as:

Fire Drill – Every elementary and middle school practices this procedure once a month; high schools practice once each semester.

Earthquake Drill – Once a year, all schools conduct a full-scale earthquake exercise as part of the Great California Shake-Out. The drills are scheduled in the fall and all the elements of the school's disaster plan are practiced Districtwide.

Lockdown Drill – At least once a year, schools practice how they will respond to a threat on or near the campus.

Shelter-in-Place Drill – At least once a year, schools practice how they will respond to an environmental hazard on or near the campus.

Drop, Cover, and Hold On Drill – Every month, schools use this drill to remind students how to protect themselves during an earthquake.

Take Cover Drill – At least once a year, students practice how they would respond to gunfire or an explosion in the neighborhood.

Parents are asked to make sure that their students actively participate and take emergency drills seriously. These drills help make public schools the safest place for students during an emergency. Each school also stocks emergency supplies to sustain students and staff. These supplies include the following: water, food, first aid supplies, search and rescue supplies, and sanitation items. These supplies are checked regularly by school staff.

In the event of a disaster, the school may need to care for your child for several days if you are unable to reach the school. It is important to have adequate emergency medical supplies on hand. School sites request that parents bring a 72-hour supply of any prescription medications for their child to the school health office. Medications should be in a container with the pharmacy label listing the child's name, the name and dosage of the medication, and instructions for administering the medication.

## **WHAT CAN PARENTS DO DURING AN EMERGENCY?**

Parents should be familiar with the school's emergency procedures and update contact information whenever it changes. Keep your cell phone with you to receive recorded updates on the emergency. Knowing where to go to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all the students and that schools will follow these procedures during an emergency.

Parents should also remember that children look to them for guidance and support during an emergency; parents who are calm and are prepared for emergencies can inspire children to do the same. This will go a long way to promote recovery and a return to normalcy. Parents who have questions about their school's emergency procedures are encouraged to contact the school's administration. Download

the free LAUSD Community Emergency Plan app for parents and students at <http://achieve.lausd.net/emergencyapps>. Information about how LAUSD prepares for and responds to emergencies is available at <http://parentemergencyinformation.lausd.net>. Questions about the District's Emergency Plan should be directed to the Office of Emergency Services at (213) 241-5337.

## **EMERGENCY RESPONSE**

In the event that there is an emergency, parents should remember that public schools are among the safest buildings in the community. By law, California public schools are built to a higher standard than other public buildings, as required by the Field Act; therefore, schools will generally have less damage from an earthquake than residential or commercial buildings. Schools also have extensive fire/life safety systems that include fire alarms and sprinkler systems that are designed to protect students and staff.

In general, schools will respond to emergencies by moving students to the safest possible location. During fires or earthquakes, students will be moved out of the classrooms to a safe assembly area away from buildings; usually the school field or play yard. During a lockdown or shelter in place, students will be moved indoors, to use the buildings as protection.

During an emergency, parents who want to pick up their children may be asked to go to the Request Gate located on the school's perimeter and show identification. This is a specific location that schools will use to release students. *Please remember that students will only be released to a person whose name is listed on the student's Emergency Information Form. Parents must make sure that the student's Emergency Information Form is current and correct. Please notify your child's school any time the emergency contact information changes.*

During a threat of violence, students will be sheltered in a locked classroom away from anything that can hurt them. During an emergency when the campus must be protected, parents will not be able to pick up their children until the school campus is declared to be safe by law enforcement. Parents need to understand that the students are being sheltered in a secure classroom for their safety and will be released only when it is safe.

## **FIELD TRIPS**

Students will not be denied participation in educational trips because of race, color, national origin, sex, sexual orientation, or disability. Each student's parent/guardian must provide written permission for a field trip, authorization for medical care, and a personal health history for those students with health issues/medical conditions. Parents are responsible to provide all necessary medications, supplies, and equipment needed (for the field trip) at least 5 school days prior to departure. In order to administer medication (prescription and over-the-counter) on the field trip, parents/guardians must have completed the Request for Medication to be Taken during School Hours, which includes a parent/guardian signature and the written California licensed health care provider's order.

## **FOOD SERVICES DIVISION (Café LA)**

LAUSD Food Services Division is responsible for the operation of the largest School Breakfast Program (SBP) and second largest National School Lunch Program (NSLP) in the United States. This amounts to approximately 750,000 student meals served daily at 684 cafeterias, 86 Early Education Centers and 4 Infant Centers. In addition, the Newman Nutrition Center prepares over 110,000 meals every day and distributes them to 190 schools where on-site preparation is not feasible.

The SBP and NSLP were developed to protect children from hunger and malnutrition by offering balanced school meals. In addition to breakfast and lunch, many LAUSD schools offer after school supper programs, Saturday meal service and Summer Feeding Programs (at select sites) to accommodate student needs outside of the regular school day or traditional school calendar. At Café LA, we believe in "Nourishing Students to Achieve Academic Excellence."

If you have questions regarding Food Services, the best place to go for answers is the food services manager at your child's school. They are knowledgeable in all areas of meal service, food preparation, sanitation, safety, and the various programs offered. We also offer information about our programs, as well as nutritional resources at <http://achieve.lausd.net/cafela>.

### **Key Contact Numbers**

|                             |  |
|-----------------------------|--|
| Food Services Division      | (213) 241-6419 or (213) 241-6422                 |
| Director's Office           | (213) 241-2993                                   |
| Meal Applications Questions | (213) 241-3185                                   |
| BIC Hotline                 | (213) 241-2956                                   |
| BIC Feedback                | <a href="mailto:BIC@lausd.net">BIC@lausd.net</a> |

## **BREAKFAST IN THE CLASSROOM**

The Breakfast in the Classroom (BIC) Program was implemented in 2012, offering breakfast to each student during the first 10 to 15 minutes of class. This opportunity gives students the fuel needed to get through the morning ready to learn. There is no charge, and student participation is strictly voluntary. Supported by the LAUSD Superintendent and Board of Education, BIC has been successfully implemented at over 659 schools and continues to nourish students towards academic success. The BIC hotline and BIC Feedback email are available to receive comments and suggestions.

## **QUALIFYING FOR THE SCHOOL MEAL PROGRAM**

All students can participate in the school meal program. Eligibility to receive school meals at no cost is determined in three different ways: meal applications, enrollment in a Provision 2 school or enrollment in a Community Eligibility Provision (CEP) school. Many LAUSD schools provide meals at no cost; however, if the school your child/guardian attends does require a meal application, you will be notified by mail (or when you register your child during the school year).

### **Provision 2**

Provision 2 is an option provided by the USDA that allows all students enrolled at a campus to receive meals at no charge. It is a four year cycle, starting with a base year where all families are asked to submit meal applications. Schools with high free/reduced-price meal eligibility (over 85%) will then qualify for Provision 2 and no longer collect meal applications in Years 2 to 4. This greatly reduces the amount of paperwork for parents and administration. In addition, Provision 2 increases efficiencies in the cafeteria, reduces the deficit of unpaid charges for meals and co-payments, and encourages all students to participate in the meal program. If your school is a Provision 2 school, you will be notified by mail of the meal benefits.

### Community Eligibility Provision (CEP)

Community Eligibility is the newest option provided by the USDA. Schools with high percentages of low-income children are qualified without having to fill out meal applications. CEP eligible sites provide meals to all students at no cost. It increases participation by children in the school meal programs, reduces labor costs for schools, and also relieves household and administration paperwork by eliminating paper applications. Schools who qualify for CEP are determined through a formula based on the number of "identified students" – those certified without application for school meals at no cost because they are in foster care or Head Start, are homeless, migrant, or living in households that receive SNAP/Food Stamps, TANF cash assistance or the Food Distribution on Indian Reservation benefits. If your school is a CEP school, you will be notified by mail of the meal benefits.

### **MEAL APPLICATIONS**

If your student does not attend a Provision 2 or CEP school, he/she can qualify for free or reduced price meals based upon your household size and income, which is based on Federal Income Eligibility Guidelines by submitting a meal application. Meal applications are required to be completed each school year. We highly encourage families to fill out an application to apply for benefits. The meal applications are held as strictly confidential information and used only by the Food Services Division. Personal information will not be shared with any outside agencies.

- Applications for free and reduced price meals are mailed to student's home before the start of each school year. They are also available at the school site when school starts.
- Applications may also be completed online, submitted electronically and are processed within 48 hours. Please visit the Café LA website at [http://cafe-la.lausd.net/new-online\\_meal\\_application](http://cafe-la.lausd.net/new-online_meal_application).
- Addresses in the school's computer system are utilized so please make sure your address is current and correct.
- If you receive an application in the mail, please fill it out and mail it back in the return envelope provided; this will expedite the process.
- Only one application per household is required. Please do not submit multiple applications as this will slow down processing.
- Once your application has been received and or processed, an eligibility letter will be mailed to your home address.
- Applications are accepted throughout the school year. If your income or household size changes, you may submit an updated application. This may be subject to verification and documentation.
- Detailed information on how to fill out a meal application is available on our website, along with applications in Armenian, Chinese, Korean, Vietnamese, and Russian.

Students who have not turned in an application and received approval, or who do not qualify to receive free or reduced price meals, will be required to pay the full price for meals or bring a meal from home. The following are the 2017-18 LAUSD co-pay meal prices:

| <b>STUDENT MEAL PRICES</b> |                               |              |
|----------------------------|-------------------------------|--------------|
| <u>FULL PRICE</u>          | <u>Breakfast</u>              | <u>Lunch</u> |
| Elementary                 | \$2.25                        | \$2.75       |
| Middle School              | \$2.50                        | \$3.00       |
| High School                | \$2.75                        | \$3.25       |
| <u>REDUCED PRICE</u>       | <u>Breakfast (if not BIC)</u> | <u>Lunch</u> |
| Elementary                 | \$0.30                        | \$0.40       |
| Middle School              | \$0.30                        | \$0.40       |
| High School                | \$0.40                        | \$0.40       |

If students do not have money or forget to bring lunch, the Food Services Division will provide your child with a meal and bill your student's account. All account balances must be paid off by the end of the school year.

In accordance with Federal law and U.S Department of Agriculture policy, this institution is prohibited from discriminating on the basis of color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW Washington, D.C. 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

### **NUTRITION & CAFÉ LA MENUS**

LAUSD is recognized as the national leader in the effort to promote healthy food and lifestyles to combat obesity, diabetes, and other health issues. Recent Board adoptions include the "Improving Food and Nutrition Policy," and the "Good Food Procurement Policy" Resolutions adopted in 2012. LAUSD mandates that students receive no less than 20 minutes to eat and that food procured is from sustainable, local area farming communities. Our menus continue to improve and instill the highest nutritional standards.

Currently our menu items:

- are planned by our Registered Dietitians
- use whole grain products, as we are a member of the Whole Grains Council
- offer a variety of menu choices, including a vegetarian option each day
- participate in Meatless Mondays

Our Division continues to carry out initiatives to assist students towards a healthy lifestyle by:

- doubling student consumption of fruits and vegetables in the past five (5) years
- balancing student preferences with healthy choices to meet State and Federal nutrition standards
- providing student taste-testing of potential menu items and encouraging feedback on our menus
- ensuring at least a 75% student acceptability rating on any item placed on our menu

Our menus are available from your child's school or on the Food Services Division website.

If your child requires a special diet, or has special needs for meal service, you may obtain the "LAUSD Medical Statement to Request Special Meals"

form from the Food Services Manager, school nurse or you may visit our website at <http://achieve.lausd.net/cafela>. You will find the following forms and information under the [Nutritional Information and Special Diets](#) link from the "Menu" page:

- LAUSD Medical Statement to Request Special Meals
- Parent/Guardian Request to Substitute Soy Milk for Fluid Milk
- Nutrient Analysis
- Carbohydrate Count
- Food Allergen and Ingredient List

If you have any questions regarding special diets or menus, please contact the Nutrition Specialist for your Local District area:

| Contact Information:                        | Local District Areas  | Email  | Phone          |
|---|-----------------------|--|----------------|
| Linda Boyer, MS, R.D., Nutrition Specialist | Northwest & Northeast | <a href="mailto:linda.boyer@lausd.net">linda.boyer@lausd.net</a>     | (213) 241-2994 |
| Homa Hashemi, R.D., Nutrition Specialist    | Central & East        | <a href="mailto:homa.hashemi@lausd.net">homa.hashemi@lausd.net</a>   | (213) 241-2969 |
| Lynn Uusitalo, R.D., Nutrition Specialist   | South & West          | <a href="mailto:lynn.uusitalo@lausd.net">lynn.uusitalo@lausd.net</a> | (213) 241-3037 |

If you are unable to reach the Nutrition Specialist for your area or need additional information, please contact Ivy Marx, Senior Nutrition Specialist, at [ivy.marx@lausd.net](mailto:ivy.marx@lausd.net) or 213-241-1064.

### **FOREIGN STUDENT ADMISSIONS**

The Student Health and Human Services (SHHS) Pupil Services Foreign Student Admissions Office (FSAO) is authorized to issue the required I-20 documents to international students in grades 9-12 who wish to study in the LAUSD with an F-1 or J-1 Student Visa issued by the State Department. For additional information regarding the process and admission eligibility of foreign students, you can visit <http://studyinla.lausd.net> or please call (213) 202-7581.

### **FOSTER CARE - STUDENTS PLACED IN OUT-OF-HOME CARE BY DEPARTMENT OF CHILDREN AND FAMILY SERVICES (DCFS) OR PROBATION**

Children supervised by the Department of Children and Family Services or Department of Probation and placed in licensed foster homes, group homes, with relative caretakers, or residing with biological parent(s) have special enrollment provisions. Assembly Bill 490 mandates that students in foster care must be immediately enrolled in school (Education Code section 48853.5) regardless of the availability of school records, immunization records, school uniforms, or the existence of fines from a previous school. Educators, school personnel, social workers, probation officers, caregivers, and other interested parties shall all work together to serve the educational needs of students living in out-of-home care.

Assembly Bill 1933, (effective January 1, 2011) allows youth in foster care to attend their school of origin and, if applicable, matriculate to the secondary school in the same attendance area when the child is placed with a family who resides in a different attendance area. The school district serving the student in foster care shall allow the youth to continue his or her education in the school of origin for the duration of the jurisdiction of the court. If the jurisdiction of the court is terminated prior to the end of an academic year, the student in foster care shall be allowed to continue his or her education in the school of origin for the duration of the academic school year.

Effective September 23, 2013, Assembly Bill 216 provides certain graduation exemptions for students in foster care or students involved in the juvenile justice system who transfer between schools any time after the completion of their second year of high school (using either the number of credits earned or length of time of enrollment, whichever will make a student eligible). Students in foster care or students involved in the juvenile justice system who meet these criterion, may be exempt from all coursework and other requirements adopted by the governing board of the school district that are in addition to the statewide coursework requirements, unless the school district finds that the student is reasonably able to complete the school district's graduation requirements in time to graduate from high school by the end of his or her fourth year of high school. If the school district determines that a student residing in foster care or a student involved in the juvenile justice system is reasonably able to complete the school district's graduation requirements within the student's fifth year of high school, the school district must permit the student to stay in high school for a fifth year to complete the graduation requirements. Once a student is found eligible for this exemption, his/her eligibility continues even if the student's foster care or probation case closes or the student is transferred to another school. It is unlawful for a school, student, educational rights holder, social worker, or probation officer to request or require a school transfer for the purpose of making a student eligible for AB 216.

Parents, guardians, foster caregivers, social workers and/or probation officers should notify the school district as soon as they become aware that a child is changing school placements so that school records can be transferred in a timely manner. For further information regarding school-related foster care concerns, contact the Pupil Services Foster Youth Achievement Program at (213) 241-3552.

### **FREE EXPRESSION INCLUDING POLITICAL CONDUCT, RALLIES, ASSEMBLIES, DEMONSTRATIONS, ETC.**

Students have a right to freedom of speech and may participate in political or free speech activities while on school campus. Students may distribute literature reflective of their views and opinions. Students may assemble on campus during non-instructional time to discuss their views and opinions and may participate in peaceful demonstrations on campus during non-instructional periods. Students may exercise these rights as long as their speech, expression, or conduct is not obscene, lewd, libelous, slanderous, does not incite students to destroy property or inflict injury upon any person, or cause a substantial disruption to school.

California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights on campus or during the school day. School site administrators may impose restrictions on the times, place, and manner of those speeches or activities in order to maintain a safe and peaceful campus for all students and District employees. Students who fail to follow the directive of school site administrators or District policy concerning demonstrations, assemblies, sit-ins, etc., may be disciplined.

Students who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or classroom. A student's refusal to adhere to this directive will result in the recording of an unexcused absence and may result in disciplinary action against that student. Once students are off campus, school site administrators do not have a legal obligation to protect the safety and welfare of the students. If the student demonstration or walk-out causes a disruption to the general public, local law enforcement may respond to the situation. The District has no control over how local law enforcement will handle the situation.

While Los Angeles Unified School District recognizes and respects a student's freedom of speech rights, District employees shall not promote, endorse, or encourage students to participate in any student demonstration, distribution of materials, assembly, sit-in, or walk-out during work hours or while serving as an agent or representative of LAUSD. For further information concerning this issue, please contact your student's school administrator.

## **GRADE CHANGE REQUEST PROCESS**

Under Education Code Section 49066, parents have a right to request a change of a pupil's grade on the following grounds:

- Mistake
- Fraud
- Bad faith; and/or
- Incompetency in assigning the grade

When grades are earned for any course of instruction taught in the public schools, the grade earned by each pupil shall be the grade determined by the teacher of the course. In the absence of any of the grounds listed above, the grade shall be final.

Any request for a grade change must start with the classroom teacher within 30 days of the date the grade report was mailed. The next step, if not resolved with the teacher, is a written request to the principal. If not resolved, the decision may be appealed to the Local District and finally, the Division of Instruction. At each step, the parent has the right to present information in support of the request. If you would like additional information, please ask your principal or contact your Local District office for a copy of Bulletin BUL-1926.2, Request to Change a Pupil's Grade.

## **GUN FREE SAFE SCHOOLS**

The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately. Upon a finding that the student was in possession of a firearm, the governing board shall expel the student. The term of expulsion shall be one year. Possession includes, but is not limited to, storage in lockers, purses, backpacks, or automobiles.

## **HEALTH INFORMATION**

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization (including psychiatric and drug or alcohol inpatient treatment), must have written permission by the licensed California health care provider to attend school, including any recommendations regarding physical activity. A health care provider is defined as a California-licensed physician [a Medical Doctor (MD) or a Doctor of Osteopathic Medicine (DO)], California-licensed dentist, California-licensed nurse practitioner (NP), or a California-licensed physician assistant (PA).

A student returning to school with sutures (stitches, staples), ace bandage (elastic bandage, slings), casts, splints, crutches, cane, walker, knee walker/knee scooter, or a wheelchair must have a licensed California health care provider's written permission to attend school that includes any recommendations and/or restrictions related to physical activity, mobility and safety. All equipment must be supplied by the parent(s)/guardian(s).

An excuse (less than 10 weeks) from a physical education class may be granted to a student who is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to five days; thereafter, a written request is needed from the student's health care provider.

School authorities may excuse any student, age 12 year or older, from the school for the purpose of obtaining confidential medical services without the consent of the parent or guardian.

Students are allowed to wear protective gear (hats, sun visors and/or sunglasses) while outdoors at recess, gym, etc. Schools may regulate the type of sun protective clothing/headgear in accordance with California Education Code Section 35183.5. Schools are not required to provide protective materials. Students are also allowed to use sunscreen (over the counter) as an allowable sun protection measure for their outdoor activities while at the school.

## **ASTHMA PROGRAM**

Asthma is one of the leading causes of school absenteeism that may interfere with student's achievement. The LAUSD Nursing Services, Asthma Program offers support to students and families through education about asthma. If your daughter/son is frequently absent due to asthma symptoms, frequently in the doctor's office because of asthma, in the emergency room or recently hospitalized due to asthma, their asthma may not be well controlled. You may refer your student to the Asthma Program by contacting the school nurse or calling Nursing Services at (213) 202-7580. Students referred to the Asthma Program demonstrate improved control of asthma symptoms and decrease days missed from school. Please visit the LAUSD asthma website at <http://achieve.lausd.net/Page/3673> for more information.

## **COMMUNICABLE DISEASE PREVENTION**

Communicable disease inspections may be conducted periodically. A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met. Guidelines for exclusion and readmission follow policies set forth by the school district, the state Department of Health and Department of Education. Guidance in addressing communicable diseases also comes from the Center for Disease Control and Prevention and national organizations. For specific disease guidance please refer to the Communicable Disease in Schools Reference Guide on the District Nursing Services website: <http://achieve.lausd.net/nursing>.

Temporary exclusion of a student from school generally occurs for communicable diseases, including, but not limited to, the following conditions: conjunctivitis (pink eye); skin infections (impetigo), strep throat, chickenpox, scabies, head lice, and pertussis (whooping cough). Exclusion may occur immediately or at the end of the school day, depending on the disease, its communicability and the District, county and state policy. Readmission to school is based on condition and appropriate treatment.

Any student excluded from school with flu-like symptoms and/or a fever of 100 degrees or greater must be free from symptoms and fever for at least 24 hours, without the use of fever-reducing medication before returning to school (REF-4832.0).

Schools may notify parents/guardians about school exposure to chickenpox, head lice, or other communicable disease that pose a risk to students. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the credentialed school nurse.

Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of cancers or organ transplants. Information on the treatment and prevention of head lice is available from the credentialed school nurse or school health personnel.

## **DIABETES MELLITUS**

Type I diabetes is an autoimmune disease that can be caused by genetic, environmental, and other factors. Type I diabetes is not preventable and must be treated with insulin. Managing diabetes at school is most effective when there is a partnership between students, parents, school staff, health care providers, and administrators. Students can be assisted to perform blood glucose monitoring, hypoglycemia treatment, ketone testing, carbohydrate counting, and insulin administration during school hours when there is written authorization from their health care provider and parent/guardian. Please contact the Credentialed School Nurse at your child's school to initiate planning for diabetes management.

Overweight children and youth are more prone to develop serious health problems, including diabetes type 2, high blood pressure, heart disease, and asthma. If left unchecked, diabetes can lead to complications such as kidney failure, blindness, heart attack, and amputations. The California Department of Education in collaboration with national and local health care agencies have developed a type 2 diabetes information fact sheet to provide to parents and guardians of incoming seventh grade students beginning July 1, 2010. The "What is Diabetes?" fact sheet is to be given to all current and incoming 7th grade students at the time of enrollment or during a common class time.

## **IMMUNIZATION REQUIREMENTS**

New students will not be enrolled unless a written immunization record, provided by a health care provider or the health department, is presented at the time of enrollment and immunizations are up-to-date. Students who require additional vaccine doses at the time of enrollment or who lack a written record are no longer allowed a grace period. All students new to the District, or transfer students within the District, must show that they have received all currently required immunizations in order to be enrolled. In addition, all students entering or advancing to 7<sup>th</sup> grade must show evidence that they have received a pertussis-containing vaccine (e.g., Tdap) on or after their 7<sup>th</sup> birthday. Parent(s)/guardian(s) are encouraged to visit their child's health care provider to ensure all immunizations are updated during the student's 6<sup>th</sup> grade year.

The immunization status of all students will be reviewed periodically. Those students who do not meet the state guidelines must be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the public health department. A Medical Doctor (MD) or a Doctor of Osteopathic Medicine (DO), licensed in California, may exempt your child from some or all immunization requirements due to a medical condition. A parent/guardian must submit a written statement from a California-licensed MD or DO which states:

1. That the physical condition or medical circumstances of the child are such that the required immunization(s) is not indicated.
2. Which vaccines are being exempted.
3. Whether the medical exemption is permanent or temporary.
4. The expiration date, if the exemption is temporary.

Starting January 1, 2016, state law does not allow parents or guardians of students in any school or child care facility to submit a Personal Belief Exemption (PBE) to a currently required vaccine. Any PBE filed at the school before January 1, 2016 will be honored until the next grade span, as defined by law. The immunization requirements do not prohibit pupils from accessing special education and related services required by their individualized education programs.

School health personnel are available for consultation. There are many school-based clinics that offer immunizations to students. Call District Nursing Services for more information at (213) 202-7580 or (213) 202-7590 to schedule an appointment.

## **MEDICATION IN SCHOOLS**

California Education Code Section 49423 provides that any student who is required to take, during the regular school day, medication (prescribed or over-the-counter) may be assisted by the credentialed school nurse or other designated school personnel if the school district annually receives:

1. A written statement from an authorized health care provider licensed by the State of California to prescribe medications detailing the name method, amount, and time schedules by which such medication is to be taken; and
2. A written statement from the parent or guardian of the student indicating the desire that the school district assist the student in the matters set forth in the health care provider's statement.
3. Whenever possible, it is preferable for licensed healthcare providers to establish a medication schedule that will eliminate or minimize the necessity for a student to take medication during school hours. Parent(s)/guardian(s) are urged to ask their licensed health care providers to consider such an arrangement.
4. Written authorizations must be renewed annually or whenever there is a new written authorization form the licensed health care provider. The authorization is valid one calendar year from the date of the licensed health care provider's signature.
5. Parent or guardian generated changes or modifications to the medication administration directions is not acceptable or acted upon unless such changes are received from the licensed health care provider in writing.

Students may not carry or use medication on campus without written consent. However, students may carry and self-administer certain medication (e.g., inhaled asthma medication or auto-injectable epinephrine medication) if the school district receives the appropriate documentation. This includes:

1. A written statement from the authorized health care provider detailing the name of medication, method, amount and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer the medication; and
2. A written statement from the parent or guardian of the student consenting to the self-administration, providing release for the credentialed school nurse or other health care personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing the school district and school personnel from liability in the case of adverse reaction.

Certain Asthma Action Plans may be sufficient for students to carry and self-administer asthma medication at school. A student may be subject to disciplinary action if the medication is used in a manner other than as prescribed. The required forms are available from the credentialed school nurse or administrator. School health personnel do not prescribe or give advice regarding medication.

Education Code section 49414 I requires school districts, county offices of education, and charter schools to provide emergency



epinephrine auto-injectors to school nurses and trained personnel who have volunteered and are authorized to use epinephrine auto-injectors to provide emergency medical aid to individuals who are suffering, or reasonably believed to be suffering, from an anaphylactic reaction (severe allergic reaction).

### **ORAL HEALTH INFORMATION**

Kindergarten students while enrolled in a public school, or first grade students not previously enrolled in a public school, must present evidence of having received an oral health assessment by May 31st of the school year. This assessment may be performed no earlier than 12 months prior to the date of the initial enrollment of the student into a public school. This law will impact students currently enrolled in kindergarten or first grade. The oral health assessment may be performed by a licensed dentist or other licensed or registered dental health professional. The parents or legal guardian of the student may be excused from complying with the oral health assessment if they sign a waiver stating that they could not find a dental office that accepted their child's insurance, they could not afford to pay for the assessment, or they did not want to have their child's oral health evaluated. There is no penalty for students and families who are not able to comply with the oral health assessment (e.g., students may not be excluded from school for non-compliance with the assessment or waiver).

### **PHYSICAL EXAMINATIONS**

A comprehensive physical examination and health assessment consistent with Child Health and Disability Prevention (CHDP) guidelines are required for all first grade students within 18 months prior to entry or up to three months after admission to the first grade. A CHDP or equivalent examination may be done by a private health care provider, health department clinic, or the District CHDP staff. All children entering Early Childhood Programs must have a physical examination. Although not required, students enrolling for the first time in LAUSD are encouraged to provide the school with a report of a recent physical examination. Forms for this purpose are called the "REPORT OF HEALTH EXAMINATION FOR SCHOOL ENTRY" (PM 171) and may be obtained from the school nurse.

If your child is without medical insurance or with limited coverage, or if you are covered by Medi-Cal, your child may be eligible for a free CHDP examination at the school. If help is needed in meeting the requirement for a CHDP examination, please contact your school nurse. If parents/guardians do not wish to have their child examined at school (including vision and hearing screenings), they must file an annual written statement to that effect with the school's administrators.

Screening of the student's vision and hearing will be done at the school site in accordance with State mandates. All girls in grade seven and boys in grade eight will be screened for possible scoliosis (unnatural curvature of the spine). Parents/guardians will be notified of any findings as a result of the mandated screening tests that require further attention.

Each student in grades 9 through 12 planning to participate in interscholastic athletic must pass a comprehensive physical examination yearly by a licensed health care provider that complies with current District policy. If the student does not have a personal health care provider, physical examinations may be available from school physicians and nurse practitioners on an appointment basis. For information, please call the Student Medical Services Office at (213) 202-7584 or (213) 202-7590 to schedule an appointment. You may also visit the Student Medical Services website for clinic information at <http://achieve.lausd.net/Page/6200>

### **SCHOOL MENTAL HEALTH STUDENT HEALTH AND HUMAN SERVICES (SHHS)**

Student Health and Human Services (SHHS) School Mental Health (SMH) offers a range of mental health services and supports to help children, youth, and families become better equipped to thrive and live successfully. SMH services are rendered at schools, clinics, Wellness Centers, and through various programs in LAUSD. Services and supports are free of charge and are provided to all students regardless of immigration status. Clinics are staffed by licensed child psychiatrists, psychiatric nurses, psychiatric social workers, and clinical psychologists. All clinicians are trained in multiple evidence-based practices and specialize in treating depression, anxiety, disruptive behaviors and trauma. Medication support services are available to qualifying students with Medi-Cal who are active SMH clients. For additional information, contact (213) 241-3841 or visit the School Mental Health website at <http://achieve.lausd.net/Mental-Health> for a list of clinics and Wellness Centers.

#### **School Mental Health Referral Procedures**

To ensure that services are coordinated, school staff and families are strongly encouraged to utilize the established referral system at their particular school. School staff and parents/guardians may call any of the clinics to discuss possible referrals with the Duty Worker of the day.

1. School staff may refer a student for services after consulting with school administration and conferring with parents/guardians to obtain consent.
2. School staff (administrators, teachers or support staff) should work with parents/guardians to complete the [Clinic Referral Forms for Counseling](#). When completing the referral, please ensure that all family contact information (addresses and telephone numbers) are valid.
3. The completed referral should be sent to the geographically appropriate clinic for the respective Local District (these are identified at the top of the referral form).
4. Once the referral is received and processed, SMH staff will contact families via telephone or mail to schedule an intake appointment.
5. During the intake and assessment processes, SMH staff will work collaboratively with school-based staff, particularly the referring party.
6. Appropriate mental health treatment is provided to students and families based on need.

When appropriate, SMH Clinic staff may provide case management services to students and families to connect them to other health and social services agencies.

#### **Wellness Centers and Clinics: Integrated Care**

Clinic outpatient mental health services for LAUSD students are provided through a partnership between the Los Angeles County Department of Mental Health (DMH) and LAUSD SMH. As DMH providers, SMH clinicians are committed to implementing the County of Los Angeles' vision to improve the quality of life in the county, by providing responsive, efficient, and high quality public services that promote the self-sufficiency, well-being, and prosperity of individuals, families, businesses and communities. The program includes seven Wellness Networks, eight Clinics, and satellite clinics at school sites.

In April 1993, through a unique interagency contract, the first agreement of its kind in the country, School Mental Health Clinics became

Medi-Cal Certified for child psychiatry outpatient services. Under the terms of this agreement, SMH serves as a contract provider for the DMH providing full-scope outpatient mental health services to students and families.

### **Medication Support Services**

SMH has an established clinical training program with UCLA Child Psychiatry supervised by two Child Psychiatry staff who oversee the rotation of fellows to implement medication support. With the use of District general funds, LAUSD employs Child Psychiatrists to support medications services for students. In addition, SMH has a subcontract, funded via DMH revenues, with UCLA Regents for Child Psychiatrists and Fellow Rotation, supervised under the Child Psychiatry Department. Psychiatric consultation is also established for our staff with USC Child Psychiatry and UCLA Harbor Child Psychiatry.

In addition to psychiatric medication support services, the Wellness Centers are aligned with Federally Qualified Health Centers (FQHCs). FQHC's the opportunity to better serve the medication and health needs of students by pediatricians and general practitioners (under FQHCs services) co-located at Wellness Centers.

**Main Office Beaudry Central** - Pia Escudero, Director, Cecilia Ramos, Assistant Director 333 South Beaudry Avenue, Los Angeles, CA 90017, (213) 241-3841 fax (213) 241-3305

**97th Street School Mental Health Clinic** (Local District South, located at Barrett Elementary School) 439 W. 97th Street, Los Angeles, CA 90003, (323) 754-2856 fax (323) 754-1843

**Bell/Cudahy School Mental Health Clinic** (Local District South, located at Ellen Ochoa Learning Center) 7326 S. Wilcox, Cudahy, CA 90201, (323) 869-1352

**Belmont Wellness Center** (Local District Central, located at Belmont High School) 180 Union Place, Los Angeles, CA 90026, (213) 241-4451 fax (213) 241-4465

**Carson Wellness Center** (Local District South, located at Carson High School) 270 East 223rd Street, Carson, CA 90745, (310) 847-7216 fax (310) 847-7214

**Crenshaw Wellness Center** (Local District West, located at Crenshaw High School) 5010 11th Avenue, Los Angeles, CA 90043, (323) 290-7737 fax (323) 290-7744

**Elizabeth Wellness Center** (Local District South, located at Elizabeth Learning Center) 4811 Elizabeth Street, Cudahy, CA 90201, (323) 271-3676 fax (323) 271-3657

**Gage Wellness Center** (Local District East, located at Gage Middle School) 2975 Zoe Avenue, Huntington Park, CA 90255-4346, (323) 826-1520 fax 826-1524

**Hyde Park School Mental Health Clinic** (Local District West, located at YES Academy) 6519 S. 8th Avenue, Bungalow 46, Los Angeles, CA 90043, (323) 750-5167 fax (323) 759-2697

**Locke Wellness Center** (Local District South, located at Locke EEC) 316 East 111th Street, Los Angeles, CA 90061, (323) 418-1055 fax (323) 418-3964

**Ramona School Mental Health Clinic** (Local District East, located at Ramona High School) 231 S. Alma Avenue #128, Los Angeles, CA 90063, (323) 266-7615 fax (323) 224-3140

**Roybal Wellness Center** (Local District Central, located at Edward Roybal Learning Center) 1200 W. Colton Street, Los Angeles, CA 90026, (213) 580-6410 fax (213) 241-4465

**San Pedro School Mental Health Clinic** (Local District South, located at Cabrillo Elementary School) 704 W. 8th Street, San Pedro, CA 90731, (310) 832-7545, Fax: (310) 833-8580

**Valley School Mental Health Clinic** (Local District North, located adjacent to Daniel Pearl High School) 6651 Balboa Boulevard, Van Nuys, CA 91406, (818) 758-2300, Fax: (818) 996-9850

**Washington Prep Wellness Center** - (Local District South, located at Washington Prep High School) 1555 West 110th Street, Los Angeles, CA. 90047, (323) 241-1909 fax: (323) 241-1918

### **SUICIDE PREVENTION, INTERVENTION & POSTVENTION**

The Los Angeles Unified School District (LAUSD) is committed to providing a safe, civil and secure school environment. It is the District's charge to respond immediately and appropriately to a student expressing or exhibiting suicidal ideation or behaviors and to follow-up in the aftermath of a death by suicide. School personnel, parents/guardians and students are instrumental in helping to save lives by identifying students at-risk and linking them to essential school and community mental health resources.

If you believe that your child is thinking about suicide, approach the situation by asking. Asking is the first step in saving a life and can let them know that you are there for them and will listen. If you need IMMEDIATE assistance due to a life threatening situation, call 911. For a psychiatric emergency, contact the Department of Mental Health 24-hour ACCESS Center at (800) 854-7771.

For additional information, call SHHS School Mental Health at (213) 241-3841 or visit <http://ccis.lausd.net>. School Mental Health Crisis Counseling and Intervention Services staff are available for consultation during the school year, Monday through Friday from 8:00 am – 4:30 pm.

### **HIGH SCHOOL GRADUATION REQUIREMENTS**

On June 14, 2005, the LAUSD Board of Education approved the a-g Resolution to create educational equity through the implementation of the a-g



course sequence as part of the high school graduation requirement. The a-g Resolution establishes a graduation requirement for all students to complete a fifteen course college preparatory sequence beginning July 1, 2008 (LAUSD Bulletin 2513.1).

Beginning with the Class of 2016, all LAUSD students must successfully complete the a-g course sequence as part of the District's graduation requirements. The chart below outlines the courses that comprise the a-g course sequence.

A 12<sup>th</sup> grade student who has satisfactorily completed the course of study and non-course requirements is entitled to a diploma indicating satisfactory completion of all elements and is eligible to participate in the graduation ceremony. The District will provide loaner caps and gowns for eligible students to participate in the graduation ceremony. Parents have the option of purchasing the cap and gown for a keepsake.

#### **LAUSD HIGH SCHOOL REQUIREMENTS**

| Subject  | Grad Year 2016 through 2019   |
|--|---|
| History/Social Studies - A (3 Years)           | Students are required to complete the minimum UC/CSU 15 A-G course requirements with at least a grade of D. |
| English - B (4 Years)                          |   |
| Mathematics - C (3 Years)                      |   |
| Science - D (2 Years)                          |   |
| Language Other Than English – E (2 Years)      |   |
| Visual and Performing Arts – F (1 Year)        |   |
| Academic Elective - G (1 Year)                 |   |
| Health   | 1 semester  |
| Physical Education                             | 2 years   |
| Service Learning & Career Pathway              |   |
| Total Number of Credits Needed for Graduation: | 210   |

**Non-course requirements:** earning the required high school credits, successful completion of the Service Learning requirement, and the identification of a career pathway. Parents are encouraged to speak with their child's school counselor regarding all of these requirements on an annual basis.

#### **COUNSELING COMPONENT**

The Middle School/High School Supplemental Counseling Program (**AB1802**) requires annual student, parent, and counselor conferences for all students in grades 7-12.

All secondary schools are required to hold annual Individual Graduation Plan (IGP) conferences with every secondary student. The IGP conferences expand the personalized relationships among counselors, students and parents or guardians relative to academic, personal and career planning.

**SB 405** expands the requirements to include a review of the career goals of the pupil, academic and career-related opportunities available to the pupil and for explanation of the coursework and academic progress required for eligibility for admission to a four year college. Students not on track to satisfy the A-G requirements must be identified and monitored.

#### **INSTRUCTIONAL TECHNOLOGY INITIATIVE**

The Instructional Technology Initiative (ITI) specializes in providing professional learning opportunities for school leaders to best support instructional technology integration for all students. The ITI programs and supports offered are aligned to the ISTE Standards for Students and strive to foster personalized learning environments for all learners. Our goal is to build the capacity of instructional leadership teams to design and integrate personalized learning practices that leverage digital tools and supports.

The ITI also sponsors an annual Digital Citizenship Week in partnership with Common Sense Education, where curricular materials and professional learning opportunities focus on how to be a responsible and authentic digital citizen. Digital citizenship is an essential component of our ongoing instructional work with students to teach them the importance of online safety and its role in their college and career goals. For more information on student digital safety, please visit <http://achieve.lausd.net/iti>.

Parents and guardians play a pivotal role in facilitating instructional technology integration. The ITI works collaboratively with District departments to ensure parents have access to resources and information to empower them with information regarding instructional technology goals, online safety, and digital citizenship.

#### **INTEGRATED PEST MANAGEMENT PROGRAM**

In March 1999, the Board of Education approved a revised Integrated Pest Management (IPM) Policy with a goal of eventually phasing out the use of pesticides and herbicides, as technology permits. It is the goal of the District to provide for the safest and lowest-risk approach to manage pest problems, while protecting people, the environment, and property. The IPM Policy detailed below focuses on long-term prevention and will give non-chemical methods first consideration when selecting appropriate pest management techniques. Emphasis under the program is placed on the use of mechanical (e.g., glue traps) and exclusionary (e.g., installation of door sweeps and screens, caulking holes and crevices) pest management techniques prior to using pesticides or herbicides, where possible.

A 15-member Pest Management Team, which includes a public health official, a medical practitioner, two parents, and other members of the public, as well as District staff, is charged with implementation of the policy, including the approval of low-risk pesticides and herbicides.

Pesticide/herbicide products used must be first approved by the IPM team following a careful review of contents, precautions, and low-risk methods of use. Pesticides and herbicides may only be applied by the District's licensed Pest Management Technicians. No pesticide/herbicide use by school-based staff, contractors, students, or parents is permitted.

The District will notify parents, employees, and students of all pesticide applications by providing a summary of the IPM program and goals, the IPM Policy, Request for Notification Form, and the current IPM Team-approved list of products included in this Handbook.

The following information is also available in the main office of the school:

- The IPM Team-approved products list
- A log of IPM activity at the school
- Request for Notification Form for parents or guardians to sign if they desire 72-hour notification of pesticide use (except for emergencies as determined by the IPM Coordinator and an independent IPM expert).

The notification will include specific information, including product names and active ingredients, target pest, date of pesticide use, signal word indicating the toxicity category of the pesticide, a contact name and number for more information, and the availability of further information at the school's main office. Parents or guardians should notify the school principal on the Request for Notification Form if they believe their child's health and/or behavior could be influenced by exposure to pesticide products, and they desire to be notified of all pesticide applications.

Signs shall be conspicuously posted around any area at least 72 hours before and for five (5) half-lives of the product after the use or application of pesticides not on the IPM Team-approved list in a non-emergency situation. In the event of an emergency as determined above, posting will go up at the time of the application. For more information regarding the IPM Program and policy, parents or guardians may contact the District's Maintenance & Operations Branch Office at (213) 241-0352. Information is also available under the Links section online at [www.laschools.org](http://www.laschools.org). Any parent or guardian interested in serving on the IPM Team when a parent representative position is vacated may also contact this telephone number to register their interest.

**POLICY STATEMENT:** It is the policy of the Los Angeles Unified School District (District) to practice Integrated Pest Management (IPM). All aspects of this program will be in accordance with federal and state laws and regulations, and county ordinances. All District policies must conform to this IPM policy. Pesticides pose risks to human health and the environment, with special risks to children. It is recognized that pesticides cause adverse health effects in humans such as cancer, neurological disruption, birth defects, genetic alteration, reproductive harm, immune system dysfunction, endocrine disruption and acute poisoning. Pests will be controlled to protect the health and safety of students and staff, maintain a productive learning environment and maintain the integrity of school buildings and grounds. Pesticides will not be used to control pests for aesthetic reasons alone. The safety and health of students, staff and the environment will be paramount. Further, it is the goal of the District to provide for the safest and lowest risk approach to control pest problems while protecting people, the environment and property. The District's IPM Policy incorporates focusing on long-term prevention while giving non-chemical methods first consideration when selecting appropriate pest control techniques. The District will strive to ultimately eliminate the use of all chemical controls.

The Precautionary Principle is the long-term objective of the District. The principle recognizes that no pesticide product is free from risk or threat to human health, and industrial producers should be required to prove that their pesticide products demonstrate an absence of the risks enumerated above rather than requiring that the government or the public prove that human health is being harmed. The policy realizes that full implementation of the Precautionary Principle is not possible at this time and may not be for decades. But the District commits itself to full implementation as soon as verifiable scientific data enabling this becomes available.

## **INTERNET ACCESS**

The Los Angeles Unified School District provides access to the Internet and email through the District's computer network (LAUSDnet). The District's website is located at [www.lausd.net](http://www.lausd.net). All uses of District computers and networks are regulated by the LAUSD's Responsible Use Policy (RUP) that can be found on the District's website at <http://achieve.lausd.net/rup>. Access to the Internet from LAUSDnet and the use of District network resources including District email accounts are privileges, not rights. Privileges may be revoked for inappropriate user of the Internet and electronic mail. Access to LAUSDnet is free to actively enrolled students with a Student Identification Number, active LAUSD employees, and contractors retained by the District. The purpose of providing access to the Internet and District network resources is for regular instructional or business activity, or to compile data necessary for educational research.

Students may obtain e-mail accounts on LAUSDnet only through a teacher or administrative sponsor at the school at which they are enrolled. All student users, who access the Internet from any District facility or from a remote location connecting with any District facility, must have a STUDENT SIGNATURE AND PARENTAL RELEASE form on file at the school. Students should be protective of their password and should always keep this information confidential. Students are encouraged to create difficult passwords containing a mix of letters and numbers to ensure security. Additionally, students should not, under any circumstances, share their passwords with anyone. Los Angeles Unified School District is compliant with the Federal Children's Internet Protection Act (CIPA). Specifically CIPA requires school districts to use technology to block access to Internet sites that are: A) obscene, (B) contain child pornography, or (C) that are harmful to minors. Keep in mind that the blocking technology may not be 100% effective, and there is no technical substitute for adequate supervision of a child connecting from school or home. Schools providing Internet access to students educate their students in accordance to the Protecting Children in the 21st Century Act. Parents are requested to reinforce responsible, acceptable, and safe use of the Internet at home. Just as the internet can be used for learning, it can also be used inappropriately and can pose risks to students. Students are reminded not to share information about themselves or their families online that they would not want to be public. It is important for parents to be aware of what their students are doing online. Parents and students must be proactive in taking steps to protect themselves. Visit <http://achieve.lausd.net/cybersafety> and see District Policy Bulletin BUL-5181.2 for more information.

Student downloads of music, photographs, videos, software, and documents must comply with all applicable copyright laws. In addition, software or applications downloads should be monitored closely for appropriateness. Any music, photographs, videos, software, or documents should only be downloaded for District, not personal purposes. Personal downloads, particularly if they are of copyright protected materials in violation of LAUSD's RUP is forbidden and students are subject to discipline for unapproved and/or unlawful downloading activities. No user of LAUSDnet should have an expectation of privacy. The District retains the right to account auditing and logging practices in order to promote student safety. The Internet is a public network, and email or other communications on it are not private. LAUSDnet system operators have access to all user account directories and data, e-mail, web pages, and any other files stored on system servers. It is the user's responsibility not to initiate access to material that is inconsistent with the goals, objectives, policies, and educational mission of the District as well as adherence to any city, state and federal laws.

Students are expected to conduct themselves online as they would in person. Students are to refrain from engaging in uses that jeopardize access or lead to unauthorized access to another's account. In addition, deleting, copying, and modifying or forging other user's names, emails, disguising one's identity or impersonating other users is prohibited. It is expected that users will not use LAUSDnet access to threaten, demean, defame, or denigrate others on the basis of race, religion, creed, color, national origin, ancestry, physical handicap, gender, sex and sexual orientation or other reason. Further, access to the District's network and electronic communications technologies, including the Internet and electronic mail, shall not be used for bullying or other such activity for the purpose of harming another person or persons. Any statement of personal belief in email or other posted material is understood to be the author's individual point of view and not that of the Los Angeles Unified School District. Violation of LAUSD's

RUP can lead to loss of Internet/email privileges, and further disciplinary/legal action may also be taken.

## **INTERSCHOLASTIC ATHLETIC DEPARTMENT**

The LAUSD Interscholastic Athletic Department administers the high school athletic program as well as the Middle School Intramural Program. Both programs are designed to foster the partnership between academics and athletics, promote the values of sport participation, and assure that everyone involved in these activities is treated with dignity and respect. Participation in interscholastic athletics is available to students at all high schools, including most span schools and single-site magnet schools within the Los Angeles Unified School District. Students must comply with the eligibility standards as determined by the California Interscholastic Federation and the LAUSD Interscholastic Athletic Department. To be eligible to participate, the student must maintain the minimum of a 2.0 grade point average, each year pass a comprehensive examination by a licensed California health care provider that complies with the current District policy, and submit a Student Emergency Form as well as proof of insurance which meets the standards required by the California Education Code. The athlete must also sign a Steroid Prohibition Use Form, a Code of Conduct Form, a Hazing and Bullying Form, an Out of Season Liability Waiver Form, Athletic Insurance Certificate, Concussion Information Sheet, Sudden Cardiac Arrest Information Sheet, and a Media Release Form. Parents are required to submit an Acknowledgement of Risk Warning and Consent Form.

Each student planning to participate in California Interscholastic Athletic Federation competition or cheerleading must undergo an annual Pre-participation Physical Evaluation (PPE) by a qualified California licensed health care provider prior to participation in any aspect of the competition, including tryouts and practices. The District accepts PPE's from California-licensed physicians (MD or DO), nurse practitioners (NP), or physician assistants (PA). Select auxiliary units and marching bands must undergo a physical evaluation, at least once prior to tryout, practice and participation. If a licensed health care provider determines that the athlete sustained a concussion or a head injury, the athlete is required to complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider. Only a California-licensed health care provider trained in the management of concussions and acting within the scope of his or her practice should evaluate a suspected concussion. The athlete will not be allowed to return to play without written clearance from the treating health care provider and verified by the credentialed school nurse.

For further information about the Interscholastic Athletic Program and Middle School Intramural Program, contact the Interscholastic Athletic Department at (213) 241-5847.

## **JUVENILE HALL/CAMP RETURNEES**

Education Code Section 48645.5, amended on September 30, 2014 makes clear that pupils shall not be denied enrollment or readmission to a public school solely on the basis that he or she has had contact with the juvenile justice system. Each public school district and county office of education shall accept for credit full or partial coursework satisfactorily completed by the pupil while attending a public school, juvenile court school, or nonpublic. Unless exempt from compulsory school attendance, a student returning from a juvenile justice facility or any other court ordered placement is entitled to the same right to an appropriate educational program as that provided to all other students, and should be immediately enrolled in school.

In addition, Assembly Bill 2276 amends the Education Codes 48645.5, 49069.5 and 48648 requiring that the county office of education and county probation department have a joint transition planning policy that includes collaboration with relevant local educational agencies relating to pupils who are being released from juvenile court schools. The LAUSD, Los Angeles County Office of Education (LACOE) and Los Angeles County Probation Department are collaborating to strengthen communication and to establish protocols and procedures that will ensure early identification, support appropriate placement of students upon re-entry into the District, and provide After Care Case Management services for all LAUSD students.

Assembly Bill 216 provides certain graduation exemptions for students who transfer to a new school after completing their second year of high school. To be considered a youth involved in the juvenile justice system for the purpose of AB 167/216, the student must be subject to a petition under Welfare and Institution Code (WIC) Section 602. A student is considered a WIC 602 youth so long as they are charged with a crime in delinquency court; they do not need to already be found guilty or placed on probation. For additional information or assistance with enrollment, please contact the SHHS Pupil Services Juvenile Hall/Camp Returnee Program at (213) 241-3844.

## **LOCATION OF STUDENT RECORDS**

Most pupil records are maintained at the school site location. Records maintained by an elementary school are generally kept in the Main Office with the principal as custodian of records. At the secondary level records are usually maintained as indicated below:

1. Pupil records pertaining to student health are maintained in the Health Office with the school nurse as immediate custodian.
2. Pupil records pertaining to student progress, counseling, or guidance assistance are maintained in the Counseling Office, with the Assistant Principal, Student Counseling Services, as immediate custodian.
3. Pupil records pertaining to attendance are maintained in the Attendance Office, with the Assistant Principal, Student Support Services, as immediate custodian.
4. Pupil records pertaining to athletic activities are maintained in the Physical Education Office with the Athletic Director as immediate custodian.
5. Education records pertaining to classroom activities are maintained in each classroom with each teacher as immediate custodian.
6. Special education IEPs are maintained in the student's cumulative record folder.

Some pupil records such as discipline, special education or psychology records may be maintained in Local District, support units or central District offices.

## **NEWS MEDIA ACCESS**

Occasionally, reporters and other members of the news media may visit schools to write about, photograph or video activities such as sporting events, school assemblies, special programs or newsworthy events. Interviewing or taking a picture of a student requires consent from a parent or guardian. Schools usually send home in September a form granting that permission. In addition, that waiver covers publicizing good news that schools or the District may want to share on the LAUSD Daily, Facebook, Twitter or other social media sites. Parents and guardians who do not want their child to be interviewed, videotaped or photographed should not sign or return that form. However, even with a signed form, students can turn down a request to be interviewed or photographed by telling their teacher.

This form only covers a student who is on campus. Once they leave the school grounds and are on public property such as the sidewalk, reporters and photographers need no permission to ask questions or take pictures or videos.

For this reason, it is best to talk with your child so he or she know your preference in advance, in case they find themselves in this situation.

## **NONDISCRIMINATION STATEMENT**

The Los Angeles Unified School District is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. The District prohibits discrimination, harassment, intimidation and bullying based on actual or perceived race or ethnicity, gender/sex (including gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy related medical conditions), sexual orientation, religion, color, national origin, ancestry, physical or mental disability, medical condition (cancer-related and genetic characteristics), military and veteran status, marital status, registered domestic partner status, age (40 and above), genetic information, political belief or affiliation (not union related), a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state or local law, ordinance, or regulation in any program or activity it conducts or to which it provides significant assistance.

Discrimination is different treatment on the basis of a protected category in the context of an educational program, work or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by the District.

Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the District.

Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by the District. Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or any conduct that is threatening or humiliating.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Once a school or office has notice of discriminatory, harassing, intimidating and/or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred and take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action.

This nondiscrimination policy covers admission or access to, or treatment or employment in, all District programs and activities, including vocational education. Parents/Guardians of students with mobility impairments have a legal right to accessible transportation for LAUSD or school sponsored field trips and other activities for which transportation is provided to students without disabilities. Contact your school site administrator to address requests for accessible transportation. The lack of English language skills will not be a barrier to admission to or participation in District programs or activities.

This nondiscrimination policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of the Superintendent of the Los Angeles Unified School District.

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in other District policies that are available in all schools and offices. It is the intent of the District that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities. The District prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

For information, assistance or to file a complaint (see Uniform Complaint Procedures) related to discrimination, harassment, intimidation and/or bullying of students based on the actual or perceived characteristics listed above, contact your school's administrator, the school's Title IX/Bullying Complainant Manager, or the District's Section 504 and Title IX Coordinator in the Educational Equity Compliance Office at (213) 241-7682 and at <http://achieve.lausd.net/eeco>.

## **NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.
  - Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
  - Parents or eligible students who wish to ask the school to amend a record should write the school principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. Refer to the section in the handbook entitled, "Challenges to Pupil Record Information" for further details.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
  - One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school or school district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student.

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. [§99.31(a)(1)]
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. [§99.31(a)(2)]
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. [§§99.31(a)(3) and 99.35]
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. [§99.31(a)(4)]
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. [§99.31(a)(5)]
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. [§99.31(a)(6)]
- To accrediting organizations to carry out their accrediting functions. [§99.31(a)(7)]
- To parents of an eligible student if the student is a dependent for IRS tax purposes. [§99.31(a)(8)]
- To comply with a judicial order or lawfully issued subpoena. [§99.31(a)(9)] To appropriate officials in connection with a health or safety emergency, subject to §99.36. [§99.31(a)(10)]
- Information the school has designated as "directory information" under §99.37. [§99.31(a)(11)]

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. The primary purpose of directory information is to allow the school or school district to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists; and
- Graduation programs

Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information: names, addresses and telephone listings, unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want your school or school district to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the school by using the Information Release Form in this handbook.

Any and all of the following items of directory information relating to a pupil may be released to a designated recipient unless a written request is on file to withhold its release as indicated in the Information Release Form submitted to the school.

- Name
- Address
- Date of birth
- Dates of attendance (e.g., by academic year or semester)
- Current and most previous school(s) attended
- Degrees and awards received

The recipients designated by the District to receive directory information are listed in the Information Release Form.

In addition, under California Education Code Section 49073, parents/guardians or eligible pupils must provide consent for the release of directory information of students who are eligible for services under the McKinney-Vento Homeless Education Assistance Act. Absent such consent the directory information concerning the student will not be released.

In September 2014, Assembly Bill 2160 was signed into law, amending California *Education Code* Section 69432.9. Pursuant to Ed Code 69432.9, all grade 12 students will be deemed Cal Grant applicants, unless the students opt out. For seniors who have not opted out, school districts are required to submit their grade point averages (GPAs) to the California Student Aid Commission (CSAC) for the purpose of determining Cal Grant eligibility and making appropriate financial aid awards for college. Without the GPA information verified by the school district, CSAC will not be able to determine the Cal Grant eligibility. Seniors who are 18 years of age or parents/guardians of seniors under 18 years of age may opt out of being automatically deemed a Cal Grant applicant. To opt out, parents or adult students must complete the Information Release Form and return it to the school by the specified deadline.

## **NURSE-FAMILY PARTNERSHIP**

Nurse-Family Partnership is a free, voluntary program for first-time mothers. The program provides one-to-one home visits by a qualified credentialed school nurse (registered nurse) throughout the pregnancy and continues to assist the young mother until the child is two years old. The nurse helps the pregnant/parenting teen to have a healthy pregnancy and a healthy baby. The program guides the teen in becoming a better parent and achieving her educational goals. Any teen pregnant with her first child who meets the requirements is encouraged to enroll as early as possible in her pregnancy. For information, please call (213) 202-7534.

## **OPPORTUNITY TRANSFERS**

Opportunity Transfer (OT) 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 OT 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.

## **PARENT ACCESS SUPPORT PORTAL (PASSport)**

The Parent Portal (PASSport) is a one-stop online system available 24/7 that securely connects you as parents/guardians to tools and data that will assist you in supporting your children's academic success.

It is available on-line at <https://passportapp.lausd.net/parentaccess/>. More information about the portal is available at <http://passport.lausd.net>.

In order to register, you will need the following:

- A personal email address
- Your child's first and last name
- Your child's birthdate
- Your child's District ID number

Through Parent Portal, you can access information that will assist in guiding your children towards academic success. This includes attendance, grades and assignments, and standardized test scores as well as the ability to update emergency contact information for your children online.

Current features available to parents include the following:

- Attendance/Schedule
- Emergency Card Information and the Ability to Update Contact Numbers
- Grades and Assignments
- English Language Learner Progress (for EL students)
- Immunization Records
- Student Discipline Records
- Standardized Testing Records
- IEPs (for Special Education Students)
- Extended School Year (ESY) applications (for Special Education Students)
- School Meal Applications
- School Volunteer Applications
- School Choice Applications
- High School Graduation Requirements and Progress
- Bus Routes and Delays (for Students Receiving Transportation)
- School Calendar
- Parent Resources

## **PARENT/GUARDIAN ANNUAL NOTIFICATION REGARDING CONDOM AVAILABILITY PROGRAM**

HIV/AIDS and sexually transmitted diseases are epidemic in our community. Public health statistics and reports indicate that increasing numbers of young people in their teens are becoming involved in activities that put them at risk for infection. Although the District does offer education which emphasizes abstinence as the only one hundred percent effective method of preventing infection, the District also realizes that not all students will practice abstinence and therefore should be instructed that a condom properly used does provide protection against sexual transmission of the HIV/AIDS virus. In view of these facts, and in collaboration with medical and public health authorities, the Board of Education enacted a policy in 1992 to make condoms available for students unless parents contact the school nurse in writing denying permission.

The Los Angeles County Department of Public Health will make condoms available at no cost to students who request them unless the parent or guardian, withdraw permission by submitting a written letter to the school nurse. In making condoms available, the District assumes no liability.

Parent/guardians who do not wish their son/daughter/student to be able to obtain condoms through the school's Condom Availability Program, can submit a written letter to the Credentialed School Nurse *or designated school site Condom Availability Program staff member* at any time.

## **PARENT AND COMMUNITY SERVICES - PARENT INVOLVEMENT**

State Board of Education Policy #89-01

A critical dimension of effective schooling is parent engagement. Research has shown conclusively that parent involvement in a child's education improves student achievement. Furthermore, when parents are involved at school, their children achieve at higher levels, and schools are more successful.

IMPORTANT FACTS:

1. Families provide the primary education environment.
2. Parent involvement improves student achievement.
3. Parent involvement is most effective when it is comprehensive, supportive, long-lasting, and well-planned.
4. The benefits of parent involvement are evident at every level of schooling, from early childhood, at the elementary level, and continuing through high school.

5. Involving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the schools.
6. The extent of parent involvement in a child's education is more important to student success than family income or education.
7. The school and home must be partners and cannot be in isolation from one another. Families and schools need to collaborate to ensure student success in school and in life.

## **PARENT AND FAMILY ENGAGEMENT POLICY**

The Los Angeles Unified School District recognizes that, when schools and parents form strong partnerships, children's potential for educational success improves significantly. The California Education Code and the *Parents As Equal Partners* Resolution guide all school and District practices regarding the engagement of parents in their children's education. In addition, the California Education Code requires that every school receiving federal funds establish a School Site Council (SSC). Parents must be involved in advising or, as members of the SSC, in making decisions about the school's educational program, the use of categorical funds to support these programs, and the school plan to involve parents in their children's education. The District has established a Title I Parent and Family Engagement Policy and directs all schools to annually review and revise, as necessary, their school's Title I Parent and Family Engagement Policy. Parents may visit [www.achieve.lausd.net/families](http://www.achieve.lausd.net/families) to view the LAUSD Parent and Family Engagement Policy for Title I and non-Title I schools or receive more information about parent involvement policies. In addition, all schools with twenty-one or more English Learners (EL) students, not including Reclassified Fluent English Proficient (RFEP) students, are required to establish an English Learner Advisory Committee (ELAC).

Through the School Experience Survey, parents are surveyed annually in the spring to provide LAUSD their perceptions on a variety of matters, including how well their schools welcome them as partners.

All LAUSD schools are encouraged to operate a parent center or provide a location where parent support services and trainings will occur. The School Goals for Parent Engagement sets standards for effective parental engagement and guides school efforts to effectively engage parents at all grade levels in a broad range of roles and activities. These goals are the following:

- Ensure parents are welcomed as equal partners.
- Provide parents opportunities to strengthen their capacity to support learning.
- Operate an effective volunteer program.
- Respond effectively to parent concerns.
- Maintain compliance regarding all parent involvement mandates.

Parent engagement programs at schools are developed at the school level, and school and parent center staff receive guidance and support through staff of the Parent and Community Services (PCS) and through each Parent and Community Engagement Team in each Local District (LD). All parents, including parents of English learners, migrant students, and students with disabilities are guaranteed access to school-based activities and programs. Upon request, schools will make special accommodations for parents who are disabled or who require other special consideration.

In addition, the Division of Special Education provides free resources for parents of students with disabilities, including offering them information about their child's education and ways to be involved. For more information, contact (213) 241-6701.

## **PARENTAL RIGHTS**

The California Education Code, Section 51101, states that parents/guardians of pupils enrolled in public schools have the right, and should have the opportunity, to work together in a mutually supportive and respectful partnership with schools to help their children succeed, to be informed in advance about a school's rules, and to be informed of the procedures for visiting schools and observing classrooms.

The LAUSD Parent Bill of Rights and Responsibilities is an integral component of the *Parents as Equal Partners* Resolution which communicates the partnership role of families and schools in order to achieve student success. It also affirms the rights and responsibilities that parents have in advocating for their children's academic success.

### ***Parents' Rights and Responsibilities to Ensure Their Child's Success***

***Parents as Equal Partners in the Education of Their Children***, a resolution adopted by the Board of Education in December of 2010, embraces family strengths and assets as essential to the academic success of students and recognizes parents as the first and most important lifelong teachers of their children. To that end, families and schools assume their responsibility for student success and commit to a partnership that:

- Maintains high expectations for student achievement
- Ensures all children are ready for college, careers, and life
- Promotes productive conversation and collaboration
- Reflects mutual respect and support

#### ***Parents Have the Right To:***

- A free education that honors their child's learning and prepares them for college careers, and life
- A welcoming environment that values family assets and contributions to learning
- Information about the school's expectations, educational programs, policies and procedures
- The School Report Card to assess the quality of their child's school
- Visit their child's classroom and develop partnerships with teachers and staff
- Opportunities to learn how best to support education at home and at school
- Tutoring services and other learning supports for their child
- Choose the best school/programs available for their child
- File a formal complaint without fear of reprisal
- Translation/interpretation services to communicate effectively with school staff

#### ***Parents Have the Responsibility to:***

- Promote literacy, high achievement, and a love for learning
- Ensure their child attends school every day, on time, and ready to learn
- Monitor and guide their child's academic progress to ensure success
- Confer with teachers and other school staff about their child's education
- Attend meetings and learning activities to be informed and support their child's education
- Express their level of satisfaction through the annual School Experience Survey



- Provide all information about their child as needed by the school
- Advocate for their child's education

### **THE SCHOOL VOLUNTEER PROGRAM (SVP)**

School volunteers assist schools by providing support to teachers and other staff through a variety of activities. The office of Parent and Community Services facilitates the processing of school volunteers, maintains a database of school volunteers and offers training classes for volunteers. School volunteers must apply online and meet basic health and safety requirements to ensure the well-being of all students and staff.

Parents interested in volunteering should access the online application via the PCS website. For additional information on the volunteer program contact your local school or visit the PCS website at [www.achieve.lausd.net/families](http://www.achieve.lausd.net/families).

### **PERMITS AND STUDENT TRANSFERS**

The District recognizes that the needs of individual students and families must be addressed. Consideration of desegregation goals, available space, and cost factors are necessarily involved in all aspects of the permit policy. Each school principal and the designated administrator in each Educational Service Center will provide information concerning permits to students, parents, and the community. Any person requesting a permit will be provided with the opportunity to apply for one.

No person will be denied information regarding the appeals process. The school or district that denies, cancels, or revokes a permit request will inform parents/guardians of appeal procedures. Falsified information or a change in criteria necessary to obtain or maintain a permit may be grounds for immediate denial or revocation of a permit.

Permit procedures information is available online at <http://studentpermits.lausd.net> and through the Pupil Services Office of Permits and Student Transfers at (213) 241-5255.

### **CALIFORNIA OPEN ENROLLMENT ACT**

Due to the transition to the new California Assessment of Student Performance and Progress system, the calculation of the 2014 Growth Base and 2015 Growth APIs were suspended by the State Board of Education. With the absence of a 2015 API score, the California Department of Education (CDE) cannot produce a new Open Enrollment Act list for the next school year.

### **INTER-DISTRICT PERMITS**

The Student Health and Human Services (SHHS) Pupil Services Office of Permits and Student Transfers has administrative responsibility for inter-district permit requests and appeals. Inter-district permits may be issued to students transferring into, or out of the LAUSD. All inter-district permits must be processed through the Pupil Services Office of Permits and Student Transfers. School officials cannot grant, deny or revoke inter-district permits. An LAUSD permit application must be completed on-line at <http://studentpermits.lausd.net>. An application must be submitted within the designated application period. The OUTGOING inter-district permit application period for the following school year is from February 1st to April 30<sup>th</sup> each year for all students. Parent employment will be the only outgoing permit applications accepted beyond that date. The INCOMING inter-district permit application period begins on February 1<sup>st</sup> for the following school year. Each application will be reviewed on its own merit. All outgoing inter-district permit applications must be completed electronically; no paper applications will be accepted.

The District will consider OUTGOING inter-district permit requests for:

- Parent Employment
- Specialized Comprehensive Program
- Continuing Enrollment for High School Students 10<sup>th</sup> -12<sup>th</sup> Grade
- Sibling
- Exception

The District will consider INCOMING inter-district permit requests for:

- Child Care
- Parent-Employment
- Continuing Enrollment
- Senior Status
- Specialized Programs
- Siblings
- Exception

### **INTRA-DISTRICT PERMITS**

Intra-district permits (school to school within LAUSD) are not online and are processed in person at the school of residence and requested schools. Intra-district permits are appealed through the Local District Administrator of Operations. Intra-district permits authorize the transfer of students from the LAUSD school of residence to another LAUSD school. Paper applications and procedures for intra-district permits may be obtained at any LAUSD school. These transfers are initiated by parent/guardian request. Permits to transfer may be issued based on one or more of the following reasons:

- Child Care
- Parent Employment
- Continuing Enrollment
- Senior Status
- Safety and Protection
- Specialized Program
- Siblings
- Exception



Intra-district Permits will only be granted if the applicant is eligible and if administrators from both the school of residence and requested school approve the request. These permits do not carry transportation privileges.

## **PHYSICAL FITNESS TEST**

State law requires school districts to administer the Physical Fitness Test (PFT) annually to all students in grades five, seven, and nine. The state-designated PFT is the FITNESSGRAM®. The FITNESSGRAM® is a set of tests designed to evaluate health related fitness and to assist students in establishing lifetime habits of regular physical activity.

The complete FITNESSGRAM test battery measures student performance in the following areas:

1. aerobic capacity
2. body composition
3. muscular strength, endurance and flexibility

Teachers and administrators are responsible for preparing students to do their best on the test by providing instruction and appropriate practice in the skills and abilities that are tested. It is recommended that schools should provide students appropriate practice as part of the regular physical education (P.E.) program throughout the year. Students are tested between February and May. Parents should see that their children participate in a regular program of physical activity and nutrition.

All students must take physical education classes in high school for two years (freshman and sophomore). Freshman students in 2008 were the first class required to "pass" *FITNESSGRAM* in order to receive the exemption for physical education classes for two years (junior and senior). A "passing" score is defined as meeting the healthy fitness zone for 5 out of 6 components. Students who do not meet the healthy fitness zone in grades 9 or 10 will continue to take physical education classes until they either "pass" the *FITNESSGRAM* or graduate.

To find more information about the FITNESSGRAM, please contact your child's teachers. Additional information is posted on the internet at <http://www.cde.ca.gov/ta/tg/pf/>.

## **RESTITUTION/PARENT LIABILITY**

Civil Code 1714.01 provides that any act of willful misconduct of a minor which results in any injury to the property or person of another shall be the responsibility of the parent or guardian having custody and control of the minor for all purposes of civil damages and the parent or guardian having custody and control shall be jointly and severally liable with the minor for any damages resulting from the willful misconduct not to exceed \$25,000.

California Education Code section 48904(a)(1) states that a parent or guardian of a minor is liable to a school district for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed \$19,100, adjusted annually for inflation per EC Section 48904(a)(2). In addition, it authorizes school districts, after affording the student due process rights, to withhold the grades, diploma, and transcripts of a student until the student or parent/guardian pays for the lost or damaged school property (e.g., textbooks, library books, computers, devices, shop materials, physical education clothes, and sports equipment). It also provides for a program of voluntary work for the minor in lieu of payment of monetary damages.

It is the policy of the District to seek restitution when a student, among other things, willfully cuts, defaces, or otherwise damage any property, or loses or fails to return property, borrowed or personal belonging to the school District or school employee. This includes but is not limited to, installing unauthorized software applications, modifying, adding or deleting District software or any alteration to the configuration of any and all IT computing devices and peripherals - such as iPads, laptops and other devices. The parent/guardian is liable for such damages, not exceeding \$19,100, increased annually for inflation. In cases of the above types of loss or damage, the school must attempt to identify the student(s) responsible and the amount of the loss in accordance with the procedures as outlined in Bulletin BUL-5509.2, Restitution Procedures of the Loss/Damage of School Property.

Upon receiving notification, the parent or guardian may return the property or pay the outstanding obligation. If the parent or guardian does not return the property or pay the outstanding debt, a small claims action will be filed by the Restitution Unit against the parent or guardian. If the parent or guardian is unable to pay the judgment, he or she may request an owner-debtor hearing.

## **SAFE SCHOOL PLAN**

California public school districts are required to comply with California Education Code Section 32281, regarding the preparation of school safety plans. The Los Angeles Unified School District is also required to comply with the Child Nutrition and Women, Infant, and Children (WIC) Reauthorization Act of 2004 to establish and monitor a local wellness policy. The LAUSD Integrated Safe School Plan addresses these requirements and includes violence prevention, emergency preparedness, traffic safety, crisis intervention, and wellness. Parents may learn more about the Safe School Plan for a particular school from the principal or a member of the School Safety Planning Committee, which is responsible for annually reviewing and updating the plan. A copy of the Safe School Plan for a specific school is available for public viewing in the main office of each school. Other copies are available onsite for school staff member review.

## **SCHOOL ACCOUNTABILITY REPORT CARD**

Education Code Section 35256 requires the District to annually issue a School Accountability Report Card (SARC) for each school. The SARC is published by February 1<sup>st</sup> each school year. A copy is available upon request at the school site and also on the LAUSD website at <http://www.lausd.net>.

## **SCHOOL-BASED MEDI-CAL SERVICES**

The following information about Medi-Cal is offered to parents of children with disabilities who are Medi-Cal eligible. As per the Individuals with Disabilities Education Act (IDEA) regulations, the Los Angeles Unified School District provides all required services as specified on a child's IEP at no cost to parents. However, LAUSD can be reimbursed for the cost of those services from the federal Medicaid program (called Medi-Cal in California) – which increases the ability to provide health related services for all LAUSD students.

Services reimbursed by Medi-Cal currently include certain health services for all students in the District as well as specific services for students with disabilities. The health-related services for students with disabilities include both assessment and the treatment(s) specified on a student's Individual Education Program (IEP) including: audiology, counseling, nursing services, occupational therapy, physical therapy, speech therapy, and transportation related to these services. Medi-Cal regulations set the same high professional standards for school-based providers as providers who

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work in hospitals, rehabilitations centers, and other settings.

Parents of students who are Medi-Cal eligible authorize LAUSD to submit claims for reimbursement by Medi-Cal when a parent signs consent for a Special Education Assessment Plan or an IEP, unless the parent sign a *Parent Medi-Cal Non-Authorization to Bill* form. In seeking reimbursement, LAUSD may need to release student records, medical information and/or other information pertaining to a student as part of routine business practices. School-based Medi-Cal reimbursement does not affect the child's Medi-Cal benefits in other health care settings. There is no cap on Medi-Cal for students with disabilities in California. LAUSD never bills a family's private insurance for the health care services specified on a child's IEP. The District adheres to IDEA and its requirement to provide students with disabilities with a free and appropriate public education (FAPE). Parents may request a *Parent Medi-Cal Non-Authorization to Bill* form from the LAUSD Medi-Cal office by calling (213) 241-0558. Additional information regarding the Medi-Cal Non Authorization to Bill form is also contained in the Parent's Guide to Special Education Services (February 2014).

Children qualify for Medi-Cal based on various factors including the number of household members, family income and disability. Parents interested in obtaining more information about Medi-Cal can call the LAUSD Children's Health Access and Medi-Cal Program (CHAMP) toll free **HELPLINE** at (866) 742-2273 or visit at <http://achieve.lausd.net/CHAMP>. The Help Line is open Monday through Friday from 8:00 a.m. to 4:00 p.m.

The LAUSD Medi-Cal Reimbursement and Compliance program adheres to all provisions of the Health Insurance Portability and Accountability Act (HIPAA). Please refer to the Notice of Privacy Practices Parent/Student Handbook insert page.

## **SCHOOL EXPERIENCE SURVEY**

The School Experience Survey, administered each year, provides valuable information to stakeholders about LAUSD schools. Students in elementary through high school, parents, and staff answer survey questions such as how welcoming and collaborative, safe, and conducive to learning their schools are. The answers to survey questions are reported in time to allow school communities to plan improvements for the following year. In addition, this data is reported annually in the School Report Card for each school.

## **SCHOOL OF RESIDENCE**

Each person between the ages of 6 and 18 years, not exempted, is subject to compulsory full-time education and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full-time day school or continuation school or classes for his/her residence area for the full time designated as the length of the school day (Education Code Section 48200). In a case involving divorced, legally separated or unmarried parents living apart, the student may attend the school in the residence area of either parent. Dual enrollment is strictly prohibited and there may only be one residence of record [Government Code Section 244(b)]. Schools have the right and obligation to verify residency. In situations where the parents/guardians are not able to provide documentation to verify residency at the time of enrollment, the affidavit to verify residency will be utilized. The parents/guardians will have 30 days from the date of enrollment to provide the residency documentation.

Students experiencing homelessness may attend their school of origin or the school of residence. Under certain conditions, intra, or inter-district transfers to schools other than the school of residence may be authorized. Parents should contact the Office of Permits and Student Transfers at (213) 241- 5255. For students who receive special education services, unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would otherwise attend. A student who does not live with his or her parent/guardian may attend school within the district if he or she is:

- A student who is placed in a regularly established licensed children's institution or a licensed foster home, or a family home under the Welfare and Institutions Code. The responsible adult or caregiver shall provide evidence to the school of the placement (see Students Placed in Out-of-Home Care by DCFS or Probation section).
- An unaccompanied homeless youth.
- A pupil for whom inter-district attendance has been approved.
- An emancipated minor whose residence is located within the boundaries of the school district.
- A pupil residing in a state hospital located within the boundaries of the school district.
- A pupil who lives with a caregiving adult (subject to verification by school or District staff).

To locate schools for your home address, visit [www.lausd.net](http://www.lausd.net), and select the Find a School tab and click on Resident School Identifier or call (213) 241-1000.

## **SCHOOL SCHEDULES**

Education Code Section 48980(c) states that notification shall be sent to parents and guardians of all pupils attending a school within the district advising of the schedule of minimum days and pupil-free staff development days, and if any minimum or pupil-free staff development days are scheduled thereafter, the governing board shall notify parents and guardians of the affected pupils as early as possible, but no later than one month before the scheduled minimum or pupil-free day.

## **SEXUAL HARASSMENT POLICY**

The Los Angeles Unified School District (LAUSD) is committed to providing a working and learning environment free from sexual harassment. The District prohibits sexual harassment of or by employees, students, or persons doing business with or for the District on the basis of actual or perceived sex, sexual orientation, gender, gender identity or gender expression. Failure to follow this policy is a violation of state and federal law.

Sexual harassment is defined by California Education Code Section 212.5 as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category

(as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Reporting such conduct to an administrator or Title IX/Bullying Complaint Manager can be an appropriate intervention. Once a school or office has notice of discriminatory, harassing, intimidating and/or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred. School personnel are to take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created, and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action. This policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of the Superintendent of the Los Angeles Unified School District.

Any student or employee of the District who believes that she or he has been a victim of sexual harassment should bring the problem to the attention of the school-site administrator or the school's Title IX/Bullying Complaint Manager so that appropriate action may be taken to resolve the problem. The District prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints must be promptly investigated in a way that respects the privacy of the parties concerned.

For more information or assistance with student or parent/guardian concerns, contact your school's administrator, the schools Title IX/ Bullying Complaint Manager, or the District's Title IX Coordinator in the Educational Equity Compliance Office at (213) 241-7682 or visit <http://achieve.lausd.net/eeco>. For assistance with employee concerns, contact the Equal Opportunity Section at (213) 241-7685.

### **SPECIAL EDUCATION: COMPLAINT RESPONSE UNIT (CRU)**

The Complaint Response Unit (CRU) provides information and training for parents of students with disabilities related to the District's special education policies and procedures, the Modified Consent Decree, and the District's special education programs. The CRU was established to respond to concerns of parents of students with disabilities regarding complaints related to alleged or perceived violations of special education laws or the District's special education policies and procedures. The CRU gives the District an opportunity to provide lawful responses to parent complaints without the need for parents to resort to external complaint and due process mechanisms. A complaint is an allegation of a perceived violation of the following: (a) the *Individuals with Disabilities Education Act* (IDEA); and implementing regulations; (b) The California Education Code related to special education and implementing regulations; or (c) the District's *Special Education Policies and Procedures Manual*. After a complaint has been received and investigated, the District provides a lawful response, which is a written response that satisfies the District's legal obligations and may be one of the following: (1) a remedy and, where appropriate, the date by which the remedy shall be implemented; (2) information that an appropriate referral has been made; (3) suggested action the complainant may wish to take; or (4) a determination that the complaint has been investigated and determined to be unfounded.

For information or assistance, please contact the Complaint Response Unit at (800) 933-8133 or the Division of Special Education, School and Family Support Services at (213) 241-6701.

### **STUDENT ACCIDENT INSURANCE**

Students engaged in interscholastic sports are required by California Education Code Sections 32220-32224 to have health or accident medical coverage. The health insurance plans referenced under Student Health Insurance are also meant to help parents comply with the State law. Information on public and private insurance coverage for sports, accidents, and illness is available by contacting the Division of Risk Management and Insurance Services (Risk Management) at (213) 241-2176. Information on private insurance is also available on the Division of Risk Management website at <http://achieve.lausd.net/risk>.

Information on free and low-cost health insurance is available by contacting LAUSD's Children's Health Access and Medi-Cal Program (CHAMP) at the toll-free **HELPLINE (866) 742-2273** and/or visit the website at <http://achieve.lausd.net/CHAMP>. CHAMP, under Medi-Cal expansion and the Affordable Care Act (ACA or Obamacare) also assists parents, adults and community members with health insurance enrollment assistance. The Help Line is open Monday through Friday from 8:00 a.m. to 4:00 p.m.

### **STUDENT ATTENDANCE OPTIONS**

California law [Education Code Section 48980 (h)] requires all school boards to inform each student's parents/guardian at the beginning of the school year of the various ways in which they may choose schools for their children to attend, other than the ones assigned by the district.

To locate schools near your home address, visit the District website [achieve.lausd.net](http://achieve.lausd.net) and click on Find a School, or contact the School Information Branch at (213) 241-2450.

### **STUDENT HEALTH INSURANCE**

The LAUSD's Children's Health Access and Medi-Cal Program (CHAMP) can assist parents to enroll their children into free or low-cost health insurance programs such as Medi-Cal and Covered California. There are programs for children regardless of immigration status. Parents can call the toll-free CHAMP HELPLINE at **(866) 742-2273** for enrollment assistance or visit the CHAMP website at <http://achieve.lausd.net/CHAMP>. Schools can schedule staff or parent presentations by contacting the CHAMP office. The Help Line is open Monday through Friday from 8:00 a.m. to 4:00 p.m.

### **STUDENT/SCHOOL CODE OF CONDUCT**

Section 300 of Title 5 of the California Code of Regulations requires pupils to follow school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

Every student, pre-school through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to a teacher in an atmosphere free from disruption and obstacles that impede learning. The District's Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support establishes a framework based on administrative leadership, team-based implementation, behavioral expectations defined, taught, monitored, reinforced and corrected, and data-based decision making. The Los Angeles Unified School District is committed to creating a climate on each campus where every student feels safe and welcome.

Guiding Principles for Everyone in the School:

1. Be Respectful
2. Be Responsible
3. Be Appreciative of Differences
4. Be Honest

5. Be Safe
6. Be a Life-Long Learner

With appropriate guidance students should:

1. Learn and follow school and classroom rules.
2. Solve conflicts appropriately, without physical or verbal violence.
3. Keep a safe and clean campus that is free of graffiti, weapons, and drugs.
4. Serve as positive role models and help create a positive school environment.
5. Report any bullying, harassment, or hate-motivated incidents.
6. Display good sportsmanship both on the athletic field and playground.
7. Attend school on time, with school books and supplies, and be prepared to learn.
8. Keep social activities safe.

Remember that you matter. Your ideas, thoughts, and opinions are important and have value. School pride means:

- Treating others with respect
- Finding peaceful solutions
- Listening to each other
- Being drug-free
- Keeping our school clean and beautiful
- Having healthy friendships
- Producing my own work
- Maintaining honesty and integrity
- Showing empathy and compassion
- Defending others' rights
- Appreciating our differences
- Respecting the property of others
- Engaging in safe activities

## **STUDENT SEARCHES**

The 4<sup>th</sup> Amendment of the United States Constitution protects individuals from unlawful searches. However, the law allows school officials to conduct searches of students under certain limited circumstances.

1. **Searches Based on Reasonable Suspicion**  
If a student has engaged in conduct that causes an administrator to have *reasonable suspicion* that the student has committed, or is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student. The administrator must:
  - Be able to articulate the reason for his or her suspicion and the facts and/or circumstances surrounding a specific incident.
  - Be able to reasonably connect the student to a specific incident, crime or rule or statute violation.
  - Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
  - Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.
2. **When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:**
  - Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
  - Jackets, purses, pockets, back packs, bags, and containers in the student's possession may be searched to the extent reasonably necessary.
  - Under no conditions may a body or strip search be conducted.
  - Only school officials of the same sex as the student being searched may conduct the search.
  - Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also of the same sex).
3. **Random Metal Detector Searches and Searches of Other Areas of the School**  
California courts and the California Attorney General's Office have approved the use of random metal detector searches for weapons. Random use of metal detectors is appropriate only if:
  - The method of selection of students to be searched is genuinely random.
  - Students selected to participate in random metal detector searches are selected without regard to personally identifiable characteristics such as race, gender, surname, group affiliation, or past history of misconduct (i.e., selection is random).
  - The searches are minimally intrusive.
  - Searches for concealed weapons in lockers are also conducted.
  - Although parents are advised in this Parent-Student Handbook of the possibility that their child may be searched, schools must send written communication to parents at the opening of the school year. This communication is also to be provided for all students enrolling after the school year has begun.

If, as a result of a metal detector search, ***reasonable suspicion*** arises that a particular student may have a weapon, school officials may conduct a search of that student, in a private area, in accordance with the above guidelines for reasonable suspicion searches.

## **STUDENTS EXPERIENCING HOMELESSNESS**

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students.

A homeless student is defined as an individual who lacks a fixed, regular, and adequate nighttime residence and may:

- Live in an emergency or transitional shelter
- Live in an abandoned building, parked car, garage or other facility not designed as a regular sleeping accommodation for human beings
- Live doubled-up with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction or natural disaster)
- Live in a hotel or motel

- Live in a trailer park or campsite with their family
- Have been abandoned at a hospital
- Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations; or
- Be a migratory or abandoned, runaway, or pushed out youth that qualifies as homeless because he/she is living in circumstances described above

Students are identified through the Student Residency Questionnaire (SRQ) that is required to be included in every enrollment packet and distributed to all students annually with the emergency cards. Families self-identify their current living situation on the SRQ. Each school is required to have a designated school site homeless liaison that provides the SRQ to the Pupil Services Homeless Education Program for services. Parents can self-identify with the SRQ at any time during the school year at the school site or directly to the Pupil Services Homeless Education Program.

A homeless student has the same responsibility to attend school as any other student but also has the right to choose between attending either;

- The school that the student attended when they became homeless (i.e., School of Origin)
- The school which the youth was last enrolled
- The school of residence
- Any other school the youth attended in the last 15 months to which they have a connection
- The school that the School of Origin has an established feeder pattern from elementary to middle school and from middle school to high school

The District shall ensure that transportation is provided as appropriate, at the request of the parent/guardian/unaccompanied homeless youth, to and from the school of origin, if feasible.

The law requires the immediate enrollment of homeless students. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the school to request all necessary documents from the previous school, and refer parents and unaccompanied youth to all programs and services for which the student is eligible. Referrals may include, but are not limited to: free nutrition, special education services, tutoring, preschool programs, before and after school services and any other services needed. Unaccompanied youth have these same rights.

Additionally, effective January 1, 2015, Assembly Bill 1806 provides certain graduation exemptions for homeless students who transfer schools after the 2nd year of high school. Eligible students shall be notified of their eligibility to be exempt from coursework and other requirements adopted by the governing board of the school district that are in addition to the statewide coursework requirements. The bill also extends to homeless students an existing provision requiring coursework completed while attending another school to be issued full or partial credit. The bill further indicates that the district homeless liaison should be notified of expulsion recommendations and invited to any IEP's where an expulsion determination is made.

If a dispute arises over school selection or enrollment, the school must immediately enroll the student in the school where enrollment is sought pending the final resolution of the dispute. The parent/guardian/unaccompanied youth has the right to dispute the school's decision. For further information regarding the Dispute Resolution process, please contact the SHHS Pupil Services Homeless Education Program at (213) 202-7581.

### **STUDENTS' PERSONAL PROPERTY**

Personal items of value (cell phones, iPods, cameras, electronic games, radios, CD players, and computers, etc.) should not be brought to school since loss, theft, or damage is possible. Also, such items can be distracting to the educational process and may be confiscated by school personnel. The District is not responsible for lost or stolen items (including those in lockers).

### **STUDENTS WITH DISABILITIES AND SPECIAL EDUCATION**

Students learn in a variety of ways with most students learning effectively in a traditional school setting. Students with disabilities may be eligible to receive special education services. These services are based on assessments and determined by an Individualized Education Program (IEP) team, which includes the student's parent(s) as equal participants. Special education services are designed to meet the unique educational needs of students with disabilities and are provided at no cost to parents. To the maximum extent appropriate, students with disabilities are to be educated with their nondisabled peers in the general education environment at the school they would attend if they were not disabled. The general education classroom with all appropriate supplementary aids and services where the student has the greatest opportunity to be integrated with their nondisabled peers is the first educational setting for an IEP team to consider. An IEP team should only remove a student from the general educational classroom and environment when the nature or severity of a student's disability is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

Parents of school-age children who suspect their child may have a disability and who may need special education services should contact the administrator of their neighborhood public school. Parents of non-enrolled preschool-age children who suspect their child may have a disability and may be eligible for special education services should contact Early Childhood Special Education at (213) 241-4713.

Further information concerning special education programs and services is provided in the District's publication, *A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)* which is available at every District school and on the Division of Special Education website: <http://sped.lausd.net>. Assistance related to special education issues is available from your school administrator or the Division of Special Education at (213) 241-6701.

### **STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973**

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal civil rights law that prohibits discrimination against individuals with disabilities in programs and activities that receive financial assistance from the U.S. Department of Education. Discrimination, harassment, intimidation, and/or bullying in any form toward individuals on the basis of their actual or perceived disability is unacceptable and will not be tolerated. The District will promptly investigate any complaints of disability-based discrimination, harassment, intimidation and/or bullying, and take reasonable actions to stop future incidents.

The District has specific responsibilities related to the provision of a Free Appropriate Public Education (FAPE) to school age individuals with disabilities under Section 504. The District is required to provide a program designed to provide equal access to the educational program and activities for students with disabilities as adequately as that provided for students without disabilities. For students who are not eligible for special education services, but meet the federal definition of persons with disabilities under Section 504, a Section 504 Plan may be developed which indicates the accommodations, supplementary aids and/or services that will be provided to assist the student in accessing the general education program. Section



504 must provide nonacademic and extracurricular services and activities in a manner that ensures that individuals with disabilities have an equal opportunity to participate. Parents or guardians must be notified in writing of any District decisions regarding the evaluation, identification, and/or educational placement of their student and their right to participate in and/or appeal these decisions under Section 504.

For further information about Section 504 and/or assistance in filing an appeal, complaint (see Uniform Complaint Procedures) or to conduct an informal mediation or impartial hearing regarding Section 504, contact the District's Section 504 Coordinator in the Educational Equity Compliance Office at (213) 241-7682, or visit <http://achieve.lausd.net/eeco>.

### **STUDENTSWITHTEMPORARY DISABILITIES**

Instruction in the home or hospital is provided pursuant to state law for eligible general education and special education students in grades K-12 whose non-contagious, temporary medical disability prevents attendance in regular day class or alternative education program for a limited period time. The intent is to maintain continuity of the student's instructional program during the interim period of disability. A home/ hospital teacher provides instruction in subjects/courses correlated with the student's school program to the maximum extent possible. Home/Hospital instruction is designed as a temporary interim service. It shall not replace, over an extended period of time, the regularly required instructional program. Instruction in the home/hospital will commence (1) when the attending physician authorizes service to begin, based upon the student's ability to participate, and (2) upon receipt of the parent's authorization for temporary transfer of educational duties. Instruction in the home/hospital for a temporary period of time is also provided for students with a current Individualized Education Program (IEP) or students with a Section 504 Plan – under certain circumstances.

### **SUSPENSION AND EXPULSION**

California Education Code Section 48925 (d) defines suspension as removal of a pupil from ongoing instruction for adjustment purposes. A student may be suspended for no more than five consecutive school days. California Education Code Section 48925 (b) defines expulsion as the removal of a pupil from (1) the immediate supervision and control, or (2) the general supervision, of school personnel. In LAUSD, the Student Discipline and Expulsion Support (SDES) Unit is charged with ensuring that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights. A student may be expelled without suspended enforcement (straight expelled) and, therefore, not be allowed to attend any LAUSD school or program during the term of expulsion. Or, the enforcement of the expulsion may be suspended, pursuant to Education Code Section 48917, in which case, the expelled student could be assigned to an LAUSD alternative educational program for the term of the expulsion. The length of an expulsion may be for the balance of the semester in which the Board expels; for the balance of the semester plus the following school semester; or for one calendar year, depending on the violation and/or the student's social adjustment background.

- A. Jurisdiction to issue suspensions or expulsions extends to misconduct related to school activity or attendance that occur at any time, including, but not limited to:
- While on school grounds.
  - While going to or coming from school.
  - During the lunch period, whether on or off the campus.
  - During, or while going to, or coming from, a school-sponsored event.
  - While riding on the school bus.

A teacher may suspend a student from class for any of the acts enumerated in E.C. Section 48900, except for misconduct of willful defiance as described in E.C. Section 48900 (k) as stated in the Board Resolution: School Discipline Policy and School Climate Bill of Rights. (See Grounds for Suspension/Expulsion in section C below). If a student is suspended from the classroom, the teacher must immediately report the suspension to the principal for appropriate action. The principal shall then determine whether to suspend the student from school or to allow the student to remain on campus during the term of the classroom suspension. Only the school principal or his or her administrative designee may suspend a student from school. The term of a classroom suspension shall be no longer than the balance of the day (or class period) plus the following day (or next class period for that same class). A student serving a classroom suspension must remain on campus under appropriate supervision. Subsequent to a teacher's classroom suspension, the teacher shall, as soon as possible, ask the parent to attend a conference with the teacher, at which the school administrator, school counselor, or school psychologist may also be present. If the student has committed an obscene act or engaged in habitual profanity or vulgarity, the teacher may require that the parent/guardian attend a portion of the school day in his or her child's classroom.

- B. Other Means of Correction (E.C. 48900.5)

Suspension, including supervised suspension (such as in-school suspension and class suspension) shall be imposed only when other means of correction have failed to bring about proper conduct and/or safety is at risk. Other means of correction used should be documented and kept in the student's discipline file, available to access pursuant to E.C. Section 49069.

- C. Grounds for Suspension/Expulsion (E.C. 48900 *et. seq.*)

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a)(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k)(1) Disrupted school (-wide) activities (suspension only by an administrator; no expulsion) (Grade 4-12)

- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm.
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing.
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.
- (s) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment (Grade 4-12).

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (Grade 4-12)

48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grade 4-12).

48900.7 Made terroristic threats against school officials or school property, or both.

#### D. Circumstances for Recommending Expulsion (E.C. 48915)

The principal or the superintendent of schools shall recommend the expulsion of a student for any of the following acts committed at school or at a school activity off school grounds, unless the principal or the superintendent of schools determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- (a) Causing serious physical injury to another person, except in self-defense.
- (b) Possession of any knife or other dangerous object of no reasonable use to the student.
- (c) Unlawful possession of any controlled substance, except for either of the following:
  - i. The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
  - ii. The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
- (d) Robbery or extortion
- (e) Assault or battery upon any school employee.

The principal or superintendent of schools shall immediately suspend and shall recommend expulsion of a student that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- (a) Possessing, selling, or furnishing a firearm.
- (b) Brandishing a knife at another person.
- (c) Unlawfully selling a controlled substance.
- (d) Committing or attempting to commit a sexual assault or committing a sexual battery.
- (e) Possession of an explosive.

#### E. Behavior Intervention for Students with Disabilities

Students with disabilities whose behavior impedes learning require a Behavior Support Plan (BSP) developed through the Individualized Education Program (IEP) process and implemented throughout the timeframe of the IEP.

The education of children with disabilities can be made more effective through the use of positive behavioral interventions and supports to address the learning and behavioral needs of these children. Students with disabilities who exhibit behavioral challenges must receive timely positive supports and interventions and appropriate assessments in accordance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.). When behavioral interventions, supports, and other strategies are used, they must be used in consideration of the student's physical freedom and social interaction, be administered in a manner that respects human dignity and personal privacy, and ensure a student's right to placement in the least restrictive educational environment. It is the responsibility of the Individualized Education Program (IEP) team to determine student needs based on assessment, and to generate meaningful goals and appropriate instructional and behavioral supports and services.

#### F. Suspension and Expulsion of Students with Disabilities

For students with disabilities, the law requires additional procedures and considerations:

- Suspension:

Special Education: When a student who receives special education services is suspended, school staff must determine if an IEP meeting is needed to create a BSP or to review and modify an existing BSP to organize more targeted behavioral instruction and intervention to prevent the recurrence of the misconduct. Continued misconduct resulting in suspension will require an IEP team meeting to determine if additional instructional and/or behavioral supports are needed and examine the appropriateness of current placement and services. The student cannot be suspended for more than 10 days in a school year. If the student has been suspended two times, or the total days of suspension accumulate to 5, 8, or 10 school days, an IEP meeting must be convened to determine appropriate services/placement.

Section 504: A student who has a Section 504 plan is considered as a general education student and can be suspended for the same number of days as a general education student, but at 10 days of suspension, there must be an analysis in a Section 504 Manifestation Determination Meeting to review and, if appropriate, modify the current Section 504 Plan, including developing a "Section 504 Behavior Support Plan."

- Expulsion:

Special Education: Before a student who receives special education services can be recommended for expulsion, an IEP team must hold a pre-expulsion IEP and conduct a manifestation determination. If a student with disabilities is expelled, he or she is entitled to receive the services specified in his or her IEP during the term of expulsion. The student is also entitled to post-expulsion services (see Rehabilitation and Reinstatement from Expulsion below) during the term of expulsion. If the student is not expelled, he or she will be placed in the most appropriate setting as determined in the student's IEP.

Section 504: An expulsion of a student being served under Section 504 is considered a disciplinary change of placement and can only be issued if the school's Section 504 team conducts a manifestation determination and finds the conduct being disciplined is not a manifestation of the student's disability and/or a result of the District's failure to implement the student's Section 504 Plan if applicable.

For more information, please refer to *A Parent's Guide to Special Education Services* (Including Procedural Rights and Safeguards).

## **APPEAL OF DISCIPLINARY ACTION**

Challenges or objections to suspensions and opportunity transfers may be addressed directly with the Local District. Students who are recommended for expulsion have a right to an expulsion hearing and to address the Board of Education before the Board makes the final decision to expel. An expulsion appeal should be made to the Los Angeles County Office of Education.

## **REHABILITATION AND REINSTATEMENT FROM EXPULSION**

Pursuant to E.C. Sections 48916 and 48916.1 and Assembly Bill 922, the LAUSD established the AB 922 Student Discipline and Expulsion Support (SDES) Unit in part to provide AB 922 mandated services and facilitate rehabilitation for all expelled students. This state-mandated program is designed to facilitate the provision of educational and support services for all expelled students. Core program services include:

- Facilitating appropriate and timely educational placements for all expelled students
- Conducting thorough AB 922 student/parent intake assessments and developing rehabilitation plans
- Monitoring student social, behavioral and academic progress
- Providing direct support service
- Consulting, collaborating, and coordinating services with District, school staff and community agency personnel
- Facilitating the Reinstatement Review Committee for students who have met eligibility criteria in the areas of academic achievement, attendance, and social adjustment
- Per the Delegation of Authority, recommending reinstatement on behalf of the Board of Education, and placing students in appropriate educational programs after reinstatement
- Providing ongoing services to students not recommended for reinstatement

## **TITLE IX AND STUDENTS**

Based on Federal law, Title IX, State law and District policy, no student shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination on the basis of actual or perceived sex, sexual orientation, and gender (including gender identity, gender expression, marital status, parenting, pregnancy, childbirth, false pregnancy, termination of pregnancy or related medical condition). Male and female students have the right to equal learning opportunities in their schools and must be treated the same in all District educational activities and programs, including:

- Athletics
- Physical education
- The classes they can take
- The way they are treated in the in educational programs and activities
- The kind of counseling they are given
- The extracurricular activities, programs and clubs in which they can participate
- The honors, special awards, scholarships and graduation activities in which they can participate

Pregnant and parenting students, regardless of their marital status, have the same right as any other student to attend any District school or program and to do so in an environment free of discrimination or harassment. The District shall make reasonable accommodations for pregnant and parenting students, including accommodations responsive to a student's lactating status, so that no student is excluded from participation in, denied benefits of, or subjected to discrimination on the basis of that student's gender/sex.

Students who feel that their rights are being violated have the right to take action and are encouraged to resolve a situation by speaking to a school administrator, Title IX/Bullying Complaint Manager, psychologist, counselor, or trusted adult at school, or filing a complaint (see Uniform Complaint Procedures). Students are encouraged whenever possible to try to resolve their complaints directly at the school site. Any student who believes he or she is being discriminated against in violation of Title IX has the right to file a complaint. For further information or assistance, contact your school's administrator, the schools Title IX/Bullying Complaint Manager, or the District's Title IX Coordinator in the Educational Equity Compliance Office, by calling (213) 241-7682 or writing to 333 S. Beaudry Avenue, 20<sup>th</sup> Floor, Los Angeles, CA 90017. More information regarding Title IX can be found at <http://achieve.lausd.net/eeco>.

## **TRANSPORTATION – SCHOOL BUSES**

Transportation is only provided to eligible students in authorized programs. The Official Notification of your Child's Transportation Schedule (mailer), sent out prior to the start of the school year, provides information on routing, bus rules, contacts, and other items. Please also remember:

- Parents should review the bus rules with their children.
- Parents and children should visit the stop location prior to the first school day and make sure their children know the safest way to and from the bus stop.
- Students should be prepared to board the bus five minutes before their scheduled pickup time.
- To assure the safety of their children, parents or an authorized person should be at the bus stop each day when their child is picked up and dropped off.
- Parents and children should know their route number and school name, and call Bus Dispatch at (800) LA-BUSES if the bus is 15 minutes late.
- Pickup and drop-off times may change due to route adjustments, changes to school start/end times, and traffic or weather conditions.
- Parents must immediately inform the school (and, for students with disabilities, the Special Education Service Center –Operations by calling (213) 241-6701) of changes of address or telephone numbers, and provide the name(s) of authorized adult receivers.
- If you have questions or concerns regarding transportation, please call (800) 522-8737 or visit <http://transportation.lausd.net>.
- Students who have a home pick-up and delivery per their IEP (Individualized Education Program) must have a designated responsible adult present to receive them from the bus when returned from school.

## **CONDUCT ON SCHOOL BUSES**

Title V, California Code of Regulations section 14103 states that pupils transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Students who ride school buses are expected to adhere to the same rules of conduct and behavior on the school bus as in school. Any student who engages in misconduct, disrupts school bus travel, disrespects the school bus driver or jeopardizes the safety of school bus rides is subject to disciplinary action, including suspension or removal



## **UNIFORM COMPLAINT PROCEDURES (UCP)**

The Los Angeles Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The District shall investigate complaints alleging failure to comply with those laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, and/or bullying; unauthorized charging of pupil fees for educational activities; noncompliance with physical education instructional minutes at specified grade levels; noncompliance with education provisions for pupils in foster care and pupils who are homeless; provision of courses without educational content and previously completed/graded courses sufficient for satisfying requirements/prerequisites for postsecondary education and receipt of a diploma, except under specified conditions; failure to reasonably accommodate lactating students; or alleging failure to comply with legal requirements pertaining to the Local Control and Accountability Plan (LCAP). The District shall seek to resolve, at the local level, those complaints in accordance with the Uniform Complaint Procedures (UCP) set forth in the *California Code of Regulations*, Title 5, Sections 4600-4687 and the policies and procedures of the District. A UCP complaint must be filed as set forth in the *California Code of Regulations*, Title 5, Sections 4600-4687.

A UCP complaint may be filed for alleging:

(1) Discrimination, harassment, intimidation, and/or bullying of a student based on the actual or perceived characteristics set forth in Penal Code Section 422.55 and Education Code Section 220 which includes; actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, religion, disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived categories, in any program or activity it conducts or to which it provides significant assistance, or a violation of a federal or state law or regulation. Additionally, a discrimination complaint may be filed for failure to provide reasonable accommodations for lactating students. Pursuant to California Education Code Section 262.3, persons who have filed a complaint, under the UCP, should be advised that civil law remedies, including but not limited to, injunctions, restraining orders, or other remedies or orders may be available to a complainant.

(2) Failure to comply with laws pertaining to programs that use categorical funds:

- Adult Education
- After School Education and Safety
- Agricultural Vocational Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education and Career Technical and Technical Training
- Child Care and Development
- Child Nutrition
- Consolidated Categorical Aid Programs
- Economic Impact Aid
- Every Student Succeeds Act
- Foster and Homeless Youth Services [The District shall post a standardized notice of the educational rights of foster and homeless youth, as specified in E.C. §§48853, 48853.5, 49069.5, 512225.1, 51225.2; the notice shall include complaint process information, as applicable.]
- Migrant Education
- No Child Left Behind Act (2001) programs, including but not limited to, improving academic achievement, compensatory education, limited English proficiency, and migrant education
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Education

(3) Unauthorized charging of pupil fees: A pupil shall not be required to pay a pupil fee for participation in an educational activity, unless the charge for such a fee is specifically authorized by law and does not violate Education Code Section 49011. A pupil fee complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees. The complaint shall be filed no later than one year from the date the alleged violation occurred. A pupil fees complaint of noncompliance should be filed first with the school principal or the agency superintendent or his or her designee. If merit is found in a pupil fee complaint the public school shall provide a remedy to all affected pupils, parents, and guardians that where applicable includes reasonable efforts by the public school to ensure full reimbursement to all affected pupils, parents and guardians, subject to procedures established through regulations adopted by the state board. The District will attempt in good faith by engaging in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

(4) Failure to Comply with Legal Requirements Pertaining to the LCAP: A complaint that a school district has not complied with the requirements of the LCAP may be filed using the UCP complaint procedures. (Education Code section 52075). A complaint may be filed anonymously if it provides evidence/information leading to evidence to support the complaint.

LCAP requirements are found in Education Code sections 52060-52076. On July 1, 2013, Assembly Bill 97 was signed by Governor Brown enacting the Local Control Funding Formula (LCFF). As part of LCFF, school districts, county offices of education and charter schools are required to develop, adopt, and annually update a three-year LCAP using the State Board of Education template. The LCAP is required to identify annual goals, specific actions geared toward implementing those goals, and must measure progress for student subgroups across multiple performance indicators based on eight priorities set by the State. The priorities must be aligned to the district's spending plan. The LCAP must be approved before the annual district budget can be adopted. Once the budget and LCAP are adopted at the local level the plan will be reviewed by the County superintendent and ensure alignment of projected spending toward goals and services. The following are the eight State priorities:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.

4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

In addition to these eight areas, a district may also identify and incorporate in its plan goals related to its own local priorities.

The Board of Education is required to establish a parent advisory committee (PAC) and English learner parent advisory committee (ELPAC) to provide advice to the Board of Education and the superintendent regarding the LCAP. (ELPACs are required if the enrollment of a school district includes at least 15% English learners and the school district enrolls at least 50 pupils who are English learners. School districts are not required to establish a new ELPAC if the district already has established an EL parent committee). PACs shall include parents or legal guardians of low income students, English learner students, and foster youth.

School districts are required to consult with its teachers, principals, administrators, other school personnel, local bargaining units, parents, and pupils in developing the LCAP. As part of this consultation process, districts must present their proposed plans to the PAC and ELPAC. The advisory committees can review and comment on the proposed plan. Districts must respond in writing to the comments of the PAC and ELPAC. Districts also are required to notify members of the public that they may submit written comments regarding the specific actions and expenditures proposed in the LCAP.

Districts also are required to hold at least two public hearings to discuss and adopt (or update) their LCAPs. The district must first hold at least one hearing to solicit recommendations and comments from the public regarding expenditures proposed in the plan. It then must adopt (or officially update) the LCAP at a subsequent hearing. The District is required to post on the school district website the LCAP approved by the Board of Education and any updates or revisions to the LCAP.

(5) Failure to comply with elementary school adopted course of study for physical education: Existing law requires the adopted course of study for grades 1 to 6, inclusive, to include instruction in specified areas of study, including physical education for a total period of time of not less than 200 minutes each 10 school days, exclusive of recesses and the lunch period. Instruction in physical education in an elementary school maintaining any of grades 1 to 8, inclusive, shall be for a total period of time of not less than 200 minutes each 10 school days, exclusive of recesses and the lunch period.

(6) Failure to comply with enrollment in courses without educational content and previously completed or graded courses sufficient for satisfying requirements or prerequisites for postsecondary education and receipt of a diploma: Commencing with the 2016-17 school year, the District is prohibited from assigning a pupil enrolled in grades 9 to 12 to a course without educational content. Students may not be enrolled in courses without educational content for more than one week in any semester or to a course the pupil has previously completed and received a grade determined by the District to be sufficient to satisfy requirements and prerequisites for admission to the California public institutions of postsecondary education and the minimum requirements for receiving a diploma of graduation from high school, except under specified conditions.

#### Compliance Officer

The Educational Equity Compliance Office Director has been designated as the District's Compliance Officer responsible to receive and direct the investigation of complaints, maintain records of complaints and subsequent related actions, and to ensure District compliance with the law. For additional information regarding the District's UCP process or assistance in filing a complaint, please contact the Educational Equity Compliance Office at (213) 241-7682.

#### Notifications

The District shall annually notify in writing its students, parents/guardians, employees, district advisory committees, appropriate private school officials or representatives, and other interested school parties of these UCP procedures and the person responsible for processing complaints.

#### Filing of UCP Complaints

A written complaint of alleged noncompliance with a federal or state law or regulation governing educational programs must be filed with the District's Educational Equity Compliance Office. A complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. Complainants are protected from retaliation. When the subject matter of a complaint is not covered by this policy, the complainant will be so advised in writing.

UCP forms are available upon request from any school or District office, by calling the Educational Equity Compliance Office at (213) 241-7682, or accessing the District's website for Uniform Complaint Procedures information at <http://achieve.lausd.net/eeco>. A copy of the District's UCP policy and complaint procedures shall be available free of charge. Any person, including, but not limited to individuals with a disability, requesting to file a complaint and who is unable to prepare a written complaint will be assisted by District staff in filing the complaint.

**Appeals of District Decisions:** If a complainant is dissatisfied with the District's decision, the Complainant may appeal it within 15 days of receiving it. The appeal must be in writing and include a copy of the original complaint, the District's decision, and specific reasons for appeal.

*Appeals of District decisions regarding allegations of discrimination, harassment, intimidation, and/or bullying may be sent to:*

California Department of Education  
Education Equity UCP Appeals Office  
1430 N Street  
Sacramento, CA 95814

*Appeals of District decisions regarding educational program complaints, including foster/homeless youth services, elementary physical education instructional minutes, enrollment in courses without educational content and previously completed/graded courses sufficient for satisfying requirements/prerequisites for postsecondary education and receipt of a diploma, or pupil fees should be sent to:*

California Department of Education  
Categorical Programs Complaints Management Office

1430 N Street  
Sacramento, CA 95814

*Appeals of District decisions regarding LCAP should be sent to:*  
California Department of Education  
Local Agency Systems Support Office  
1430 N Street  
Sacramento, CA 95814

*Appeals of District decisions regarding special education compliance should be sent to:*  
California Department of Education, Special Education Division  
Procedural Safeguards Referral Service  
1430 N Street  
Sacramento, CA 95814

## **VISITORS TO SCHOOL CAMPUSES**

All campus visitors must have the consent and approval of the principal/designee. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal has been obtained. Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity. District Policy states that smoking and the use of all tobacco products, including e-cigarettes and peripherals, is prohibited on all District property, including District-owned or leased buildings, and in District vehicles at all times, by all persons, including employees, students, and visitors at any school or District site, or attending any school-sponsored events. Visitors are expected to:

- Follow the established school policy in requesting a classroom visitation
- Complete a visitor's permit upon arrival at the site
- Enter and leave the classroom as quietly as possible
- Not converse with the students, teacher and/or instructional aides during the visitation
- Not interfere with any school activity
- Keep the length and frequency of classroom visits reasonable
- Follow the school's established procedures for meeting with the teacher and/or principal after the visit, if needed
- Learn and follow the school-wide behavioral expectations
- Return the visitor's permit to the point of origin before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

## **WILLIAMS UNIFORM COMPLAINT PROCESS**

Williams Uniform Complaint Process, Education Code Section 35186 provides important information to parents, guardians, pupils, teachers and other stake holders regarding complaint rights for the following areas:

1. Every school must provide each pupil, including English language learners, with sufficient textbooks and/or instructional materials, to use in class and to take home and/or use after class.
2. School facilities must be clean, safe, and maintained in good repair.
3. An adequate number of pupil restrooms should be clean, stocked and open during school hours.
4. Each class should be assigned an appropriately credentialed teacher and not a series of substitutes or other temporary teachers. The teacher should have the proper credential and subject matter training to teach the class, including training to teach English learners, if present.

Complaints may be filed using the Williams Uniform Complaint Procedures Form or may be filed anonymously. To file a complaint regarding the above matters, forms can be obtained at one of the following:

- The school's main office
- By calling the Educational Equity Compliance Office at (213) 241-7682
- Or by accessing the District website at <http://achieve.lausd.net/eeco>

To ensure a timely response, completed complaint forms should be submitted to either of the following:

- School site (main office, principal)
- The Educational Equity Compliance Office by fax (213) 241-3312 or by U.S. Mail at:  
LAUSD - Educational Equity Compliance Office  
Williams Complaints  
333 South Beaudry Ave., 20<sup>th</sup> Floor, Los Angeles, CA 90017

Questions regarding the Williams UCP process can be directed to the Educational Equity Compliance Office at (213) 241-7682 or more information regarding Williams can be found at <http://achieve.lausd.net/eeco>.

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