

20145



PARENT/STUDENT HANDBOOK

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Welcome to the Los Angeles Unified School District's (LAUSD) 2014-2015 school year.

Every school year offers a new opportunity for our students to do their very best, to learn new things and to excel in the classroom. Teachers strive to help students pursue their dreams and reach their fullest academic potential. But they can't do it alone. Parents and guardians, the first teachers of our students, can make sure every child, from the youngest to the oldest, gets to class on time, attends school every day and completes all assignments, including homework.

Together, we can ensure that all students realize their highest potential. Specific goals for this school year include: substantially increasing the percentage of students who have between a 96 percent attendance rate and perfect attendance; boosting the number of third graders who are proficient in English Language Arts; and significantly increasing the number of students who are proficient in Algebra. In addition, LAUSD staff is committed to ensuring that all English Learners achieve language and academic proficiency and become reclassified at the end of 5 years of instruction. These and other targets are building blocks to greater academic success.



In 2014-15 we will implement the Common Core State Standards for all students. Over the past several months, the District has engaged in a concerted and wide-ranging effort to make administrators, parents, students, and teachers familiar with the standards. As a result, I'm confident that in due course our students will master the new curriculum.

At the same time, the District has been steadily implementing the Common Core Technology Program, which will eventually provide a digital mobile learning device to every student. This device will enable students to access instructional materials and other online resources. Responsible use and appropriate care for the digital mobile learning device is expected of every student. More details on how parents can help their children appropriately and effectively use the device will be provided when the device is issued to the student.

Under no circumstances can we compromise our goal to ensure all students are college-prepared and career-ready. By working as a team we can meet all challenges and move forward during this period of tremendous change.

As your Superintendent, I am focused on setting high expectations for all children, boosting academic achievement student by student and school by school, and expanding the avenues to learn, to explore and to excel for all who are enrolled in the Los Angeles Unified School District.

I am excited to work with each of you to ensure all of our youth are achieving.

Dr. John Deasy
Superintendent

Dr. John Deasy

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Van Nuys, CA 91406
(818) 654-3600

Educational Support Center - West

11380 West Graham Place
Los Angeles, CA 90064
(310) 914-2100

Educational Support Center - East

2151 North Soto Street
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MAIN OFFICES

Adult and Career Education	(213) 241-3150	Magnet Program	(877) 462-4798
Beyond the Bell	(213) 241-7900	Maintenance & Operations	(213) 241-0352
Board Secretariat	(213) 241-7002	Office of Independent Monitor	(213) 241-6036
Budget Services	(213) 241-2100	Office of Inspector General	(213) 241-7700
Chief Financial Officer	(213) 241-7888	Office of Curriculum, Instruction & School Support	(213) 241-5333
Chief Operating Officer	(213) 241-4133	Office of Chief Information Officer	(213) 241-4906
Communications Office	(213) 241-6766	Office of the Chief Operating Officer	(213) 241-4133
Data Accountability	(213) 241-2460	Office of Environmental Health and Safety	(213) 241-3199
District Nursing Services	(213) 202-7580	Office of the General Counsel	(213) 241-6601
Early Education Office	(213) 241-0415	Office of School Operations	(213) 241-5337
Education Equity Compliance	(213) 241-7682	Parent Community Services Branch	(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 Operations	(213) 241-5337
Food Services	(213) 241-3366	School Police Department	(213) 625-6631
Human Resources	(213) 241-6131	School Report Card	(213) 241-5600
Information Technology Division	(213) 241-4906	Special Education	(213) 241-6701
Interscholastic Athletics Office	(213) 241-5847	Student Health & Human Services	(213) 241-3840
KLCS Channel 58	(213) 241-4000	Transportation Services Division	(800) 522-8737
LAUSD Directory Assistance	(213) 241-1000		

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LAUSD PASSport

PARENT ACCESS SUPPORT SYSTEM PORTAL

Created especially for LAUSD Parents!
The LAUSD PASSport provides parents and guardians with "one stop" access to a variety of online tools for families.

COMING
FALL 2014!

- ✓ Monitor your child's attendance and grades
- ✓ Connect with your child's teacher
- ✓ Update the emergency information form
- ✓ Complete the school meal application
- ✓ And much more!

passport.lausd.net

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ATTENDANCE

California Compulsory Full-Time Education Law

Education Code section 48200 states that each person between the ages of 6 and 18 years 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 Municipal Code SEC. 45.04. DAYTIME CURFEW RESTRICTIONS FOR MINORS.

It is unlawful for any minor under the age of 18, who is subject to compulsory education or to compulsory continuation education, alone or in concert with others, to be present in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, places or amusement and eating places, vacant lots or any place open to the public during the hours of the day when the school, which the minor would normally attend, is in session, on days when that school is in session. This section shall not apply to public sidewalks immediately adjacent to school grounds, the entrance areas to schools, or to school grounds.

Los Angeles County Chapter 13.57 - DAYTIME RESTRICTIONS FOR MINORS

It is unlawful for any minor under the age of 18 years, who is subject to compulsory education or to compulsory continuation education, to be "absent from school and found in a public place, unless the minor has one of the valid excuses (refer to Section 13.57.020). 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 or 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 and 1:30 p.m. of the same day on days when said minor's school is in session.

Every student is expected to attend school on a daily basis, unless there is valid justification for the absence [Education Code 48200]. Please refrain from allowing your child to have parent permitted trancies. These trancies are best described as absences for reasons other than what the law allows. They may include the following:

- Running errands for family
- Babysitting
- Vacations or trips
- Inclement weather
- 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 within ten (10) days after the student returns to school in order to prevent absences from being converted to trancies. Upon learning the reason(s) for a student's absence from a parent/guardian the following staff may verify the validity of an absence excuse (CA Code of Regulations, Title 5, Sec. 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 is when 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 Duty Military (Immediate Family Member- 1-3 days: local (within US) 4-5 days: overseas)
 - Mental Health Day Treatment
 - Appearance in court
 - Educational conference offered by non-profit organization (legislative/judicial)
 - Entertainment Industry- no more than 5 consecutive days or maximum of 5 absences per school year
 - Medical Exclusion or exemption
 - Member of a precinct board for an election
 - Participation in not-for-profit performing arts organization (maximum 5 per school year)
 - Pre-arranged Mental Health Services
 - Attendance at a funeral service (Extended days)
 - Observance of religious holiday or ceremony
 - Attendance at a religious retreat (shall not exceed 4 hours per semester)

- Revoked suspension through appeal's procedure
- Attendance at an employment conference
- Take Our 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 Student 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 (NOT) LETTER

An automated truancy letter will be mailed to students with three (3) or more unexcused absences and/or absences for which a valid excuse was not provided. Absences that meet this criterion will be counted toward truancy classification. If you feel this is an error, please contact the school in which the letter was generated. Corrections and updates to attendance data and records are not allowed after the school year has closed.

RELIGIOUS RELEASE TIME PROGRAM

Pupils in grades 3-5 (K-5 configuration) or 4-6 (K-6 configuration), 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 [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 in providing services to truant students.

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.

Parents and students are encouraged to seek assistance at their school site. For more information, contact the Student Health and Human Services professional at your school or Educational Service Center.

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.

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 or via the BTB office at 333 South Beaudry Ave., 29th Floor, Los Angeles, CA 90017.

B

- 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.
- Supplemental Education Services – On August 7, 2013, the U. S. Department of Education approved a one-year waiver from No Child Left Behind for LAUSD and other CORE school districts. Consequently, the LAUSD did NOT offer a Supplemental Educational Services (SES) program in 2013-14 school year. We do not know if the waiver will be extended beyond 2013-14. More information about the waiver is available on the [CORE Corner webpage](#) on the Superintendent's webpage.
- 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 Clear Creek and Point Fermin Outdoor Education Centers; and other programs such as the Ready-Set-Go!, Youth Development Program, Youth Services Plus, the Civic Center Permit Program, and the Employee Recreation Program.

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 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 during the school day 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 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 (877) 737-5291.
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.

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 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 489009(s)].

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

- 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 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.

Parents and students are encouraged to put their concerns in writing and work with their local school site administration or Educational Service Center. For more information or assistance, contact Human Relations, Diversity & Equity, (213) 241-5337. For allegations of discrimination/harassment, contact Education Equity Compliance, (213) 241-7682.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

California has transitioned to a new state assessment program called California Assessment of Student Performance and Progress (CAASPP). For the 2013-14 school year, the CAASPP assessment system encompassed the following assessments:

- Smarter Balanced Field Tests for mathematics and English Language Arts in grades three-eight and eleven.
- California Standards Tests (CST) for Science in grades five, eight, and ten.
- California Modified Assessment (CMA) for Science in grades five, eight, and ten.
- California Alternate Performance Assessment (CAPA) for Science in grades five, eight, and ten and for mathematics and English-language arts in grades two through eleven.

Future changes to the State Assessment Program are anticipated as districts continue to transition to the Common Core State Standards and the Smarter Balanced system of assessments. For information about the 2014-15 testing program, please contact the Student Testing and Assessment Branch at (213) 241-4104.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)

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 may be ELs in order to determine each student's level of English proficiency in listening, speaking, reading, and writing.

The CELDT must be administered to new enrollees in the District with a home language other than English, unless they have been assessed at another California Public School. Students who have previously been identified as being English Learners must also be administered the CELDT annually to determine annual English language development progress until the EL student has been reclassified.

The CELDT is administered to students who are already identified as English Learners in the fall semester between July 1 and October 31. For new enrollees who have a home language other than English, the CELDT must be administered within 30 days of enrollment in a California

public school.

To find more information about the CELDT, please contact your child's teacher or contact the school office. Additional information is posted on the internet at: <http://www.cde.ca.gov/ta/tg/el/>.

LAUSD offers five instructional program options for parents of English Learners. The goals of the programs are to either develop bilingual/biliteracy skills, dual language skills, or English Proficiency. Information about these program options can be found at mmed.lausd.net.

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

Beginning with the class of 2006, all California public school students are required to pass the CAHSEE and meet all other state and local requirements to earn a high school diploma.

The CAHSEE assesses two subject areas-English-language arts and mathematics.

1. The English-language arts part of the exam consists of multiple-choice questions and a writing task. The multiple choice format is used to assess word analysis, reading comprehension, literary response and analysis, writing strategies, and writing conventions (spelling, grammar, and punctuation). In addition to the multiple-choice questions, students are asked to write one essay on a specific topic or in response to a literary or informational passage.
2. The mathematics portion of CAHSEE addresses state mathematics content standards. It includes statistics, data analysis and probability, number sense, measurement and geometry, algebra and functions, mathematical reasoning, and Algebra I. Students must demonstrate strong computational skills and a foundation in arithmetic, including working with decimals, fractions and percentages. The mathematics exam consists of all multiple-choice questions.

All students are required to take the CAHSEE for the first time in the tenth grade. Students who do not pass one or both parts of the CAHSEE in the 10th grade will be given additional opportunities to take the test. Students retake only the subject(s) not passed. Schools provide intervention for students who do not pass the test. Students are required to meet State and District course and credit requirements, meet additional non-course requirements and successfully pass both sections of the CAHSEE to qualify for a High School Diploma and participate in the graduation ceremony.

To find more information about the CAHSEE Program, please contact your child's counselor. Parents should receive test results 9-10 weeks after the CAHSEE is administered. Additional information is posted on the internet at: <http://www.cde.ca.gov/ta/tg/hs/>.

CALIFORNIA STATE UNIVERSITY EARLY ASSESSMENT PROGRAM (CSU-EAP)

The CSU-EAP is a program for grade 11 students who are interested in an early evaluation of their readiness for college-level work in English Language Arts and Mathematics. Scores from the EAP may be used by both the California State Universities and the California Community Colleges to determine placement in English and mathematics classes.

This program may be revised to align with the Smarter Balanced Assessment beginning with the 2014-15 school year.

To find more information about the STAR 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/ta/tg/sr/>.

CAMP RETURNEES

SB 1088 became effective January 1, 2013 and protects the enrollment rights of youth returning from juvenile justice facilities (i.e. Probation Camps, Juvenile Halls, etc.). According to the law, these students are not to be denied enrollment or readmission to a public school due to contact with the juvenile justice system. Juvenile justice-related contact includes: arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, and detention for any length of time in a juvenile facility or enrollment in a juvenile court school.

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, each public school district and county office of education is required to accept for credit full or partial coursework satisfactorily completed by a student while attending a public school, juvenile court school, or non-public nonsectarian school or agency (Education Code Section 48645.5). For additional information or assistance with enrollment, please contact the PSA Camp Returnee Program at (213) 241-3842.

CELLULAR TELEPHONES

It is the policy of the Los Angeles Unified School District (LAUSD) to prohibit the use of cellular phones or any electronic signaling device by students on campus during normal school hours. Students are permitted to possess cellular phones, pagers, or electronic signaling devices on campus provided that any such device shall remain turned off and stored in a locker, backpack, purse, pocket, or other place where it is not visible during normal school hours. Students are permitted to use cellular phones, pagers, or electronic signaling 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, pager or other signaling 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 (800) 522-8737. The District is not responsible for lost or stolen cellular telephones or other personal items of value such as iPods, cameras, electronic games, radios, CD players, computers, etc.

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

Educational Service Center 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 Educational Service Center Instructional Area Superintendent, and then if necessary, to the Board of Education. The Educational Service Center 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 IN ETHNICITY/RACE IDENTIFICATION OF STUDENTS

Beginning with the 2009-10 school year, the District is required to collect race and ethnicity data on all new enrolling students using a two-part question. The first part of the question asks whether or not the respondent is Hispanic or Latino. The second part of the question asks the respondent to select one or more races from the following five groups:

- American Indian or Alaskan Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Black or African American
- White

Parents/guardians wishing to change the current ethnicity and race category of their children must complete the Student-Ethnicity/Race Identification Form, sign and return it to their child's school. If you have any questions or need more information, contact the school attendance or admission office.

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 a Continuing Enrollment 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) 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

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 or call the Educational Equity Compliance Office at (213) 241-7682.

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.

COMMON CORE TECHNOLOGY PROJECT

The District is implementing the Common Core Technology Project (CCTP) at 105 schools (To find out whether your school is currently participating in the project, please visit <http://cctp.lausd.net> for the list of schools). The project provides a computing device for every student implementing the project. This instructional initiative is designed to provide students with technology that allows for educational technology access to the Common Core State Standards, 21st Century Skills which include promoting creativity, and innovation. Our goal is to support schools in equipping students with the necessary skills and competencies to use educational technology to advance and deepen their learning.

Important safety guidelines, practices, and procedures are implemented through schools and the project to facilitate students' physical and digital safety. Digital citizenship is an essential component of our ongoing instructional work with students to teach them the importance of online safety. For more information on student digital safety, please visit <http://cctp.lausd.net>.

Parents and guardians play a pivotal role in this effort. The District, CCTP, and schools are working collaboratively with parents to share resources and information to empower them with information regarding student physical safety, online safety, digital citizenship, and instructional goals of educational technology.

Parents and guardians whose children are part of the project will receive documents and information from your school and CCTP as needed. You may also visit <http://cctp.lausd.net> to access project safety document.

COORDINATED SAFE AND HEALTHY SCHOOL ASSESSMENT AND PRACTICES

California public schools are required to comply with California Education Code Section 32281, dealing with the preparation of Safe School 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. These plans address violence prevention, emergency preparedness, traffic safety and crisis intervention, and Coordinated School Health that addresses the wellness policy. The District has issued Reference Guide No. REF-5511.2, Safe School Plans, Prevention-Volume 1 – Coordinated Safe and Healthy Schools Assessment/Practices, Response-Volume 2 – Emergency Procedures/Practices, and Recovery-Volume 3 – Recovery Procedures/Practices as guidance in creating a safe and healthy school environment. Parents may learn more about the Coordinated Safe and Healthy School Assessment/Practices from the principal or a member of the School Safety Planning Committee, which is responsible for annually reviewing and updating the Coordinated Safe and Healthy School Assessment/Practices. The site administrator will print out the plan and make enough copies so that it is readily available for inspection by all school staff and the public. Copies should be available from key personnel and such places as the main office, faculty cafeteria or lounge, and the emergency bin.

DISCIPLINE FOUNDATION POLICY

The District is committed to providing safe classrooms and healthy environments. Every student has the right to learn in environments that support their well-being. Every educator has the right to teach. Every employee has the right to work in an atmosphere free from obstacles that impede learning. The District 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 changed policy represents a proactive approach to discipline, one that promotes appropriate student behavior and increased learning.

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 are available in the insert section.

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 make provision for participation by economically disadvantaged students. 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 the Office of School Operations.

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 the Educational Options Office at (213) 241-3759.

EMERGENCY PREPAREDNESS – LAUSD

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

Regular drills are a part of a school's activities. Every school conducts the following types of drills:

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

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

Lockdown Drill – On a regular basis, schools practice how they will respond to a threat on or near the campus.

Shelter-in-Place Drill – On a regular basis, 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 – On a regular basis, 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 these drills seriously. These drills help make public schools the safest place for students during an emergency.

In addition to conducting regular drills, each school 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 and inspected by Office of Environmental Health and Safety inspectors.

WHAT CAN PARENTS DO DURING AN EMERGENCY?

Parents need to be familiar with the school's emergency procedures. 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 strong and calm 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. 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) 241-3889.

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 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 anytime 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 to do so.

FEDERAL AND STATE LAWS AFFECTING FAMILY EDUCATIONAL RIGHTS AND PRIVACY

The privacy of school records is protected by federal and state laws which cover nearly every type of pupil record maintained by local schools or school district central offices. Such records might include information about attendance, health, grades, behavior, athletic ability, or activities in class. The law generally prohibits the release of pupil records information without written consent of the parent, or adult student (18 years or older). Records or information maintained by any school official exclusively for personal reference or use are not considered pupil records and are not subject to Federal and State privacy laws. Unless otherwise prohibited by law, any natural parent, adopted parent, or legal guardian may have access to and review the pupil records of their child. Also, students who are 16 years and older (or have completed the 10th grade) have the right to access their records. School and District employees and officials who have a legitimate educational interest have a right to access pupil record information without the consent of the parent or student. A legitimate educational interest is defined as a need for the employee/official to access pupil record information in order to perform his/her job duties. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. In general, other individuals or agencies may be authorized to access, review and/or obtain pupil records by court order, natural parent, adopted parent or legal guardian consent, or by statute.

Directory information is routine information maintained by school districts about students. It is this special category of pupil record information that does not require the same level of confidential treatment as pupil record information. Under the law, a school district may identify certain categories of information as directory information and may provide directory information to certain individuals, officials and organizations identified by the district as those who have a legitimate need to know. Parents and/or adult students have the right to limit or deny the release of any portion of directory information. Additionally, parents and/or adult students may deny the release of directory information to any designated recipient.

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
- Previous school(s) attended

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 656,000 student meals served daily. With 709 school cafeterias and 85 child care food programs, the Newman Nutrition Center prepares over 180,000 meals every day and distributes them to 255 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 snack and supper programs, Saturday meal service and Summer Feeding Programs (at select sites) to accommodate student needs outside of the regular school.

BREAKFAST IN THE CLASSROOM

The Breakfast in the Classroom (BIC) Program was implemented in 2012, offering breakfast to each student during the first 10 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 a majority of schools and continues to nourish students towards academic success. The BIC hotline and BIC Feedback email are available to receive your comments and suggestions.

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 very 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, on our website.

Key Contact Numbers

Food Services Division	(213) 241-6419 or (213) 241-6422
Director's Office	(213) 241-2993
BIC Hotline	(213) 241-2956
BIC Feedback	BIC@lausd.net
For additional information, please log on to http://cafe-la.lausd.net	

MEAL APPLICATIONS

Students can qualify for free or reduced price meals based upon their household size and income, which is based on Federal Income Eligibility Guidelines. Most students are required to fill out a current meal application at the beginning of each school year.

- Applications for free and reduced price meals are mailed to students' homes before the start of each school year. They are also available at the school site.
- Applications may also be completed on line, submitted electronically and are processed within 48 hours. Please visit the Café LA website at 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 the 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 Applications 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 2014-15 LAUSD co-pay meal prices:

FULL PRICE	<u>Breakfast</u>	<u>Lunch</u>
Elementary	\$1.50	\$2.00
Secondary	\$2.00	\$2.50
REDUCED PRICE	<u>Breakfast</u>	<u>Lunch</u>
Elementary	\$0.30	\$0.40
Secondary	\$0.40	\$0.40

If students do not have money or forget to bring lunch, the FSD will provide your child with a half cheese sandwich and a four ounce juice (apple).

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 has made major nutritional policy changes through our Board Motions. The "Motion to Promote Healthy Beverage Sales" and the "Obesity Prevention Motion" gave us a head start from the rest of the nation. As a result, we are 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. These resolutions further advance LAUSD by mandating 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

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 three (3) years
- balancing student preferences with healthy choices to meet State and Federal nutrition standards
- baking our food – no fryers!
- 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, on the Food Services Division website or on schoolmenu.com.

If your child requires a special diet, please obtain a "Medical Statement to Request a Special Diet" form from the Food Services manager or school nurse. You can also obtain this form on our website (<http://cafe-la.lausd.net>) on the PARENTS' page. Please see **Pupils with Special Diet Needs**.

FOREIGN STUDENT ADMISSIONS

The LAUSD 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 DCFS or probation and placed in licensed foster homes, group homes, or with relative caretakers 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 in a different school of residence. 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 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 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 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 case closes or the student is transferred to another school. It is unlawful for a school, student, education rights holder, social worker, or probation officer to request or require a school transfer for the purpose of making a student eligible AB 216. Details and further information to address specifics are available from your school administrator or the Division of Secondary Instruction at (213) 241-7510.

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 placement so that school records can be transferred in a timely manner. For further information regarding school-related foster care concerns, contact the Foster Care Program at (213) 241-3848.

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 the student. If the student demonstration or walk-out causes a disruption to the general public, then local law enforcement may respond to 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. 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 Educational Service Center and finally, the Office of Curriculum, Instruction and School Support. 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 Educational Service Center for a copy of Bulletin BUL-1926.1, 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. The term of expulsion shall be one year. Upon a finding that the student was in possession of a firearm, the governing board shall expel the student. 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 student returning to school with sutures (stitches, staples), ace bandage (elastic bandage) casts, splints, crutches, cane, walker, 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.

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 parents 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) 202-7534. Students referred to the Asthma Program demonstrate improved control of asthma symptoms and decrease days missed from school. Please visit the LAUSD asthma website asthma.lausd.net 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 (2005) on the Student Medical Services website, <http://SMS.lausd.net>.

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 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).

An effort will be made to 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 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 school nurse or school health personnel.

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 7th grade must show evidence that they have received a pertussis-containing vaccine (e.g., Tdap) on or after their 7th birthday.

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 health department. A doctor may exempt your child from some or all immunizations (for example, due to a medical condition). You may exempt your child because of your personal or religious beliefs. Starting January 1, 2014, state law requires the completion of a new Personal Belief Exemption (PBE) form to exempt children from immunizations that are required for school entry or advancement. The PBE form is a statement signed and dated by a health care practitioner and parent indicating that the practitioner has provided, and the parent has received, information about the benefits and risks of immunizations and the risks of vaccine-preventable diseases. Ask your school or childcare provider for details.

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) 202-7534.

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 school nurse or other designated school personnel if the school district receives:

1. A written statement from an authorized health care provider licensed by the State of California to prescribe medications detailing the 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.

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 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 school nurse or administrator. School health personnel do not prescribe or give advice regarding medication.

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 provider that complies with current District policy. If the student does not have a personal health care provider, examinations for interscholastic athletics may be available from school physicians and nurse practitioners on an appointment basis. For information on appointments, please call the Student Medical Services Office at (213) 202-7584.

SCHOOL MENTAL HEALTH SERVICES

School Mental Health offers a range of mental health services that provide effective treatments and supports to help children, youth, and families become better equipped to thrive and live successfully. Services are rendered at schools, clinics, Wellness Centers, and through various programs in LAUSD. Clinics are staffed by licensed child psychiatrists, psychiatric nurses, psychiatric social workers, and clinical psychologists. For additional information, you may contact (213) 241-3841.

TYPE 2 DIABETES INFORMATION

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.

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 an A-G, 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. Students in the Class of 2017 and beyond will be required to complete these requirements with a C or better. The chart below outlines the courses that comprise the A - G course sequence.

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.

When the child enrolls in middle school the parents/guardians and student will work with the counselor to develop an **Individual Graduation Plan (IGP)** and when the student matriculates to high school they will update the IGP annually.

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.

This is in addition to **AB 347** which requires additional notification, counseling, monitoring of service, and documentation of students, classes of 2006, 2007, and beyond, who complete all graduation requirements but have not passed both parts of the CAHSEE.

**LAUSD
HIGH SCHOOL REQUIREMENTS**

Subject	Grad Years 2014 and 2015	Grad Year 2016	Grad Year 2017
History/Social Studies - A (2 Years)	30 Credits	Students are required to complete the minimum UC/CSU 15 A-G course requirements with at least a grade of D.	Students are required to complete the minimum UC/CSU 15 A-G course requirements with at least a grade of C.
English - B (4 Years)	40 Credits		
Mathematics - C (3 Years)	20 Credits		
Science - D (2 Years)	20 Credits Biological/Life Science - 10 Credits and Physical Science - 10 Credits		
Language Other Than English - E (2 Years)	Not a requirement for high school graduation, but minimum 2 years or 20 credits required to meet minimum UC and CSU admissions requirement		
Visual and Performing Arts - F (1 Year)	10 Credits		
Academic Elective - G (1 Year)			
Health	5 Credits	5 Credits	5 Credits
Physical Education	20 Credits	20 Credits	20 Credits
Applied Technology	10 Credits	None	None
Elective	75		
Total Number of Credits Needed for Graduation	230	210	210

Non-course requirements to earn a high school diploma include: earning the required high school credits, passing both sections of the California High School Exit Examination (CAHSEE), successful completion of the Service Learning requirement, and the completion of the Computer Literacy requirement. Parents are encouraged to speak with their child's school counselor regarding all of these requirements on an annual basis.

Accredited Online Schools: Students must receive approval by the principal or designee prior to enrolling in an A-G course offered by a regionally accredited online school. Students may complete courses at any accredited online school if:

1. The online school has an active A-G list on UC doorways website. <http://ucop.edu/doorways>
2. The online course(s) completed are listed on the online school's A-G list
3. The online school issues a transcript at the end of the course

Course marks for courses completed by concurrently enrolled students in an accredited online school will not be included in the student's LAUSD official GPA and/or ranking calculation. It is the responsibility of the parent and student to submit transcript(s) to the appropriate office.

HOMELESS STUDENTS

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 a person between the ages of six to eighteen who lacks a fixed, regular, and adequate nighttime residence and may:

- Live in an emergency or transitional shelter; abandoned building, parked car, 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
- Be awaiting foster placement in limited circumstances
- 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 SRQ (Student Residency Questionnaire) that is required to be included in every enrollment packet. 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 Homeless Education Program for services.

A homeless student has the right to attend either the school that the student was last enrolled or the school of residence. 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 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, before and after school services and any other services needed. Unaccompanied youth have these same rights.

If a dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the school's decision. For further information please contact the Homeless Education Program at (213) 202-7581.

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. 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. All uses of District computers and networks are regulated by the LAUSD's Acceptable Use Policy

(AUP) that can be found on the District's website at <http://achieve.lausd.net/aup>. Access to the Internet from LAUSDnet and the use of District network resources including District email accounts are privileges, not rights. Access to LAUSDnet is free to actively enrolled students with a Student Identification Number, active LAUSD employees and to 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. 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. See District Policy Bulletin BUL-5181.2 for more information.

Student downloads of music, photographs and/or video must comply with all applicable copyright laws. Furthermore, any music, photographs and/or video should only be downloaded for District, and not personal purposes. Personal downloads, particularly if they are of copyright protected materials in violation of LAUSD's AUP 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 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. 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 AUP can lead to loss of Internet/email privileges, and further disciplinary/legal action may also be taken.

INTERSCHOLASTIC ATHLETICS

The LAUSD Office of Interscholastic Athletics 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 Committee. 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, and a Media Release Form. Parents are required to submit an Acknowledgement of Risk Warning and Consent Form.

Students may have transfer eligibility when changing schools between the 9th and 12th grade in compliance with the transfer policies, and must submit proper paperwork at the time of the transfer. Please note that submission of transfer paperwork for athletes is required for all transfers, with or without a change of residence. More information about the high school athletic program and required paperwork is available from the Athletic Director at the school, and on the CIF Los Angeles City Section website at www.cif-la.org. For further information about the Interscholastic Athletic Program and Middle School Intramural Program, contact the Interscholastic Athletics Office at 213-241-5847.

LOCATION OF PUPIL 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 Educational Service Center, support units or central District offices.

NEWS MEDIA ACCESS

Occasionally, members of the news media may visit schools to cover activities such as sports competitions, school assemblies, special programs and general newsworthy events. When possible, the school must make every effort to notify parents/guardians in advance in order to provide parents/guardians with the opportunity to authorize or to withhold permission for media access to their child.

The law provides that when members of the news media are lawfully on campus, they may interview, photograph and/or film students. However, parents/guardians may deny or withhold permission for their children to be interviewed, filmed or photographed. Please see the Media Release of Information form included in these materials. Additionally, a student may decline to speak to the media and may refuse to be interviewed, filmed or photographed by the media.

NO CHILD LEFT BEHIND - PUBLIC SCHOOL CHOICE

The federal No Child Left Behind Act of 2001 mandates providing the No Child Left Behind - Public School Choice (NCLB-PSC) option to students attending a Program Improvement (PI) school. Identified students who attend a PI school are provided the option to transfer to a Non- Program Improvement school. Priority must be given to the lowest achieving children from low-income families.

No Child Left Behind - Public School Choice in Los Angeles Unified School District is accessed through the CHOICES brochure. The CHOICES brochure is released in October and applications are due in November. Applications will also be available online during the same timeline. Please visit <http://eChoices.lausd.net> for more information. District-paid transportation is provided to the Non-Program Improvement School and follows LAUSD policies and guidelines.

Please note, high school students who transfer under the No Child Left Behind - Public School Choice provision of the *No Child Left Behind Act* will not be eligible for varsity athletics under California Interscholastic Federation (CIF) Rule 214 until the second year of enrollment at the Non-Program Improvement School.

If you have questions or need additional information, please call Student Integration Services at (213) 241-6572.

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 the actual or perceived characteristics set forth in Penal Code Section 422.5, Education Code Section 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, 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 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 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 related to discrimination or harassment based on student's sex; sexual orientation, gender, gender expression or gender identity; race, color, or national origin; or mental or physical disability, contact the Educational Equity Compliance Office at (213) 241-7682.

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 2 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. High school elective credits may be available to eligible LAUSD students. For information, please call (213) 202-7540.

OPPORTUNITY TRANSFERS

Opportunity Transfers (OTs) are carefully planned transfers within LAUSD schools. The underlying intent of this policy is to provide intervention and guidance to the student prior to considering the transfer to another school. OTs also serve as an alternative means of correction for addressing student misconduct. OTs are issued to help create a school climate that is conducive to learning while reducing disciplinary behaviors that interrupt the academic process.

PARENT COMMUNITY STUDENT SERVICES

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 set standards for effective parental engagement and guide school efforts to effectively engage parents at all grade levels in a broad range of roles and activities. These goals are the following:

- 1) Ensure parents are welcomed as equal partners.
- 2) Provide parents opportunities to strengthen their capacity to support learning.
- 3) Operate an effective volunteer program.
- 4) Respond effectively to parent concerns and complaints.
- 5) 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 from the Parent Community Student Services Branch and through each Educational Service Center (ESC) Parent and Community Engagement Unit. 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 may 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.

THE SCHOOL VOLUNTEER PROGRAM (SVP)

School volunteers assist schools by providing support to teachers and other staff through a variety of activities. The Parent Community Student Services Branch (PCSB) and the Parent and Community Engagement (PACE) teams at each ESC facilitate the processing of school volunteers, maintain a database of school volunteers and offer training classes for volunteers through parent center staff. 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 PCSB website. For additional information on the volunteer program contact your local school or visit the PCSB website at www.families.lausd.net.

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 school nurse at any time.

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 their children'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 INVOLVEMENT 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 *Parents As Equal Partners* policy guides all school and District practices regarding the engagement of parents in their children's education. In addition, every school receiving federal funds must 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 also has established a Title I Parent Involvement Policy and directs all schools to annually review and revise as necessary their school Title I Parent Involvement Policy. Parents may visit <http://families.lausd.net/> to view the LAUSD Parent Involvement 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 to provide LAUSD their perceptions on a variety of matters, including how well their schools welcome them as partners. Parents are encouraged to participate in this survey annually in the spring.

PARENTAL RIGHTS

Education Code Section 51101 provides 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 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 college and career ready
- 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 and careers
- 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

PARENTS' RIGHT TO KNOW

The *No Child Left Behind Act (NCLB)* requires that, upon request, parents be notified of the professional qualifications of their child's teacher in core academic subjects. This information includes:

- The type of credential the teacher holds.
- The teacher's college degree(s) and major(s).

A parent may also request information regarding the professional qualifications of a teacher assistant who provides services to his/her child.

Additionally, schools must provide timely notice to the parents of a child who has been assigned to, or has been taught in, a core academic subject for four or more consecutive weeks by a teacher who does not meet the NCLB teacher requirements.

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 Office of Permits and Student Transfers at (213) 241-5255.

INTERDISTRICT PERMITS

The Office of Permits and Student Transfers has administrative responsibility for and appeal processing of online interdistrict permit requests (to or from another school district). Interdistrict permits authorize the transfer of students between the LAUSD and other school districts. These permits may be issued to students transferring into, or out of the LAUSD. All interdistrict permits must be processed through the 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 30th 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 1st for the following school year. Each application will be reviewed on its own merit. All outgoing interdistrict permit applications must be completed electronically; no paper applications will be accepted.

The District will consider OUTGOING interdistrict permit requests for:

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

The District will consider INCOMING interdistrict permit requests for:

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

INTRADISTRICT PERMITS

Intradistrict permits (school to school within LAUSD) are not online and are processed in person at the home and requested schools. Intradistrict permits are appealed to the local ESC (Educational Service Center). Intradistrict permits authorize the transfer of students from the LAUSD school of residence to another LAUSD school. Paper applications and procedures for intradistrict 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

Intradistrict 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 and 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>.

Testing calendars may be found at www.lausd.net. Click Families and look for Student Testing and Assessment. If you have additional questions about the testing program at your child’s school, please contact the school principal.

PUPIL ATTENDANCE OPTIONS

California law [Education Code Section 48980 (i)] 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, log onto achieve.lausd.net under the Find a School tab or contact the School Information Branch at (213) 241-2450.

PUPILS WITH TEMPORARY DISABILITIES

Instruction in the home or hospital is provided pursuant to state law for eligible general education students in grades K-12 whose non-contagious, temporary medical disability prevents attendance in regular day class or alternative educational program for a limited period of 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.

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 provides that the parent or guardian of a minor is liable to a school district or private school for all property loaned to and not returned or willfully damaged by the minor. It also authorizes local school districts to adopt a policy whereby the marks, diploma, or transcripts of these students would be withheld until the pupil or the parent/guardian pays for the damages or returns the property.

It is the policy of the District to seek restitution, including but not limited to, when a student willfully cuts, defaces, causes the loss, non-return or otherwise damages any property, real or personal, belonging to the school district or a school employee. The parent/guardian of the student is liable for such damages not to exceed \$25,000. The Restitution Unit of the Office of the Risk Management & Insurance Services of the Los Angeles Unified School District is responsible for pursuing restitution.

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.

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 1st 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 government's Medicaid program – 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 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 for Medi-Cal funded services when a parent signs consent for a Special Education Assessment Plan or an IEP unless Parent(s) sign a Parent Medi-Cal Non-Authorization to Bill form. The frequency of claims is aligned with assessment authorizations and/or the type and frequency of the Medi-Cal funded services a parent authorizes on the student's IEP. In seeking reimbursement LAUSD may need to release student records, medical information and/or other information pertaining to a student. 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 (July, 2009).

Children qualify for Medi-Cal based on various factors including family income and disability. Parents interested in obtaining more information about Medi-Cal can call the toll-free LAUSD CHAMP Help Line at (866) 742-2273.

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 at the end of the handbook.

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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.

Homeless children may attend his/her 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 attend if nondisabled. 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 interdistrict 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 caregiver adult unless the district determines that the pupil is not living in the caregiver's home.

To locate schools for your home address, log in to www.lausd.net and select the Find a School tab or by contacting the School Information Branch at (213) 241-2450.

SCHOOL SCHEDULES

Education Code 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.

SEX EDUCATION COURSES COMPLYING WITH THE CALIFORNIA COMPREHENSIVE SEXUAL HEALTH AND HIV/AIDS PREVENTION EDUCATION ACT

Schools are required:

1. To provide students with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancies and sexually transmitted diseases.
2. To encourage all students to develop healthy attitudes about adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family.

Notice and Parental Excuse:

Schools should encourage students to communicate with their parents or guardians about human sexuality and HIV/AIDS and to respect the rights of parents or guardians to supervise their children's education on these subjects. Furthermore, schools should establish procedures that make it easy for parents and guardians to review materials and evaluation tools related to comprehensive sexual health education and HIV/AIDS-prevention education so that they can decide whether or not to have their child participate in all or part of the instruction or evaluation. In this regard, schools should honor the principle that parents and guardians have the ultimate responsibility for imparting values regarding human sexuality to their children. 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 include 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 and if 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 and in either instance 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 this subsection, Section 51933, and Section 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 Chapter 5.6 California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act.
 - 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 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 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 or 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 not 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.
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 paragraphs 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 (as listed in Section 220 of the Education Code), or ancestry, gender, or sexual orientation (as further listed in Section 422.6 of the Penal Code).

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 above and paragraphs 1 and 2 at the end of Section 51933 above; 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.

- 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.

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. They must be reviewed and approved by the District's LAUSD HIV/AIDS Prevention Unit.

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 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 the Educational Equity Compliance Office at (213) 241-7682. 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 manual. 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 CRU 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.

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://riskmanagement.lausd.net>.

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://CHAMP.lausd.net>. CHAMP, under Medi-Cal expansion and the Affordable Care Act (ACA) – commonly referred to as Obamacare – also assists parents, adults and community members with health insurance enrollment assistance.

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, Healthy Kids and Kaiser Permanente Child Health Plan. 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://CHAMP.lausd.net>. Schools can schedule staff or parents presentation by contacting the CHAMP office.

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

Students must be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. Any student found to have committed any of the acts below will be subject to a full investigation and, if applicable, all appropriate disciplinary actions, which may include suspension, expulsion, and/or referral to law enforcement. These are not permitted:

1. Bullying/intimidation
2. Weapons possession
3. Fights/threats/violence
4. Drug possession/sale
5. Graffiti/vandalism
6. Gang activity
7. Cheating and plagiarism
8. Forgery and falsification
9. Sexual harassment and assault
10. Blackmail and extortion
11. Prejudice and hate crimes
12. Robbery and stealing
13. Fireworks and firecrackers

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 4th 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.

A. 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.

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).

B. Random Metal Detector Searches

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.
- School officials provide parents and students with advanced and detailed notice of the random metal detector search procedures.

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' 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 are 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 or to conduct an informal mediation or impartial hearing regarding Section 504, contact the Educational Equity Compliance Office at (213) 241-7682.

SUPPLEMENTAL EDUCATIONAL SERVICES

On August 7, 2013, the U. S. Department of Education approved a one-year waiver from No Child Left Behind for LAUSD and other CORE school districts. Consequently, the LAUSD did NOT offer a Supplemental Educational Services (SES) program in 2013-14 school year. We do not know if the waiver will be extended beyond 2013-14. More information about the waiver is available on the CORE Corner webpage on the Superintendent's webpage.

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 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. Under certain circumstances, the term of an expulsion may be lengthened.

- 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.

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

Suspension, including supervised suspension such as in-school suspension and class suspension) shall be utilized for adjustment purpose 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

- (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) Disrupted school activities (school-wide activities; issued only by an administrator)
- (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.
- (t) 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. 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.

E. 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 suspensions reach 10 days, an IEP team conducts a manifestation determination.

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 before proceeding with, and to determine whether, further formal discipline can be administered.

- **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 Educational Service Center (ESC). Students who are recommended for expulsion have a right to an expulsion hearing. If, following the hearing, the recommendation to expel goes to the Board of Education, the student or his or her parent/guardian or representative may address the Board Members before they make their decision. An expulsion appeal can be made to the Los Angeles County Office of Education.

REHABILITATION AND REINSTATEMENT FROM EXPULSION

California law mandates school districts to provide educational placements and services to expelled students. It also requires school districts to develop rehabilitation plans and strategies for expelled students and authorizes services for students otherwise placed in District Community Day Schools. The District's Student Discipline and Expulsion Support Unit coordinates and facilitates student rehabilitation and makes recommendations for reinstatement to the Board of Education. Services include developing individualized rehabilitation contracts that specify terms and conditions of reinstatement, helping students and parents access resources, and monitoring student progress. Education Code Section 48916 stipulates that, upon completion of the readmission process, the Board shall readmit the student, unless a finding is made that the student has not met the conditions of the rehabilitation plan or continues to pose a danger to the campus safety or to other pupils or employees of the school district.

TITLE IX AND STUDENTS

Federal law, Title IX, State law and District policy prohibit anyone from discriminating against any student on the basis of actual or perceived sex, sexual orientation, and gender (including gender identity, gender expression, marital status, pregnancy, childbirth 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 activities and programs, including:

- Athletics
- The classes they can take

- The way they are treated in the classroom
- The kind of counseling they are given
- The extracurricular activities in which they can participate
- The honors, special awards, scholarships and graduation activities in which they can participate

Students who feel that their rights are being violated have the right to take action and should not be afraid of trying to correct 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 the Educational Equity Compliance Office, by calling (213) 241-7682 or writing to 333 S. Beaudry Avenue, 20th Floor, Los Angeles, CA 90017.

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 from bus transportation program. If you have questions regarding student conduct on the school bus, please call (800) 522-8737 or visit <http://transportation.lausd.net>.

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, and 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 422.5 and Education Code Section 220 which includes; actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, 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. 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 them under state or federal discrimination, harassment, intimidation and/or bullying laws.

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

- a. Adult Education
- b. Consolidated Categorical Aid
- c. Migrant Education
- d. Career Technical/Technical Education/Technical Training
- e. Child Care and Development
- f. Child Nutrition
- g. Special 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 complaint of noncompliance should be filed first with the principal of the school under the UCP. A complainant not satisfied with the decision of the school may appeal the decision to the District's UCP Coordinator and shall receive a written appeal decision within 60 days of receipt of the school site 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).

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.

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. 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, or by calling the Educational Equity Compliance Office at (213) 241-7682. 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, or bullying may be sent to:

California Department of Education
Office for Equal Opportunity
1430 N Street, Suite 4206
Sacramento, CA 95814

Appeals of District decisions regarding educational program complaints should be sent to:

California Department of Education
Categorical Programs Complaints Management Office
1430 N Street, Suite 6408
Sacramento, CA 95814

Appeals of District decisions regarding special education compliance should be sent to:

California Department of Education
Procedural Safeguards Referral Service
1430 N Street, Suite 2401
Sacramento, CA 95814

Appeals of District decisions regarding pupil fees and LCAP should be sent to:

California Department of Education
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, in Bulletin No. 3630, that smoking and the use of all tobacco products is prohibited on all District property including District-owned or leased building, 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/VALENZUELA UNIFORM COMPLAINT PROCESS

Williams/Valenzuela 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 or use after class.
2. School facilities must be clean, safe, and maintained in good repair.
3. School 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.
5. Pupils who have not passed the high school exit exam (CAHSEE) by the end of 12th grade were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254 (d) (4) and (5) after the completion of grade 12.

Complaints may be filed using the Williams/Valenzuela 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
- Or by calling the Educational Equity Compliance Office at (213) 241-7682

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

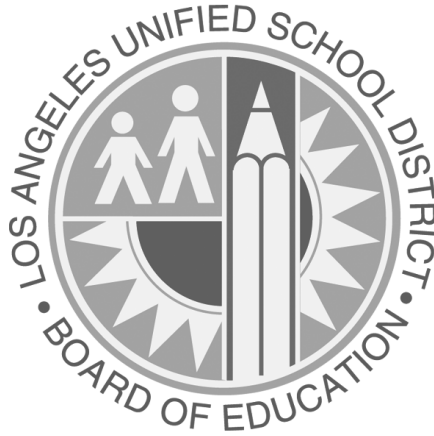
- School site (main office, principal)
- Faxed to the Educational Equity Compliance Office at (213) 241-3312
- Or send by U.S. Mail to:
LAUSD
Educational Equity Compliance Office
Williams/Valenzuela Complaints
333 South Beaudry Ave., 20th Floor, Los Angeles, CA 90017

Questions regarding the Williams/Valenzuela UCP process can be directed to the Educational Equity Compliance Office at (213) 241-7682.

V

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LOS ANGELES UNIFIED SCHOOL DISTRICT



**LAUSD would like to thank the following partners for their
financial support and commitment for this year's
Parent-Student Handbook.**

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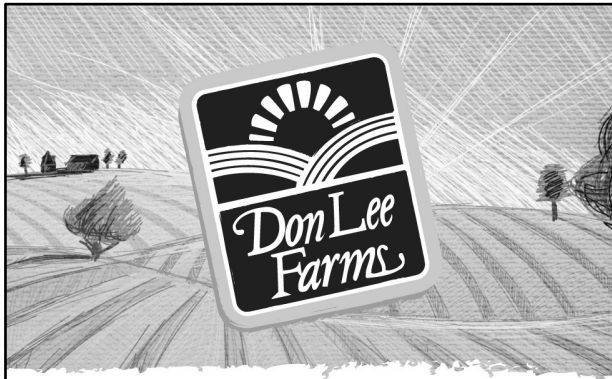


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PARENT ACCESS SUPPORT SYSTEM PORTAL

Created especially for LAUSD Parents!
The LAUSD PASSport provides parents and guardians with
"one stop" access to a variety of online tools for families.

- ✓ Monitor your child's attendance and grades
- ✓ Connect with your child's teacher
- ✓ Update the emergency information form
- ✓ Complete the school meal application
- ✓ And much more!

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FALL 2014



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LAUSD OFFICE



LOS ANGELES UNIFIED SCHOOL DISTRICT

PARENT/STUDENT ACKNOWLEDGEMENT FORM 2014-2015 PARENT STUDENT HANDBOOK

Dear Parent/Guardian:

Education Code 48980 (a) states that School Boards are required by law to notify parents of their rights to services and programs offered by their district school/schools. Parents/Guardians must sign a notification form and return it to their children's schools acknowledging that they have been informed of their rights.

Please read the new Parent Student Handbook and return the signed form below to the school. Your signature does not constitute consent to take part in any particular program.

----- Tear-Off -----



LOS ANGELES UNIFIED SCHOOL DISTRICT

RECEIPT OF ANNUAL NOTIFICATION OF PARENT-STUDENT HANDBOOK 2014-2015 PARENT STUDENT HANDBOOK

I acknowledge, with my signature below, the receipt of the required annual notification of parent/student rights on behalf of my son/daughter.

Please PRINT the name, birth date and grade of your child.

STUDENT'S NAME:

Last Name First Name Middle Initial

Birthdate

Grade

Signature of Parent/Guardian

Signature of Student (Grades 6-12)



LOS ANGELES UNIFIED SCHOOL DISTRICT PARENT STUDENT HANDBOOK – 2014-2015

INFORMATION RELEASE FORM

Under Federal and State law, school districts may share student directory information with authorized individuals, organizations and/or officials. Pursuant to California Education Code section 49073, LAUSD has identified the categories of information listed below as directory information that may be released to the officials and organizations named below. Parents of students 17 years or younger and adult students 18 years or older may request the school principal limit the release of directory information or not release directory information at all. The request to withhold the student directory information is applicable only to the current school year.

PLEASE READ AND COMPLETE THE INFORMATION RELEASE FROM BELOW AND RETURN IT TO YOUR SCHOOL PRINCIPAL. UNLESS THIS FORM IS RETURNED, YOUR CHILD'S INFORMATION MAY BE RELEASED AS INDICATED.

COMPLETE, SIGN AND RETURN THIS PORTION TO YOUR CHILD'S SCHOOL



LOS ANGELES UNIFIED SCHOOL DISTRICT - 2014-2015 PARENT STUDENT HANDBOOK

INFORMATION RELEASE FORM

SCHOOL NAME: _____

DATE: _____

STUDENT NAME: (Please Print)	Date of Birth:	Grade:
Address:	City:	Zip Code:
Telephone Number:	Record Room:	

STUDENT DIRECTORY INFORMATION

☐ 1. I **do not** wish to have **any** directory information released to **any** individual or organization.

OR

☐ 2. I request to withhold the directory information according to the box(es) I check below:

	DO NOT RELEASE
PTA	
HEALTH DEPT.	
ELECTED OFFICIALS	
DCFS	
DEPT. OF MENTAL HEALTH	
PROBATION DEPT.	

	DO NOT RELEASE
1. Name	
2. Address	
3. Telephone Number	
4. Date of Birth	
5. Dates of Attendance	
6. Previous School(s)	

3. For 11th and 12th grade students only: I do not wish to release the name, address, and telephone number of the student named above to the agency or agencies I check below.

- ☐ United States Armed Forces (Military) Recruiting Agencies
☐ Colleges, Universities or Other Institutions of Higher Education
☐ National Student Clearinghouse (to track college attendance)

MEDIA RELEASE OF INFORMATION

☐ My child may be interviewed, photographed, or filmed by members of the media.

☐ My child may not be interviewed, photographed, or filmed by members of the media.

Signature of Parent/Guardian (if student is under 18)

Signature of Student (if student is 18 or older)



LOS ANGELES UNIFIED SCHOOL DISTRICT
2014-2015

ETHNICITY/RACE IDENTIFICATION OF STUDENTS

Beginning with the 2009-2010 school year, the District is required to collect race and ethnicity data on all new enrolling students using a two-part question. The first part of the question asks whether or not the student is Hispanic or Latino. The second part of the question asks the respondent to select one or more races for the student.

If you wish to change the ethnic and race category of your child, please complete the form below and return it to your child's school.

----- COMPLETE, SIGN AND RETURN THIS PORTION TO YOUR CHILD'S SCHOOL -----



LOS ANGELES UNIFIED SCHOOL DISTRICT - 2014-2015 PARENT STUDENT HANDBOOK

STUDENT ETHNICITY/RACE IDENTIFICATION FORM

SCHOOL NAME: _____

DATE: _____

STUDENT NAME: (Please Print)	Date of Birth:	Grade:
Address:	City:	Zip Code:
Telephone Number:	Record Room:	

STEP 1

Is the student's ethnicity Hispanic/Latino?

☐ YES

☐ NO

STEP 2

What is the primary race of the student? (Select one)

- ☐ African American or Black
☐ American Indian or Alaskan Native

Asian

- ☐ Asian Indian
☐ Cambodian
☐ Chinese
☐ Filipino
☐ Hmong
☐ Japanese
☐ Korean
☐ Laotian
☐ Vietnamese
☐ Other Asian

Native Hawaiian or Pacific Islander

- ☐ Guamanian
☐ Hawaiian
☐ Samoan
☐ Tahitian
☐ Other Pacific Islander

☐ White

STEP 3

What is the secondary race of the student? (Select one)

- ☐ African American or Black
☐ American Indian or Alaskan Native

Asian

- ☐ Asian Indian
☐ Cambodian
☐ Chinese
☐ Filipino
☐ Hmong
☐ Japanese
☐ Korean
☐ Laotian
☐ Vietnamese
☐ Other Asian

Native Hawaiian or Pacific Islander

- ☐ Guamanian
☐ Hawaiian
☐ Samoan
☐ Tahitian
☐ Other Pacific Islander

☐ White

Signature of Parent/Guardian (if student is under 18)

Signature of Student (if student is 18 or older)

Los Angeles Unified School District
2014-2015
ANNUAL PESTICIDE USE NOTIFICATION

The District has adopted an Integrated Pest Management (IPM) policy. This policy includes notifying parents/guardians of pesticide use. During the school year, it may be necessary to apply pesticides at your child's school to avoid serious health problems posed by pests and/or maintain the integrity of a structure. However, should you feel that your child's or your (for school staff) health and/or behavior could be influenced by exposure to pesticide products, you are notified as follows:

- An application of products on the Approved List may be applied during the school year (see attached list of pesticide products that have been approved for use at District sites).
- In the event the use of a product is required that is not on the Approved List, you will be notified 72 hours in advance. (Exception: Emergency circumstances that warrant an immediate response).
- Additional information regarding pesticide products, including those on the District's Approved List, is available online at <http://www.cdpr.ca.gov>

Please complete, detach and return the form below to the school's main office, indicating whether you wish to be pre-notified each time a pesticide is scheduled to be used at the school.

-----*Cut here and return if applicable*-----

PARENT/GUARDIAN REQUEST FOR NOTIFICATION
2014-2015

- ☐ **I would like to be pre-notified** every time a pesticide application is to take place at my child's school (i.e., in addition to annual notification). I understand that the notification will be sent home with my child, or provided to me as a school staff member at least 72 hours before application. (Exception: Emergency circumstances that warrant an immediate response).
- ☐ **I do not need to be notified** every time a pesticide is to take place at the school. I understand that I will receive an annual notification in the Parent Student Handbook, or by other means, of pesticides approved for use at schools.

Child's name (print): _____ Room Number _____

School: _____

Name of parent/guardian (print): _____

Signature of parent/guardian: _____ Date: _____

Note to Site Administrator

File the original in the Main Office. If the above "I would like to be notified" box is checked, forward a copy of this notice via school mail to Pest Management Unit.

Maintenance and Operations Central 3 and Special Services
Attn: Pest Management Unit

**Los Angeles Unified School District
Approved Pesticide Product List 2014**

PESTICIDE NAME	(1) ACTIVE INGREDIENT	PHYSICAL FORM	APPLICATION METHOD	TARGET PEST	USEPA TOXICITY CATEGORY	(2) LABEL DESIGNATION	COMMENTS	EPA REG. NO. or CA. REG. NO.
Advance Granular Ant Bait	abamectin B1 0.011%	Granule	Indoor cracks, crevices and voids Outdoors per the label.	Ants	3	Caution	Bait attractant Applicator refer to product label for appropriate PPE	499-370
Alpine Cockroach Gel Bait	Dinotefuran	Gel	Indoor cracks, crevices and voids.	Cockroaches	3	Caution	Bait attractant Applicator refer to product label for appropriate PPE	499-507
Avert Dry Flowable Cockroach Bait (Formula 1)	abamectin B1 0.05%	Dust	Crack & crevice bait dust	Cockroaches	3	Caution	Bait attractant Applicator refer to product label for appropriate PPE	499-294
Bora-Care Termiticide, Insecticide and Fungicide Concentrate	disodium octaborate tetrahydrate 40%	Liquid suspension	Spray used for wood boring insects	Termites	3	Caution	Applicator refer to product label for appropriate PPE	64405-1
Contrac Blox	bromadiolone 0.005%	Solid Bait Block	Rodent bait Used in bait stations only	Rodents	3	Caution	Used infrequently in bait stations Applicator refer to product label for appropriate PPE	12455-79
Demize EC	Linalool 37% Piperonyl butoxide 40%	Liquid	Spray application	Fleas	1	Danger	Pest Supv. to approve each use. To be used in unoccupied facilities only. IPM Team to be notified at following Team meeting. Applicator refer to product label for appropriate PPE	4758-161-57076
Distance IGR	Pyriproxyfen 0.5%	Granule	Local or broadcast	Fire ants	3	Caution	Applicator refer to product label for appropriate PPE	1021-1728-59639
Drax Ant Kil Gel	orthoboric acid 5%	Gel	Interior and exterior crack and crevice sugar based bait	Ants	3	Caution	Applicator refer to product label for appropriate PPE	9444-131
Generation Mini-Block	difethialone 0.0025%	Solid Bait Block	Bait used in stations only	Rodents	3	Caution	To be used in tamper proof bait stations. Applicator refer to product label for appropriate PPE	7173-218
Gentrol IGR Concentrate	hydroprene 9%	Liquid	Crack & crevice spray	Cockroach, fleas, storage pests	2	Warning	Structural use only. Insect growth regulator Applicator refer to product label for appropriate PPE	2724-351
M-Pede	potassium salts of fatty acids 49%	Liquid	Direct spray to pest	Africanized honey bees, thrip, and white fly	2	Warning	Applicator refer to product label for appropriate PPE	53219-6
MotherEarth Exempt	Geraniol 6% Lemongrass Oil 0.5	Aerosol	Use according to label.	Various insects	3	Caution	Follow food handling precautions when using this product. Applicator refer to product label for appropriate PPE	499-520
MotherEarth D	Diatomaceous Earth 100%	Dust	Use according to label.	Various insects	3	Caution	Applicator refer to product label for appropriate PPE	499-509

Los Angeles Unified School District

Approved Pesticide Product List 2014

Niban Granular Bait and Niban-FG	Orthoboric Acid-5%	Granules and Fine Granules	Interior and exterior bait	Various insects	3	Caution	Applicator refer to product label for appropriate PPE	64405-2
NiBor-D	Disodium Octaborate Tetrahydrate-98%	Dust	Applied wet or dry	Various insects	3	Caution	Applicator refer to product label for appropriate PPE	64405-8
PT 565 Plus XLO Formula 2	pyrethrins-0.5% piperonyl butoxide -1% n-octyl bicycloheptene dicarboximide 1%	Aerosol	Use according to label.	Fleas, gnats, mosquitos, bees, bird mites	3	Caution	Restrict re-entry to occupied areas for 24 hours after application. Follow food handling precautions when using this product. Applicator refer to product label for appropriate PPE	499-290
PT Wasp Freeze	phenothrin 0.12% d-trans allethrin 0.129%	Aerosol	Outdoor aerosol spray directly to wasps and bees	Wasps, hornets, & bees	3	Caution	Obtain supervisor approval prior to each use. Applicator refer to product label for appropriate PPE	499-362
Recruit IV AG (Sentricon)	Noviflumuron 0.5%	Solid	Bait used in station only	Subterranean Termites	3	Caution	Applicator refer to product label for appropriate PPE	62719-454
Recruit IV (Sentricon)	Noviflumuron 0.5%	Solid	Bait used in station only	Subterranean Termites	3	Caution	Applicator refer to product label for appropriate PPE	62719-453
Rozol Pocket Gopher Bait	Chlorphacinone.....0.005%	Grain bait	Place in gopher burrows only	Gophers	3	Caution	Application to fields and landscape areas when students are not in immediate area. Applicator refer to product label for appropriate PPE	7173-184
Suspend SC	deltamethrin 4.75%	Liquid	Spray	Fleas, ticks, fire ants,	3	Caution	Use for exterior only on fleas, ticks, and fire ants. Restrict re-entry of area for 24 hours after application. Applicator refer to product label for appropriate PPE	432-763
Tim-Bor Professional	disodium octaborate tetrahydrate 98%	Powder	Applied wet or dry	Wood destroying organisms and fungus	3	Caution	Applicator refer to product label for appropriate PPE	64405-8
Wilco Ground Squirrel Bait	Diphacinone 0.005 %	Grain bait	Placed in bait stations only.	Ground Squirrels	3	Caution	Do not use when rain is eminent. Obtain supervisor approval before each use. Applicator refer to product label for appropriate PPE	36029-20
ProFoam Platinum	Sodium Decyl Sulfate, Sodium Lauroampho Acetate, Sodium Lauryl Sulfate.....60%	Foam	Foaming agent; non pesticide	Various uses	3	Caution	Applicator refer to product label for appropriate PPE	Ca. Reg. 1051148-50001-AA
Summit Bti Briquets	Bacillus thuringiensis subspecies israelensis solids, spores and insecticidal toxins-10%	Solid briquet	Floating larvicide	Mosquito larvicide	3	Caution	Applicator refer to product label for appropriate PPE	6218-47

Los Angeles Unified School District
Approved Pesticide Product List 2014

Mosquito Larvicide GB 1111	Aliphatic Petroleum Hydrocarbons- 98.7%	Liquid	Apply to surface of water	Mosquito larvicide	3	Caution	Any application of this product is subject to caution tape or barricade use in the application area and use of warning signs. All uses shall be reported to the IPM Team at the following Team meeting. Inventory management measures shall be used. Applicator refer to product label for appropriate PPE	8329-72
Altosid Briquets	S-Methoprene- 8.62%	Briquet	Floating larvicide	Mosquito larvicide	3	Caution	This product is not to be used in flowing water in areas such as storm drains and catch basins and any other areas where it is reasonable to assume that there will be flowing water. Applicator refer to product label for appropriate PPE	2724-375

MEMBERS OF THE BOARD

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Superintendent of Schools

LOS ANGELES UNIFIED SCHOOL DISTRICT STUDENT HEALTH AND HUMAN SERVICES

333 S. Beaudry Avenue, 29th Floor
Los Angeles, California 90017
Telephone: (213) 241-3840
Fax: (213) 241-3305

MICHELLE KING
Senior Deputy Superintendent, School Operations
Office of the Superintendent

DEBRA DUARDO
Executive Director



NOTICE OF PRIVACY PRACTICES

This notice describes how medical information about your child may be used and released and how you can get access to this information. Please review this document carefully.

The Los Angeles Unified School District (LAUSD) and its contract agencies/schools are required by federal law, the Health Insurance Portability and Accountability Act (HIPAA), to make sure that your Protected Health Information (PHI) is kept private. PHI includes information that we have created or received about your child's past, present, or future health/medical conditions that could be used to identify your child. Unless you give us written authorization, we will only release your health/medical information for treatment, payment, or health care operations or when we are otherwise required or permitted by law to do so. Not every use is listed, but the ways we can use and release information fall within one of the descriptions below.

- Appointment reminders and health-related benefits or services:** We may use PHI to send you appointment reminders. We may also use PHI to give you information about other health care related treatment and services.
- Treatment:** We may use and release your PHI to those who provide you with health care services or who are involved with your child's care such as doctors, nurses and other health care professionals. PHI may also be used for referrals to hospitals, specialists, or for other treatment alternatives. For example, we may share the PHI with relevant school staff for Individualized Educational Program (IEP) purposes to recommend appropriate Special Education related services to address your child's health needs while at school.
- To receive payment for the treatment that was provided to your child:** We may use and release your PHI in order to bill and receive payment for treatment and services your child received in the school or community setting. For example, LAUSD bills Medicaid for services that are provided to Medi-Cal eligible students.
- Health Care Operations:** We may use and release your PHI in order to administer our school-based health centers. For example, members of our quality improvement team may use information in your child's health record to review the care and outcomes for quality improvement purposes.
- To meet legal requirements:** We may use and release PHI to government officials or law enforcement agencies when federal, state, or local laws require us to do so. We also share PHI when we are required to do so in a court or other legal proceedings. For example, if a law says we must report private information about students, who have been abused, we will provide such information.
- To report Public Health activities:** We may use and release PHI to government officials in charge of collecting certain public health information. For example, we share general information about births, deaths, and some statistical information about diseases such as SARS, and small pox.
- For Research purposes:** We do not release PHI for purposes of medical research. We do, however, use PHI to create a collection of information that cannot be traced back to your child.
- To avoid harm:** In order to avoid a serious threat to the health and safety of a person or the public, we may provide PHI to law enforcement, emergency personnel, or others who may be able to stop or lessen the harm.
- Fundraising:** We may use and release the PHI toward applying for grants and/or funding agencies to obtain funds for the enhancement and expansion of our services. (Although allowable by law, it is not LAUSD practice to use or release your PHI in a manner that can be traced back to your child.)

Your Rights

- See or obtain a copy of information that we have about your child, or correct your child's personal information that you believe is missing or incorrect. If someone else (such as your doctor) gave us the information, we will tell you who, so that you can ask them to correct it.
- Ask us not to use your health information for payment or health care operations activities. (We are not required to agree to these requests.)
- Ask us to communicate with you about health matters using reasonable alternative means or at a different address, if communications to your home address could endanger you.
- You have a right to withdraw or revoke your consent in writing at anytime. However, we may refuse to continue to treat a child if the parent revokes his or her consent.
- Receive a list of disclosures of your health information that we make on or after April 14, 2003, except when:
 - You have authorized the disclosure;
 - The disclosure is made for treatment, payment or health care operations; or
 - The law otherwise restricts the accounting.

If you have any questions, please call Margarita Bobe at (213) 241-0558.

Complaint Process

If you believe that we may have violated your Privacy rights, you may send your written complaint to:

Los Angeles Unified School District
Student Health and Human Services
333 South Beaudry Avenue, 29th Floor
Los Angeles, CA 90017
Attn: Debra Duardo, Executive Director

Alternative method of processing a complaint:

Privacy Complaints
P.O. Box
U.S. Department of Health and Human Services
Centers for Medicare and Medicaid Services
7500 Security Boulevard
Baltimore, Maryland
1-800-633-4227



Los Angeles Unified School District
Elementary



School Climate Bill of Rights

The Los Angeles Unified School District (LAUSD) is committed to providing safe and healthy school environments that support all students in every aspect of their well-being. LAUSD students, staff and parents/guardians value fair and consistent guidelines for implementing and developing a culture of discipline based on positive behavior interventions and away from punitive approaches that infringe on instructional time.

The Los Angeles Unified School District is committed to providing students a vigorous education that promotes opportunities to select college or career paths that will lead them to becoming productive members of society. All Los Angeles Unified School District students will attend schools with climates that focus on safety, teaching and learning, interpersonal relationships, and the institutional environment that influence student learning and well-being. These positive school climates will offer:

- School-Wide Positive Behavior Intervention and Support (SWPBIS)**
Interventions that reduce suspensions, increase attendance, improve test scores and have support from all school personnel.
- Alternatives to suspension and positive behavior interventions and supports**
Alternatives to suspension strategies will be used for all students in a consistent and age-appropriate manner prior to any suspensions, except those limited offenses where suspension is required under California Education Code §48915(c). As of 2013, no student shall be suspended or expelled for a “willful defiance” (48900(k) offense).
- School discipline and school-based arrest and citation data available for viewing**
Every student and parent/guardian has a right to obtain school-wide monthly data on discipline via the District website including: suspension, involuntary transfer, opportunity transfer, expulsion, school-based arrests and citations. Such data will be provided in a manner designed to maintain the privacy of individual students.
- Restorative Justice (RJ) approaches that resolve student interpersonal conflict**
Beginning in the 2015-2016 school year all schools will have developed and begun using RJ approaches as an alternative to traditional school discipline, when

appropriate, as an intervention consistent with the School-Wide Positive Behavior Intervention and Support strategies.

- A District SWPBIS Task Force**
The SWPBIS Task Force shall include a teacher, student, administrator and parent representatives from each Educational Service Center as well as members from community organizations to make recommendations for full implementation of SWPBIS.
- Guidelines regarding the roles and responsibilities of School Police Officers on campus**
Students have the right to safe and healthy school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible and when legally feasible.
- A system to file a formal complaint if School-Wide Positive Behavior Intervention and Support is not implemented**
Students and parents/guardians have the right to file a formal complaint if SWPBIS is not implemented within 60 days of a request.





Los Angeles Unified School District
Secondary

School Climate Bill of Rights

The Los Angeles Unified School District (LAUSD) is committed to providing safe and healthy school environments that support all students in every aspect of their well-being. LAUSD students, staff and parents/guardians value fair and consistent guidelines for implementing and developing a culture of discipline based on positive behavior interventions and away from punitive approaches that infringe on instructional time.

The Los Angeles Unified School District is committed to providing students a vigorous education that promotes opportunities to select college or career paths that will lead them to becoming productive members of society. All Los Angeles Unified School District students will attend schools with climates that focus on safety, teaching and learning, interpersonal relationships, and the institutional environment that influence student learning and well-being. These positive school climates will offer:

- **School-Wide Positive Behavior Intervention and Support (SWPBIS)**

LAUSD will implement alternatives to suspension along with the positive behavior interventions in the Discipline Foundation Policy. Appropriate prevention and intervention approaches provide accountability and reconciliation through understanding the impact of the discipline incident and repairing the harm caused through a shared decision-making process.

- **Alternatives to suspension and positive behavior interventions and supports**

Alternatives to suspension strategies will be utilized for all students and in a consistent and age-appropriate manner prior to any suspensions except those limited offenses where suspension is required under California Education Code §48915(c). As of 2013, no student will be suspended or expelled for a “willful defiance” (48900(k) offense.

- **School discipline and school-based arrest and citation data available for viewing**

LAUSD will publish monthly in and out-of-school suspension, opportunity transfer, expulsion, citation, and school-based arrest data for the school-site or the District. Such data, when applicable and available, will be disaggregated by subgroups, including race, ethnicity, English Learner status, disability, gender, socioeconomic status and offense, but provided in a way to maintain the privacy of individual students.

- **Restorative Justice (RJ) approaches that resolve student interpersonal conflict**

Beginning in 2015-2016 schools will have developed and begun implementation of Restorative Justice (RJ) approaches, when appropriate, that resolve school disciplinary incidents by having personnel trained in restorative strategies and all parties involved willingly come together, identify the harm

that was caused, and develop an agreement on how to restore

harmony. Through the restorative process, the group develops a shared agreement for repairing harm and addressing root causes to prevent future harm. Restorative Justice (RJ) approaches may be used as an intervention consistent with the School-Wide Positive Behavior Intervention and Support (SWPBIS) policy for all school disciplinary incidents unless a recommendation for expulsion is required as under California Education Code Section 48915 or when safety is at risk.

- **A District SWPBIS Task Force**

The SWPBIS Task Force shall include a teacher, student, administrator and parent representatives from each Educational Service Center as well as members from community organizations to make recommendations, and will make recommendations for implementing a District-wide culture of positive and Restorative Justice (RJ) approaches to working with students, staff and parents/guardians.

- **Guidelines regarding the roles and responsibilities of School Police Officers on campus**

Students have the right to safe and healthy school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible and when legally feasible.

- **A system to file a formal complaint if School-Wide Positive Behavior Intervention and Support is not implemented**

Students and parents/guardians have the right to file a formal complaint if SWPBIS is not implemented within 60 days of a request.



LAUSD PASSport

PARENT ACCESS SUPPORT SYSTEM PORTAL

Created especially for LAUSD Parents!

The LAUSD PASSport provides parents and guardians with "one stop" access to a variety of online tools for families.

- ✓ Monitor your child's attendance and grades
- ✓ Connect with your child's teacher
- ✓ Update the emergency information form
- ✓ Complete the school meal application
- ✓ And much more!

passport.lausd.net

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