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Los Angeles Unified School District
Employee Attendance Policy

While the vast majority of employees have a strong commitment to their work and excellent attendance, it is also clear that unnecessary absenteeism has a negative impact upon student achievement due to interruption of the continuity of instruction, and results in reduced productivity, loss of service, and significant costs to the Los Angeles Unified School District (“LAUSD”). The LAUSD Board of Education expects:

1. Employees to maintain regular attendance and avoid absenteeism;
2. Employees to work every hour that they are assigned;
3. Employees to be at their work stations on time every working day;
4. Employees to comply with legal restrictions, LAUSD policy and procedures, and the respective collective bargaining rules regarding reporting of absence and providing appropriate documentation;
5. Supervisors to explain and insist upon regular attendance, maintain accurate employee attendance records, monitor employee attendance, provide performance feedback to employees and enforce all employee attendance policies and standards through employee performance evaluations and discipline processes.
6. The District will make every attempt to avoid scheduling activities that contribute to staff absenteeism.

LAUSD seeks to assist administrators and supervisors to efficiently manage attendance, improve employee effectiveness through reduced absenteeism, and guide employees in appropriate use of illness and personal necessity time. Illness leaves are provided to ease the financial burden on employees who are unavoidably required to be absent from duty due to legitimate illness, injury, or personal necessity. Personal necessity leaves are provided for only eleven specific causes. Employees who use illness and personal necessity leaves for unauthorized reasons are in violation of District policy and related laws. Failure to comply with this policy can result in appropriate disciplinary action, up to and including termination.


Adopted 7/13/04
The Los Angeles Unified School District (LAUSD) is committed to providing a safe, civil and secure school environment. It is the District’s charge to respond appropriately to a student expressing or exhibiting suicidal ideation or behaviors and to follow-up in the aftermath of a death by suicide.

This policy is applicable to all schools, District and school-related activities and in all areas within the District’s jurisdiction.

For support and consultation, contact School Mental Health Crisis Counseling and Intervention Services (SMH CCIS) at (213) 241-3841 Monday-Friday (8:00 a.m.-4:30 p.m.). After hours, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.

This bulletin replaces BUL-2637.1 Suicide Prevention, Intervention and Postvention, on the same subject issued by School Operations and Student Health and Human Services, dated July 16, 2012.

The following are major changes included in this bulletin:

- Clarification of guidelines and practices regarding when certificated staff accompany a student to the hospital (Page 7)
- Guidance for providing pertinent student information, including a summary of the incident and any related documents, when a student is transported for a psychiatric evaluation (Page 7)
- The level of risk, No Known Current Risk, has been added as an option to use when determining level of risk. Please note that assessing at this level still recommends action steps, including contacting the parent and documenting on iSTAR (see Attachment C).
- Tables in the previous bulletin, including levels of risk, definitions, and action plan options, have been moved to Attachments B and C.
All attachments were revised and updated. For additional handouts and information in additional languages* please visit https://suicideprevention.lausd.net.

With the exception of Attachments A1 and A2, attachments identified by letter and number, such as D1 and D2, signify that the first part (1) includes guidance and recommendations for how to complete the second part (2) which is the template or form. For ease of use, the templates and forms have been made fillable. Attachments A1 and A2 are abbreviated versions of the protocols outlined for responding to suicidal ideation and self-injury.

The following new attachments have been added to this bulletin:
- Attachment D1 – Recommendations for Developing a Student Safety Plan
- Attachment D2 – Student Safety Plan template
- Attachment G1 – Completion of the Summary of Relevant Student Information
- Attachment G2 – Summary of Relevant Student Information template
- Attachment H – Return to School Information for Parent/Guardian*
- Attachment J1 – Recommendations for RARD Completion on iSTAR
- Attachment K – Sign-in Sheet Template for Meeting
- Attachment M – Suicide Prevention Awareness for Parents/Caregivers*
- Attachment N – Self-Injury Awareness for Parents/Caregivers*

PURPOSE: The purpose of this bulletin is to outline administrative procedures for intervening with suicidal and self-injurious students and offer guidelines to school site crisis teams in the aftermath of a student death by suicide.

BACKGROUND: In 2015, LAUSD’s Youth Risk Behavior Survey indicated that: over 30% of high school students reported a prolonged sense of sadness or hopelessness every day for two or more continuous weeks; over 22% of middle school and 14% of high school students seriously considered attempting suicide; and 9.1% of middle school and 8.4% of high school students actually attempted suicide.

Suicide is a serious public health problem that takes an enormous toll on families, students, employees and communities. Suicide prevention involves the collective efforts of families/caregivers, the school community, mental health practitioners, local community organizations, and related professionals to reduce the incidence of suicide through education, awareness, and services. School personnel are instrumental in helping students and their families by identifying students at-risk and linking them to school and community mental health resources.

GUIDELINES: I. DEFINITIONS

Self-Injury
Self-injury is the deliberate act of harming one’s own body, through means such as cutting or burning. Although self-injury often lacks suicidal intent, youth who self-injure are more likely to attempt suicide. For this reason, it is
crucial that students who engage in self-injury are assessed for suicide risk. Self-injury is an unhealthy way to cope with emotional pain, intense anger or frustration.

**Warning Signs**

Warning signs are behaviors that signal the possible presence of suicidal thinking. They might be regarded as cries for help or invitations to intervene. Warning signs indicate the need for an adult to immediately ascertain whether the student has thoughts of suicide or self-injury. Warning signs include: suicide threat (direct or indirect); suicide notes and plans; prior suicidal behavior; making final arrangements; preoccupation with death; and changes in behavior, appearance, thoughts and/or feelings.

### II. RESPONSIBILITIES OF DISTRICT EMPLOYEES

All employees are expected to:
- Inform the school site administrator/designee immediately or as soon as possible of concerns, reports or behaviors relating to student suicide and self-injury.
- Adhere to the Suicide Prevention, Intervention and Postvention (SPIP) policy.

**A. Administrator or Designee should:**
1. Respond to reports of students at risk for suicide or exhibiting self-injurious behaviors immediately or as soon as possible.
2. Monitor and follow-up to ensure that the risk has been mitigated through support and resources.
3. Ensure that the SPIP policy is implemented.
4. Provide follow-up to relevant staff such as Local District Operations, as needed.
5. Update iSTAR, as needed.

**B. Local District Administrators and Staff should:**
1. Be responsible for providing training and adherence for the SPIP policy.
2. Designate Local District staff to ensure the implementation of the SPIP policy and provide guidance and support, as needed, to the school site.

**C. District Office Staff should:**
1. Support the SPIP policy by assisting Local Districts and schools with guidance and consultation, as needed.

### III. PREVENTION

Suicide prevention involves school-wide activities and programs that enhance connectedness, contribute to a safe and nurturing environment, and strengthen protective factors that reduce risk for students. Suicide prevention
includes:
A. Promoting positive school climate by reinforcing the BUL-6231.0, *Discipline Foundation Policy: School-wide Positive Behavior Intervention Support*.
B. Increasing staff, student and parent/guardian knowledge and awareness of risk factors and warning signs of youth suicide and self-injury.
C. Monitoring students’ emotional state and well-being, as well as engaging students by providing structure, guidance, and fair discipline.
D. Modeling and teaching desirable skills and behavior.
E. Promoting access to school and community resources.

IV. **INTERVENTION: PROTOCOL FOR RESPONDING TO STUDENTS AT RISK FOR SUICIDE**

The following are general procedures for the administrator/designee to respond to reports of students at risk for suicide or exhibiting self-injurious behaviors. **For an abbreviated version of the protocol outlined below, see Attachment A1 - Protocol for Responding to Students At Risk for Suicide.**

The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed.

A. **Respond Immediately**
   1. Report concerns or incidents to the administrator/designee immediately or as soon as possible. Make direct contact with the administrator/designee. For example, do not wait until the end of the day or leave a note, send an e-mail, or leave a voicemail without ensuring that the message was received.
   2. Supervise the student at all times. Ensure that any student sent to the office for assessment is accompanied by a staff member, not a student.

B. **Secure the Safety of the Student**
   1. For immediate, emergency life threatening situations call 911.
   2. Supervise the student at all times.
   3. If appropriate, conduct an administrative search of the student to ensure there is no access to means, such as razor blades or pills.
   4. If a student is agitated, unable to be contained or there is a need for immediate assistance, contact the LASPD at (213) 625-6631 or the local law enforcement agency.
   5. District employees should not transport students. This does not pertain to LASPD officers.
   6. If the school receives information that the student may pose a danger to self and/or others but is not in attendance, contact LASPD or local law enforcement to conduct a welfare check to determine the safety and well-being of the student.
C. **Assess for Suicide Risk**

1. The administrator/designee or designated school site crisis team member should gather essential background information that will help with assessing the student’s risk for suicide (e.g., what the student said or did, information that prompted concern or suspicion, copies of any concerning writings, drawings, text messages, social media, or previous iSTAR history).

2. The administrator/designee or the designated school site crisis team member should meet with the student to complete a risk assessment. Based on the information gathered and assessment of the student, the assessing party should collaborate with at least one other designated school site crisis team member to determine the level of risk. **See Attachment B - Suicide Risk Assessment Tool for questions to ask, levels of risk, definitions, and warning signs.**

3. If the assessing party makes phone calls for consultation, these should be made in a confidential setting and not in the presence of the student of concern. The student should be supervised at all times by another designated staff member.

*The privacy of all students should be protected at ALL times. Disclose information only on right to know and need to know basis.*

D. **Communicate with Parent/Guardian**

The administrator/designee or designated school site crisis team member should contact the parent/guardian or consult the emergency card for an appropriate third party. When communicating with parent/guardian:

1. Share concerns and provide recommendations for safety in the home (e.g., securing/removing firearms, medications, cleaning supplies, cutlery, razor blades).

2. If the student is transported to the hospital, communicate a plan for re-entry pursuant to **Attachment E – Student Re-Entry Guidelines**. Complete and provide parent/guardian **Attachment H – Return to School Information for Parent/Guardian** which outlines steps to facilitate a positive transition back to school.

3. Provide school and/or local community mental health resources, including the nearest SMH Clinic or District Wellness Center. Students with private health insurance should be referred to their provider.

4. Facilitate contact with community agencies and follow-up to ensure access to services.

5. Provide a copy of **Attachment M - Suicide Prevention Awareness for Parents/Caregivers** or **Attachment N - Self-Injury Awareness for Parents/Caregivers**.

6. Obtain parent/guardian permission to release and exchange information with community agency staff using **Attachment F – Parent/Guardian Authorization for Release/Exchange of Information**.
E. Determine Appropriate Action Plan

The assessing party should collaborate with at least one other designated school site crisis team member to determine appropriate action(s) based on the level of risk. Refer to Attachment C - Suicide Risk Assessment Levels, Warning Signs & Action Plan Options. Action items should be based upon the severity and risk of suicide. There are circumstances that might increase a student’s suicide risk. Examples may include bullying, suspension, expulsion, relationship problems, significant loss, interpersonal conflict, or sexual orientation/gender bias (see Section VIII- Responding to Students Who May Be Lesbian, Gay Bisexual, Transgender, Queer/Questioning). The action plan determined should be documented and managed by the school site administrator/designee. Actions may include:

1. Develop a safety plan. A safety plan is a prioritized list of coping strategies and resources that a student may use before, during, or after a suicidal crisis. See Attachment D1– Recommendations for Developing a Student Safety Plan and D2 – Student Safety Plan template.
   a. Throughout the safety planning process, the likelihood of the student implementing the steps should be assessed and potential obstacles should be identified. A collaborative problem solving approach should be used to address any potential barriers to the student utilizing the safety plan.
   b. If the student enrolls in a new school, the safety plan should be reviewed with the new school site crisis team to ensure continuum of care and revised as needed.

2. Follow student re-entry guidelines. See Attachment E, Student Re-entry Guidelines for a checklist of action items to consider and Attachment K, Sign-in Sheet Template for Meeting to document participation in any re-entry or safety planning meeting.
   a. A student returning to school following psychiatric evaluation or hospitalization, including psychiatric and drug/alcohol inpatient treatment, must have written permission by a licensed California health care provider to attend school (see Attachment I - Medical Clearance for Return to School).
   b. If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator/designee may consider holding a re-entry meeting with key support staff, parents, and student to facilitate a successful transition.
   c. As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program (see BUL-5577.1 Counseling and Educationally Related Intensive Counseling Services (ERICS) for Students with Disabilities).
3. Mobilize a support system and provide resources. See Attachment P - Resource Guide.
   a. Connect student and family with social, school and community supports.
   b. For mental/physical health services, refer the student to School Mental Health, the nearest Wellness Center, a community resource provider, or their health care provider.

4. Monitor and manage.
   a. The administrator/designee should monitor and manage the case as it develops and until it has been determined that the student no longer poses an immediate threat to self.
   b. Maintain consistent communication with appropriate parties on a need to know basis.
   c. If the parent/guardian is not following the safety recommendations, a suspected child abuse report may be filed. See BUL-1347.3 - Child Abuse and Neglect Reporting Requirements.

F. Important Considerations
   The following are clarifications of some of the action plan options noted above:

1. When Certificated Staff Accompany a Student to the Hospital
   If PMRT or law enforcement determines that the student will be transported to an emergency hospital/medical facility, the school site administrator should designate a certificated staff member to accompany the student if:
   a. The student requests the presence of a staff member.
   b. The school is unable to make contact with the parent/guardian.
   c. Parent/guardian is unavailable to meet the student at the hospital.
   d. Deemed appropriate pursuant to circumstances, such as age, developmental level, or pertinent historical student information.

2. Providing Information for a Psychiatric Evaluation
   If the student will be transported, the assessing party should complete Attachment G2 – Summary of Relevant Student Information, indicating summary of incident and pertinent historical information. This document should be provided to PMRT or law enforcement prior to transporting to an emergency hospital. For information on how to complete Attachment G2, refer to Attachment G1 – Completion of the Summary of Relevant Student Information.

G. Document All Actions
   1. The administrator/designee shall maintain records and documentation of actions taken at the school for each case by completing an incident report and Risk Assessment Referral Data (RARD) in the Incident System Tracking Accountability Report (iSTAR). For information on completing iSTAR reports with the issue type Suicidal Behavior, see
Attachment J1 – Recommendations for RARD Completion on iSTAR.

2. When documenting in iSTAR, include the 10-digit student identification number for the student in the Persons Involved tab. Any previous reports involving the student entered will be displayed in this tab, which may influence additional safety and action planning.

3. If the student is assessed by a member of the school site crisis response team who does not have reporting access to iSTAR, the school site crisis team member should complete Attachment J2 – RARD and submit it to the school site administrator within 24 hours or by the end of the next school day, for submission on iSTAR. The RARD should not be mailed to School Mental Health.

4. Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student’s cumulative records.

5. If a student for whom a RARD has been completed transfers to a school within or outside the District, the sending school may contact the receiving school to share information and concerns, as appropriate, to facilitate a successful supportive transition. To ensure a continuum of care within the District, a safety plan with the new school’s crisis team should be developed.

V. INTERVENTION: PROTOCOL FOR RESPONDING TO STUDENTS WHO SELF-INJURE

Self-injury is the deliberate act of harming one’s own body, through means such as cutting or burning. Although self-injury often lacks suicidal intent, youth who self-injure are more likely to attempt suicide. Therefore, it is important to assess students who cut or exhibit any self-injurious behaviors for suicidal ideation. For an abbreviated version of the protocol outlined below, see Attachment A2 - Protocol for Responding to Students Who Self-Injure.

A. Warning Signs of Self-Injury

- Frequent or unexplained bruises, scars, cuts or burns
- Consistent, inappropriate use of clothing to conceal wounds (e.g., long sleeves or turtlenecks, especially in hot weather; bracelets to cover the wrists; not wanting to change clothing for Physical Education).
- Possession of sharp implements (e.g., razor blades, shards of glass, thumb tacks)
- Evidence of self-injury (e.g., journals, drawings, social networking sites)

B. Protocol for Responding to a Student who Self-Injures

1. Respond immediately or as soon as possible.
2. Supervise the student.
3. Conduct an administrative search of student for access to means.
4. Assess for suicide risk using the protocol outlined in Section IV.
5. Communicate with and involve the parent/guardian, even if the student is not suicidal, so the behavior may be addressed as soon as possible. **Provide handout Attachment N - Self-Injury Awareness for Parents/Caregivers.**
6. Encourage appropriate coping and problem-solving skills; do not shame the student about engaging in self-injury.
7. Listen calmly and with empathy; reacting in an angry, shocked or shaming manner may increase self-injurious behaviors.
8. Develop a safety plan with the student. **See Attachment D1– Recommendations for Developing a Student Safety Plan and D2 – Student Safety Plan template.**
9. Provide resources. **See Attachment P – Resource Guide.**
10. Document all actions in the RARD on iSTAR; include student identification number in the Persons Involved tab of iSTAR.

C. **Self-Injury and Contagion**
Self-injurious behaviors may be imitated by other students and can spread across grade levels, peer groups and schools. The following are guidelines for addressing self-injurious behaviors among a group of students:
1. Respond immediately or as soon as possible.
2. Respond individually to students, but try to identify peers and friends who may also be engaging in self-injurious behaviors.
3. As students are identified, they should be supervised in separate locations.
4. Each student should be assessed for suicide risk individually using the protocol outlined in Section IV.
5. If the self-injurious behavior involves a group of students, the assessment of each student individually will often identify a student whose behaviors have encouraged the behaviors of others. This behavior may be indicative of more complex mental health issues for this particular student.

D. **Other Considerations for Responding to Self-Injury and Contagion**
The following are guidelines for how to respond as a school community when addressing self-injurious behaviors among a group of students:
1. Self-injury should be addressed with students individually and never in group settings, such as student assemblies, public announcements, school newspapers, or the classroom.
2. When self-injurious behaviors are impacting the larger school community, schools may respond by inviting parent(s)/guardian(s) to an informational parent meeting at the school. Considerations should be made for supervising students and children during this time. The meeting should be reserved for parent(s)/guardian(s) only (see Attachment O – Sample Letter to Parent/Guardian RE: Self-
Injury).
3. Consult and work with the Office of Communications (213) 241-6766 for dissemination of information regarding a parent meeting or other media matters, as needed.

VI. SUSPECTED CHILD ABUSE OR NEGLECT

If child abuse or neglect by a parent/guardian is suspected or there is reasonable suspicion that contacting the parent/guardian may escalate the student’s current level of risk, or the parent/guardian is contacted and unwilling to respond, report the incident to the appropriate child protective services agency following the District’s Child Abuse and Neglect Reporting Requirements, BUL-1347.3. This report should include information about the student’s suicide risk level and any concerning ideations or behaviors. The reporting party must follow directives provided by the child protective services agency personnel.

VII. RESPONDING TO STUDENTS WITH DISABILITIES

For students with disabilities whose behavioral and emotional needs are documented to be more intense in frequency, duration, or intensity; affect their ability to benefit from their special education program; and are manifested at the school, at home, and in the community, follow guidelines as indicated in BUL-5577.1 Counseling and Educationally Related Intensive Counseling Services (ERICS) for Students with Disabilities and contact the Division of Special Education ERICS Department at (213) 241-8303 for assistance.

Self-injurious behaviors may be exhibited by students with profound disabilities without being indicative of suicide or suicidal ideation. Please follow District guidelines as indicated in BUL-6269.0, Multi-Tiered System of Behavior Support for Students with Disabilities and contact the Division of Special Education at (213) 241-6701 for further assistance.

VIII. RESPONDING TO STUDENTS WHO MAY BE LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER/QUESTIONING (LGBTQ)

LGBTQ youth who are targets of bias, bullying or rejection at home or at school have elevated rates of suicidality, compared to non-LGBTQ youth. LGBTQ students with rejecting families have an eight-fold increased risk for suicidal ideation than do LGBTQ students with accepting families.

When working with LGBTQ youth, the following should be considered:
A. Assess the student for suicide risk using the protocol in Section IV.
B. Do not make assumptions about a student’s sexual orientation or gender identity. The risk for suicidal ideation is greatest among students who are struggling to hide or suppress their identity.
C. Be affirming. Students who are struggling with their identity are on alert
for negative or rejecting messages about sexual orientation and gender identity.

D. Do not “out” students to anyone, including parent(s)/guardian(s). Students have the right to privacy about their sexual orientation or gender identity.

E. Provide LGBTQ-affirming resources (see Attachment P – Resource Guide).

F. Ensure safe campuses (see BUL-6224.1 Transgender Students - Ensuring Equity and Nondiscrimination).

IX. OTHER RELATED MATTERS

A. Responding to Threats and School Violence
   For matters related to students exhibiting suicidal ideation and threatening or violent behaviors towards others, follow guidelines as indicated in BUL-5799.0 Threat Assessment and Management (Student-to-Student, Student-to-Adult) or contact the Local District Operations staff. If immediate assistance is needed, contact LASPD or local law enforcement.

B. Responding to Bullying and Hazing
   For matters related to students expressing suicidal ideation in conjunction with reports of bullying or hazing, additional guidelines indicated in BUL-5212.2 Bullying and Hazing Policy (Student-to-Student and Student-to-Adult) should be followed or contact the Local District Operations staff.

C. Responding to Hate Violence
   For matters related to students expressing suicidal ideation in conjunction with reports of hate-motivated violence, additional guidelines indicated in BUL-2047.1 Hate-Motivated Incidents and Crimes – Response and Reporting should be followed or contact the Local District Operations staff.

X. POSTVENTION: PROTOCOL FOR RESPONDING TO A STUDENT DEATH BY SUICIDE

The following are general procedures for the administrator/designee in the event of a death by suicide. See Attachment L, Postvention: Protocol for Responding to a Student Death by Suicide for an abbreviated version of the protocol indicated below.

A. Gather Pertinent Information
   1. Confirm cause of death is the result of suicide, if this information is available.
   2. The administrator/designee should designate a certificated staff member to be the point of contact with the family of the deceased. Information about the cause of death should not be disclosed to the school community until the family has consented to disclosure.
B. Notify on a Need to Know Basis
   1. Local District Operations Staff.
   2. Office of Communications (213) 241-6766.
   3. Other offices, as appropriate (see Attachment P - Resource Guide).

C. Mobilize the School Site Crisis Team
   Concerns and wishes of family members regarding disclosure of the death and cause of death should be taken into consideration when providing facts to students, staff and parents/guardians.
   1. Assess the extent and degree of psychological trauma and impact to the school community (see BUL-5800.0 Crisis Preparedness, Response and Recovery for protocol on responding to school-wide crisis).
   2. Develop an action plan and assign responsibilities.
   3. Establish a plan to notify staff of the death, once consent is obtained by the family of the deceased.
      a. Notification of staff is recommended as soon as possible (e.g., optional emergency meeting before or after school).
      b. To dispel rumors, share accurate information and all known facts about the death that the family has approved to be shared.
      c. Emphasize that no one person or event is to blame for suicide. Suicide is complex and cannot be simplified by blaming individuals, drugs, music, school or bullying.
      d. Allow staff to express their own reactions and grief; identify anyone who may need additional support and provide resources.
   4. Establish a plan to notify students of the death, once consent is obtained from the family of the deceased.
      a. Discuss plan for notification of students in small group settings, such as the classroom. Do not notify students using a public announcement system.
      b. Provide staff with a script of information to be shared with the students, recommendations for responding to possible student reactions and questions, and activities to help students process the information (e.g., writing, drawing, or referral to crisis counselor).
      c. Review student support plan, making sure to clarify procedures and locations for crisis counseling.
   5. Establish a plan to notify other parents/guardians of the death, once consent is obtained from the family of the deceased. Consult with LD Operations when preparing the death notification letter for parents/guardians.
   6. Define triage procedures for students and staff who may need additional support in coping with the death. Refer to BUL-5800.0 Crisis Preparedness, Response and Recovery for actions to consider, including:
      a. Identify a lead school site crisis response staff member to assist with coordination of crisis counseling and support services.
b. Identify locations on campus to provide crisis counseling to students, staff and parents/guardians.

c. Request substitute teachers.

d. Maintain sign-in sheets and documentation on individuals serviced for follow-up (refer to BUL-5800.0 Crisis Preparedness, Response and Recovery, for crisis response forms).

e. Provide students, staff or parents/guardians with after-hours resource numbers such as the 24/7 Suicide Prevention Crisis Line (877) 727-4747 (see Attachment P - Resource Guide).

f. Request crisis counseling support from Local District Operations.

7. Refer students or staff who require a higher level of care for additional services such as School Mental Health, a community mental health provider, or their health care provider. Indicators of students and staff in need of additional support or referral may include the following:

a. Persons with close connections to the deceased (e.g., close friends, siblings, relatives, teacher).

b. Persons who experienced a loss over the past six months to a year, experienced a traumatic event, witnessed acts of violence, or have a loved one who has died by suicide.

c. Persons who appear emotionally over-controlled (e.g., a student who was very close to the deceased but who is exhibiting no emotional reaction to the loss) or those who are angry when majority are expressing sadness.

d. Persons unable to control crying.

e. Persons with multiple traumatic experiences. These individuals may have strong reactions that require additional assistance.

D. Document

The administrator/designee shall maintain records and documentation of actions taken at the school by completing an incident report and RARD in iSTAR. For information on completing iSTAR reports with the issue type Suicidal Behavior, see Attachment J1 – Recommendations for RARD Completion on iSTAR.

E. Monitor and Manage

1. The administrator/designee, with support from the school crisis team, should monitor and manage the situation as it develops to determine follow up actions.

2. Maintain consistent communication with appropriate parties.

3. Update all actions taken at the school in iSTAR.

F. Important Considerations

1. Memorials

Memorials or dedications to a student who has died by suicide should not glamorize or romanticize the student or the death. If students
initiate a memorial, the administrator/designee should offer guidelines for a meaningful, safe approach to acknowledge the loss. Some considerations for memorials include:

a. Memorials should not be disruptive to the daily school routine.

b. Monitor memorials for content.

c. Placement of memorials should be time limited. For example, they may be kept in place until the funeral services, after which the memorial items may be offered to the family upon review of appropriateness of items by administrator/designee.

2. Social Networking
Students may often turn to social networking as a way to communicate information about the death; this information may be accurate or rumored. Many also use social networking as an opportunity to express their thoughts about the death and about their own feelings regarding suicide. Some considerations in regard to social networking include:

a. Encourage parents/guardians to monitor internet postings regarding the death, including the deceased’s personal profile or social media.

b. Social networking sites may contain rumors, derogatory messages about the deceased or other students. Such messages may need to be addressed. In some situations, postings may warrant notification to parents/guardians or law enforcement (see BUL-5688.1 Social Media Policy for Employees and Associated Persons).

3. Suicide Contagion
Suicide contagion is a process by which the exposure to suicide or suicidal behaviors of one or more may influence others to attempt or die by suicide. Some considerations for preventing suicide contagion are:

a. Identify students who may be at an increased risk for suicide, including those who have a reported history of attempts, are dealing with known stressful life events, witnessed the death, are friends with or related to the deceased.

b. Refer student for mental health services (see Attachment P – Resource Guide).

c. Monitor media coverage. Consult and work with the Office of Communications (213) 241-6766 for dissemination of information, as needed.

4. School Culture and Events
It is important to acknowledge that the school community may experience a heightened sense of loss in the aftermath of a death by suicide when significant events transpire that the deceased student would have been a part of, such as culmination, prom or graduation. Depending on the impact, such triggering events may require planning for additional considerations and resources.
XIII. CONFIDENTIALITY

All student matters are confidential and may not be shared, except with those persons who need to know. Personnel with the need to know shall not re-disclose student information without appropriate legal authorization. Information sharing should be within the confines of the District’s reporting procedures and investigative process.

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

California Civil Code sections 56-56.10, 1798;
California Constitution Article 1, §28(c);
California Education Code §32210 et seq.;
California Education Code §35160;
California Education Code §44808;
California Education Code §48900 et seq.;
California Education Code §48950;
California Education Code sections 49060 et seq.;
California Health & Safety Code sections 123100-123149.5, 124260;
California Penal Code §626 et seq.;
California Code of Civil Procedure §527.6;
Family Educational Rights and Privacy Act;
Health Insurance Portability and Accountability Act; and
Los Angeles Municipal Code §63.94.

RELATED RESOURCES:

BUL-5212.2, Bullying and Hazing Policy (Student-to-Student and Student-to-Adult), November 26, 2014.
BUL-5800.0, Crisis Preparedness, Response and Recovery, October 12, 2015
BUL-6231.0, Discipline Foundation School-Wide Positive Behavior Intervention Support (SWPBIS), February 14, 2014.
BUL-6269.0, Multi-Tiered System of Behavior Support for Students with Disabilities, April 7, 2014.
BUL-5799.0, Threat Assessment and Management, July 12, 2012.
BUL-6224.1, Transgender Students - Ensuring Equity and Nondiscrimination, September 15, 2014.

ATTACHMENTS:

Attachment A1 – Protocol for Responding to Students at Risk for Suicide
Attachment A2 – Protocol for Responding to Students Who Self-Injure
Attachment B – Suicide Risk Assessment Tool
Attachment C – Suicide Risk Assessment Levels, Warning Signs & Action Plan Options
Attachment D1 – Recommendations for Developing a Student Safety Plan
Attachment D2 – Student Safety Plan template
Attachment E – Student Re-Entry Guidelines
Attachment F – Parent/Guardian Authorization for Release/Exchange of Information
Attachment G1 – Completion of the Summary of Relevant Student Information
Attachment G2 – Summary of Relevant Student Information template
Attachment H – Return to School Information for Parent/Guardian
Attachment I – Medical Clearance for Return to School
Attachment J1 – Recommendations for RARD Completion on iSTAR
Attachment J2 – Risk Assessment Referral Data (RARD)
Attachment K – Sign-in Sheet Template for Meeting
Attachment L – Postvention: Protocol for Responding to a Student Death by Suicide
Attachment M – Suicide Prevention Awareness for Parents/Caregivers
Attachment N – Self-Injury Awareness for Parents/Caregivers
Attachment O – Sample Letter to Parent/Guardian RE: Self-Injury
Attachment P – Resource Guide

**ASSISTANCE:**

For assistance and information, please contact any of the following offices:

**LAUSD RESOURCES**

*Crisis Counseling and Intervention Service, School Mental Health* (213) 241-3841 - for assistance with threat assessments, suicide prevention and mental health issues.

*Division of Special Education* (213) 241-8051- for assistance with cases involving students with disabilities.

*Education Equity Compliance Office* (213) 241-7682 – for assistance with alleged student discrimination and harassment complaints.

*Human Relations, Diversity and Equity* (213) 241-5337 – for assistance with issues of bullying, conflict resolution, and diversity trainings.

*Los Angeles School Police Department* (213) 625-6631 – for assistance with any law enforcement matters.

*Office of Communications* (213) 241-6766 – for assistance with media requests.

*Office of General Counsel* (213) 241-7600 – for assistance/consultation regarding legal issues.

*School Operations Division* (213) 241-5337 – for assistance with school operations and procedures concerning students and employees.

**EMERGENCY RESOURCES (NON-LAUSD)**

*Los Angeles County Department of Mental Health ACCESS* (800) 854-7771 – collaborates with Crisis Counseling & Intervention Services for the administration and coordination of all mental health and law enforcement mobile response services in the event of a critical incident, including Psychiatric Mobile Response Teams (PMRT) and School Threat Assessment Response Teams (START). These teams respond to schools, offices, and homes.

*Valley Coordinated Children’s Services* (818) 708-4500 – a County funded
resource to provide crisis intervention, assessment, short term stabilization and treatment, and evaluation and referral for psychiatric mobile response team. This agency serves children ages 3 - 17 years old in the San Fernando Valley.

Mental Evaluation Unit (MEU), including Staff Management Advisory and Response Team (SMART) (213) 996-1300 or 1334 – for law enforcement and mental health response, when an individual is a flight risk, violent, or high risk for harm to self or others.

National Suicide Prevention Lifeline (800) 273-8255 – a 24-hour crisis line for individuals who are contemplating, threatening, or attempting suicide, including their family and friends.

Suicide Prevention Crisis Line (877) 727-4747 – a 24-hour crisis line for individuals who are contemplating, threatening, or attempting suicide, including their family and friends.

For more resources and information, including online resources, see Attachment P - Resource Guide.
PROTOCOL FOR RESPONDING TO STUDENTS AT RISK FOR SUICIDE

The following is a summary checklist of general procedures for the administrator/designated school site crisis team member to respond to any reports of students exhibiting suicidal behavior/ideation. For a complete description of each procedure, refer directly to Section IV of Bulletin 2637.2.

The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed.

A. ☐ RESPOND IMMEDIATELY
   ☐ Report concerns to administrator/designee immediately or as soon as possible.
   ☐ Do not leave the student unsupervised.

B. ☐ SECURE THE SAFETY OF THE STUDENT
   ☐ Supervise the student at all times.
   ☐ Conduct an administrative search for access to means to hurt themselves.
   ☐ If appropriate, contact LASPD, local law enforcement, the Los Angeles County Department of Mental Health or consult with Crisis Counseling and Intervention Services, School Mental Health.

C. ☐ ASSESS FOR SUICIDE RISK (see Attachment B, Suicide Risk Assessment Tool)
   ☐ Administrator/designee or designated school site crisis team member gathers essential background information.
   ☐ Administrator/designee or designated school site crisis team member meets with the student at risk for suicide.
   ☐ The assessing party should collaborate with at least one other designated school site crisis team member to determine level of risk. See Table 1, Levels of Suicide Risk in BUL-2637.2.

D. ☐ COMMUNICATE WITH PARENT/GUARDIAN
   ☐ Share concerns & provide recommendations for safety.
   ☐ Communicate a plan for re-entry.
   ☐ Provide resources and parent/caregiver handout.

E. ☐ DETERMINE APPROPRIATE ACTION PLAN (see Table 2, Action Plan in BUL-2637.2)
   ☐ Determine action plan based on level of risk.
   ☐ Develop a safety plan.
   ☐ Follow student re-entry guidelines.
   ☐ Mobilize a support system and provide resources.
   ☐ Monitor and manage.

F. ☐ IMPORTANT CONSIDERATIONS
   ☐ When Certificated Staff Accompany a Student to the Hospital
   ☐ Providing Information for a Psychiatric Evaluation

G. ☐ DOCUMENT ALL ACTIONS (Maintain records and complete RARD on iSTAR within 24 hours.)

Suspected Child Abuse or Neglect
If child abuse or neglect by a parent/guardian is suspected or there is reasonable suspicion that contacting the parent/guardian may escalate the student’s current level of risk, or the parent/guardian is contacted and unwilling to respond, report the incident to the appropriate child protective services agency following the District’s Child Abuse and Neglect Reporting Requirements, BUL-1347.3, dated August 19, 2016. This report should include information about the student’s suicide risk level and any concerning ideations or behaviors. The reporting party must follow directives provided by the child protective services agency personnel.
PROTOCOL FOR RESPONDING TO STUDENTS WHO SELF-INJURE

The following is a summary checklist of general procedures for the administrator/designated school site crisis team member to respond to any reports of students exhibiting self-injurious behavior. For a complete description of each procedure, refer directly to Section V of Bulletin 2637.2.

The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed.

NOTE: Self-injurious behaviors may be exhibited by students with profound disabilities without being indicative of suicide or suicidal ideation. Please follow District guidelines as indicated in BUL-6269.0, Multi-Tiered System of Behavior Support for Students with Disabilities and contact the Division of Special Education at (213) 241-6701 for further assistance.

A. KNOW THE WARNING SIGNS OF SELF-INJURY
   - Report concerns to administrator/designee immediately or as soon as possible.
   - Do not leave the student unsupervised.

B. PROTOCOL
   - Respond immediately or as soon as possible.
   - Supervise the student.
   - Conduct an administrative search for access to means.
   - Assess for suicide risk using the protocol outlined in Section IV of the bulletin.
   - Communicate with parent/guardian.
   - Encourage appropriate coping and problem-solving skills.
   - Develop a safety plan with student.
   - Provide resources.
   - Document all actions. (Maintain records and complete RARD on iSTAR within 24 hours.)

C. SELF-INJURY AND CONTAGION
   - Respond immediately or as soon as possible.
   - Respond individually to students, but try to identify peers that may be engaging in similar behavior.
   - Supervise students in separate locations and assess individually using the protocols outlined in Section IV of BUL-2637.2.

D. OTHER CONSIDERATIONS FOR RESPONDING TO SELF-INJURY AND CONTAGION
   - Self-injury should be addressed individually, never in settings such as student assemblies, public announcements, or groups.
   - When self-injury impacts the school community, consider hosting a parent/guardian meeting for awareness and psycho-education.
   - Consult and work with Office of Communications as needed.

Suspected Child Abuse or Neglect
If child abuse or neglect by a parent/guardian is suspected or there is reasonable suspicion that contacting the parent/guardian may escalate the student’s current level of risk, or the parent/guardian is contacted and unwilling to respond, report the incident to the appropriate child protective services agency following the District’s Child Abuse and Neglect Reporting Requirements, BUL-1347.3, dated August 19, 2016. This report should include information about the student’s suicide risk level and any concerning ideations or behaviors. The reporting party must follow directives provided by the child protective services agency personnel.
### SUICIDE RISK ASSESSMENT TOOL

**Student Name/DOB:** ________________________________  **Location:** ________________________________  **Date:** _____________

The purpose of this checklist is to determine a student’s level of suicide risk. The assessing party should be the administrator/designee or school site crisis team member(s).

**DIRECTIONS:** For the items with the **ASK** specification, please directly pose these questions to the student. Take note of the student’s responses in the space provided and mark the check boxes, as appropriate. The * indicates *Unable to Assess*. The items with the **ASSESS** specification should not be asked directly, but rather explored by the assessing party to gather additional background information. Gathering of additional information may also include interviewing other involved individuals, reviewing student history, and referring to other data gathering sources (i.e. MiSIS, iSTAR, teacher reports/observations).

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ASSESSMENT QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Current Problem/Situation</td>
<td><strong>ASK:</strong> Tell me what happened.</td>
</tr>
</tbody>
</table>
| 2. Current Ideation | **ASK:** Are you thinking about suicide/killing yourself now?  
**ASK:** How long have you been feeling this way?  
| 3. Communication of Intent | **ASSESS:** Has the student communicated directly or indirectly ideas or intent to harm/kill themselves? (Communications may be verbal, non-verbal, electronic, written. Please note that electronic communications may include texting and social media.)  
Indicate what was said and how this was communicated.  
**ASK:** Have you ever shared your thoughts about suicide with anyone else?  
**ASK:** To whom? What did they say when you told them? |
| 4. Plan | **ASK:** Do you have a plan to harm/kill yourself now?  
**ASK:** What is your plan? |
| 5. Means and Access | **ASK:** Do you have access to weapons, guns, medication?  
**ASSESS:** Does the student have the means/access to kill themselves?  
**ASSESS:** Indicate means and access. |
| 6. Past Ideation | **ASK:** Have you ever had thoughts of suicide in the past?  
**ASK:** How long ago? Tell me what happened then. |
<table>
<thead>
<tr>
<th>7. Previous Attempts</th>
<th><strong>ASK:</strong> Have you ever tried to kill yourself?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>ASK:</strong> How long ago?</td>
</tr>
<tr>
<td></td>
<td><strong>ASK:</strong> What did you do? What happened?</td>
</tr>
<tr>
<td>8. Changes in Mood / Behavior</td>
<td><strong>ASK:</strong> In the past year, have you ever felt so sad that you stopped doing things you usually do or things that you enjoy?</td>
</tr>
<tr>
<td></td>
<td><strong>ASK:</strong> What are the activities you no longer do?</td>
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<tr>
<td></td>
<td><strong>ASSESS:</strong> Has the student demonstrated abrupt changes in behaviors? Describe.</td>
</tr>
<tr>
<td></td>
<td><strong>ASSESS:</strong> Has the student demonstrated recent, dramatic changes in mood and/or appearance? Describe.</td>
</tr>
<tr>
<td>9. Stressors</td>
<td><strong>ASK:</strong> Has anyone close to you ever died by suicide? Who? How long ago? How?</td>
</tr>
<tr>
<td></td>
<td><strong>ASK:</strong> Has someone close to you died recently or have you been separated from someone who is important to you? (e.g., death, parent separation/divorce, relationship breakup)</td>
</tr>
<tr>
<td></td>
<td><strong>ASK:</strong> Has anything stressful/traumatic happened to you? (e.g. domestic violence, community violence, natural disaster)</td>
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<tr>
<td></td>
<td><strong>ASK:</strong> Have you experienced victimization or been the target of bullying/harassment/discrimination? Describe.</td>
</tr>
<tr>
<td>10. Mental Illness</td>
<td><strong>ASSESS:</strong> Does the student have a history of mental illness (e.g. depression, conduct or anxiety disorder)?</td>
</tr>
<tr>
<td>11. Substance Use</td>
<td><strong>ASK:</strong> Do you use alcohol or drugs? Which ones? How often? How much?</td>
</tr>
<tr>
<td>12. Protective Factors</td>
<td><strong>ASK:</strong> Do you have an adult at school that you can go to for help?</td>
</tr>
<tr>
<td></td>
<td><strong>ASK:</strong> Do you have an adult outside of school, such as at home or in the community, that you can go to for help?</td>
</tr>
<tr>
<td></td>
<td><strong>ASK:</strong> What are your plans for the future?</td>
</tr>
<tr>
<td></td>
<td><strong>ASSESS:</strong> Can the student readily name plans for the future, indicating a reason to live?</td>
</tr>
</tbody>
</table>
**ASSESSMENT RESULTS:**

<table>
<thead>
<tr>
<th>RISK LEVEL/DEFINITION</th>
<th>WARNING SIGNS MAY INCLUDE:</th>
</tr>
</thead>
</table>
| □ No Known Current Risk | • No known history of suicidal ideation/behavior or self-injurious behavior  
|                        | • No current evidence of depressed mood/affect. For example, statement made was a figure of speech, intended as a joke, or was a repetition of song lyrics or movie script. |
| No known current evidence of suicidal ideation | |
| □ Low Risk | • Passing thoughts of suicide; evidence of thoughts may be found in notebooks, internet postings, drawings  
| Does not pose imminent danger to self; insufficient evidence for suicide risk. | • No plan  
| | • No history of previous attempts  
| | • No means or access to weapons  
| | • No recent losses  
| | • No alcohol/substance abuse  
| | • Support system is in place  
| | • May have some depressed mood/affect  
| | • Sudden changes in personality/behavior (e.g., distracted, hopeless, academically disengaged) |
| □ Moderate Risk | • Thoughts of suicide  
| May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm. | • Some details indicating a plan for suicide  
| | • Unsure of intent  
| | • History of self-injurious behavior  
| | • History of previous attempts and/or hospitalization  
| | • Difficulty naming future plans or feeling hopeful  
| | • History of substance use or current intoxication  
| | • Recent trauma (e.g., loss, victimization) |
| □ High Risk | • Current thoughts of suicide  
| Poses imminent danger to self with a viable plan to do harm; exhibits extreme or persistent inappropriate behaviors; may qualify for hospitalization. | • Plan with specifics - indicating when, where and how  
| | • Access to weapons or means in hand  
| | • Making final arrangements (e.g., giving away prized possessions, goodbye messages in writing, text, or on social networking sites)  
| | • History of previous attempts or hospitalization  
| | • Isolated and withdrawn  
| | • Current sense of hopelessness  
| | • No support system  
| | • Currently abusing alcohol/substances  
| | • Mental health history  
| | • Recent trauma (e.g., loss, victimization) |

Please refer to BUL-2637.2, Section IV for guidelines on determining an appropriate follow-up/re-entry plan and for protocol on documenting actions in RARD on iSTAR.
The assessing party should collaborate with at least one other designated school site crisis team member to determine appropriate action(s) based on the level of risk. Action items should be based upon the severity and risk of suicide. There are circumstances that might increase a student’s suicide risk.

<table>
<thead>
<tr>
<th>RISK LEVEL/DEFINITION</th>
<th>WARNING SIGNS MAY INCLUDE:</th>
<th>ACTION PLAN OPTIONS:</th>
</tr>
</thead>
</table>
| □ No Known Current Risk | - No known history of suicidal ideation/behavior or self-injurious behavior  
- No current evidence of depressed mood/affect. For example, statement made was a figure of speech, intended as a joke, or was a repetition of song lyrics or movie script. | - Communicate with parent/guardian, even if it is determined that there is no current risk:  
  o Provide information regarding the incident or statement made.  
  o Explore with the parent/guardian if there are any concerning behaviors at home, school or community. If so, this might change the level of risk originally determined.  
  o Reinforce the importance of student safety and use of appropriate language.  
  o Provide Attachment L, Suicide Prevention Awareness for Parents/Caregivers handout and school/community resources, as needed.  
- Document all actions in the RARD on iSTAR; include student identification number in the Persons Involved tab of iSTAR. |
| □ Low Risk | - Passing thoughts of suicide; evidence of thoughts may be found in notebooks, internet postings, drawings  
- No plan  
- No history of previous attempts  
- No means or access to weapons  
- No recent losses  
- No alcohol/substance abuse  
- Support system is in place  
- May have some depressed mood/affect  
- Sudden changes in personality/behavior (e.g., distracted, hopeless, academically disengaged) | - Reassure and provide support to the student.  
- Communicate concerns with parent/guardian (see Section IV D), including recommendations to seek mental health services.  
- Provide Attachment M, Suicide Prevention Awareness for Parents/Caregivers handout.  
- Assist in connecting with school and community resources, including suicide prevention crisis lines.  
- Develop a safety plan that identifies caring adults, appropriate communication and coping skills (see Attachment D2, Student Safety Plan template).  
- Manage and monitor, as needed.  
- Document all actions in the RARD on iSTAR; include student identification number in the Persons Involved tab of iSTAR. |
**Moderate Risk**

May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.

- Thoughts of suicide
- Some details indicating a plan for suicide
- Unsure of intent
- History of self-injurious behavior
- History of previous attempts and/or hospitalization
- Difficulty naming future plans or feeling hopeful
- History of substance use or current intoxication
- Recent trauma (e.g., loss, victimization)

**High Risk**

Poses imminent danger to self with a viable plan to do harm; exhibits extreme or persistent inappropriate behaviors; may qualify for hospitalization.

- Current thoughts of suicide
- Plan with specifics - indicating when, where and how
- Access to weapons or means in hand
- Making final arrangements (e.g., giving away prized possessions, good-bye messages in writing, text, or on social networking sites)
- History of previous attempts or hospitalization
- Isolated and withdrawn
- Current sense of hopelessness
- No support system
- Currently abusing alcohol/substances
- Mental health history
- Recent trauma (e.g., loss, victimization)

**MODERATE & HIGH RISK ACTION PLAN RECOMMENDATIONS ARE THE SAME**

- Supervise student at all times (including restrooms).
- Reassure and provide support to the student.
- Contact the Psychiatric Mobile Response Team (PMRT) (800) 854-7771 for a mental health evaluation or LASPD at (213) 625-6631 for possible transport to an emergency hospital for a mental health evaluation.
- See Important Considerations on page 8 of BUL-2637.2 for clarification regarding accompanying a student to a hospital and providing relevant information to the evaluating psychiatrist.
- Develop a safety plan that identifies caring adults, appropriate communication and coping skills (see Attachment D2, Student Safety Plan template).
- Establish a plan for re-entry, manage and monitor, as needed (see Attachment E – Student Re-Entry Guidelines).
- Communicate concerns with parent/guardian (see Section IV E 3), including:
  - Re-entry plan and recommendations to seek mental health services,
  - Provide Attachment L - Suicide Prevention Awareness for Parents/Caregivers handout.
- Document all actions in the RARD on iSTAR; include student identification number in the Persons Involved tab of iSTAR.

Please refer to BUL-2637.2, for guidelines on determining an appropriate follow-up/re-entry plan and for protocol on documenting actions in RARD on iSTAR.

**For support and consultation, contact:**

School Mental Health Crisis Counseling and Intervention Services (SMH CCIS)
Monday-Friday (8:00 a.m.-4:30 p.m.)
(213) 241-3841

After hours, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.
A Student Safety Plan should be completed after an incident involving a student who expresses suicidal ideation, is engaging in self-harm, receives a psychiatric evaluation or is hospitalized. Initial safety planning should be developed in collaboration with the student’s input and should emphasize strategies that are practical. Complete a Safety Plan (Attachment D2) when the suicide risk assessment level is deemed low, moderate or high. Update the Safety Plan as needed.

Refer to the definitions and examples below as a guide to help a student complete their Safety Plan (Attachment D2):

**Triggers**: Any situation, person, place or thing that may elicit a negative reaction or cause the student to engage in negative behaviors/self-harm. Some examples may be: being alone at home, English class-writing about myself, seeing my ex best friend, gossip on social media.

**Warning Signs**: These are the actions, behaviors and observations that inform adults/staff that a student might be feeling suicidal and needs help. These can be thoughts, images, moods, situations, or behaviors. Some warning signs adults/staff may notice in students include: talking, writings, posting or thinking about death; displaying dramatic mood swings; alcohol and drug use; socially withdrawing from friends, family and the community; drastic personality changes; and neglect of personal appearance. On their safety plan, students may indicate some of the following warning signs: can’t get out of bed, heavy breathing, failing my classes, agitated by my friends and family, feeling like I can’t express myself, not wanting to do the things I used to enjoy, not caring what I look like, and/or sleeping too much/not enough.

**Coping Skills/Healthy Behaviors**: These are positive actions and behaviors that a student engages in to help them through their struggles on a daily basis. Some coping strategies include activities that students can do in order to regulate his/her emotions (include some things he/she can do in classroom and on the school yard, and some things he/she can do at home); ask the student for input, and teach him/her additional strategies if necessary. Strategies may include: slow breathing, yoga, play basketball, draw, write in journal, take a break from class to drink water, listen to music.

**Places I Feel Safe**: These are places that the student feels most comfortable. It should be a safe, healthy, and generally supportive environment. This can be a physical location, an imaginary happy place, or in the presence of safe people. Help students identify a physical and/or emotional state of being. Places may include: my 2nd period class, health office, with my friends, youth group at church, imagining I am on a beach watching the waves.

**School Support**: Any school staff member or administrator can check in with a student regularly (regardless of whether or not the student seeks out help). Notify student’s teacher(s) and request monitoring and supervision of the student (keeping in mind not to share confidential information).
Emphasize that teacher(s) must notify school site crisis team members about any safety issues or concerning observations. Some examples of school support may include: Counselor Mr. Jones, Teacher Mr. Doe, Teacher Assistant Ms. Jane, After-School Staff Ms. Smith.

**Adult Support:** It is important that a student also feel connected with healthy adults at home or in their community. The student should trust these adults and feel comfortable asking for help during a crisis. Identify how student will communicate with these individuals and include a phone number. Some adults may include: family (e.g., grandparent, aunt, uncle, adult sister); clergy (e.g. youth pastor); or next door neighbor-Mr. Smith.

**Parent Support:**
- Parent(s)/guardian(s) should follow-up with hospitalization discharge, medications and recommendations.
- Parent(s)/guardian(s) should be mindful of the following warning signs: suicidal ideation, talking, writing posts and thinking about death, dramatic mood changes, impulsive or reckless behavior, withdrawal from friends, family or community, and previous attempt.
- Parent(s)/guardian(s) should:
  - Plan for securing any and all objects and materials that could be dangerous to student (e.g., if student states she would kill herself with a knife, then plan should include securing knives and sharp objects in home; if student states she would use a gun, then plan should include removing/securing firearms from home).
  - Plan for altering home environment to maintain safety (e.g., if student talks about killing herself by jumping out a window, plan should include recommending ways to secure windows or block child’s access to rooms that have windows).
  - Plan for monitoring and supervision of student. Help parent/guardian think about who will monitor the child when they cannot (e.g., while parent/guardian is at work student will stay with Aunt Shelly, student will accompany parent to run errands), and parents/guardians should have access to students social media accounts.
- Try to illicit ideas from the student regarding ways their parent/guardian can support them. Some ways a parent/guardian may offer support include: spending time with family and friends, watch movies with mom, dad will pick me up from school, go to counseling with mom once a month.

**Case Carrier Support:** The case carrier is a school site crisis team member that has been identified by the administrator/designee who can follow-up with the student and the action/safety plans developed for the student. The support offered may include strategies to manage, monitor and check-in with the student. In addition, collaboration with the outside mental health agency providing services and ensuring that there is a Release/Exchange of Information form signed and on file. Case carrier support may include: monitor daily logs; check-in meeting twice a week for the first month, then reassess safety and determine appropriateness of meeting once per week; monitor grades and attendance; maintain weekly contact with ABC Community Counseling Center and therapist.
# Student Safety Plan

**Student’s Name:** ________________________________  **DOB:**______________  **Date:**____________

## Triggers

There are certain situations or circumstances which make me feel uncomfortable and/or agitated:

1. 
2. 
3. 

## Warning Signs

I should use my safety plan when I notice these warning signs (thoughts, images, moods, situations, behaviors):

1. 
2. 
3. 

## Coping Skills/Healthy Behaviors

Things I can do to calm myself down or feel better in the moment (e.g. favorite activities, hobbies, relaxation techniques):

1. 
2. 
3. 

## Places I Feel Safe

Places that make me feel better and make me feel safe (can be a physical location, an imaginary happy place, or refer in the presence of safe people):

1. 
2. 
3. 

## School Support

Healthy adults at school and/or ways school staff can give me support:

1. 
2. 
3. 

## Adult Support

Healthy adults at home or in my community, whom I trust and feel comfortable asking for help during a crisis (include phone number):

1. 
2. 
3. 

## Parent Support

Actions my parent/guardian can take to help me stay safe:

1. 
2. 
3. 

## Case Carrier Support

Actions my case carrier can take to help me stay safe:

1. 
2. 
3.
Outside Mental Health Agency Providing Me Support

Mental Health Agency: ____________________________________________

Clinician Name: ____________________________ Office #: ____________________________

Clinician Email: ____________________________ Cell #: ____________________________

During a crisis, I can also call:

- 911 For Immediate Support
- Los Angeles County Department of Mental Health ACCESS *(800) 854-7771* – (24 hours)
- Suicide Prevention Lines (24 Hours)
  - National Suicide Prevention Lifeline *(800) 273-TALK* or *(800) 273-8255*
  - Suicide Prevention Crisis Line *(877) 727-4747*
  - National Hopeline Network *(800) SUICIDE* or *(800) 784-2433*
- California Youth Crisis Line *(800) 843-5200* – 24 hours, bilingual
- TEEN LINE *(310) 855-HOPE* or *(800) TLC-TEEN* – a teen-to-teen hotline with community outreach services, from 6pm-10pm PST daily. Text, email and message board also available, with limited hours-visit [http://teenlineonline.org](http://teenlineonline.org) for more information.
- The Trevor Project *(866) 4-U-TREVOR* or *(866) 488-7386* – a 24 hour crisis line that provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13-24. Text and chat also available, with limited hours-visit [www.thetrevorproject.org](http://www.thetrevorproject.org) for more information.

Signatures

__________________________________________  ____________________________
Student Signature  Date

__________________________________________  ____________________________
Parent/Guardian Name (please print)  Phone#

__________________________________________  ____________________________
Parent /Guardian Signature  Date

__________________________________________  ____________________________
Administrator/Case Carrier (please print)  Title

__________________________________________  ____________________________
Administrator/Case Carrier Signature  Date
STUDENT RE-ENTRY GUIDELINES

In planning for the re-entry of a student who has been out of school for any length of time following reported suicidal ideation, including mental health hospitalization, or if the student will be transferring to a new school, the school site administrator/designee may consider any of the following action items:

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Preparing for Re-Entry</strong></td>
<td>If a student has been out of school for any length of time, including for a mental health evaluation or mental health hospitalization, including psychiatric and drug or alcohol inpatient treatment, consider providing the parent Attachment H – Return to School Information for Parent/Guardian which outlines steps to facilitate a positive transition back to school.</td>
</tr>
<tr>
<td><strong>Returning Day</strong></td>
<td>Have parent/guardian escort student to the main office on first day back to school.</td>
</tr>
<tr>
<td><strong>Hospital Discharge Documents</strong></td>
<td>Request discharge documents from hospital or Medical Clearance for Return to School (see Attachment I) from parent/guardian on student’s first day back.</td>
</tr>
<tr>
<td><strong>Meeting with Parent(s)/Guardian(s)</strong></td>
<td>Engage parent(s)/guardian(s), school support staff, teachers, and student, as appropriate in a Re-Entry Planning Meeting.</td>
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<td>If the student is prescribed medication, monitor with parent/guardian consent.</td>
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<td>Offer suggestions to parent/guardian regarding safety planning and removing means/access (e.g., weapons, medication, alcohol) to students at home, as needed.</td>
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<td>Offer suggestions to parent/guardian regarding monitoring personal communication devices, including social networking sites, as needed.</td>
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<td>Review Attachment M - Suicide Prevention Awareness for Parents/Caregivers with caregiver.</td>
</tr>
<tr>
<td><strong>Student Safety Plan</strong></td>
<td>Develop a Safety Plan to assist the student in identifying adults they trust and can go to for assistance at school and outside of school (e.g., home, community). See Attachment D2 – Student Safety Plan.</td>
</tr>
<tr>
<td><strong>Identify Supports</strong></td>
<td>Notify student’s teacher(s), as appropriate.</td>
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<td>Modify academic programming, as appropriate.</td>
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<td>Consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program (see BUL-5577.1 Counseling and Educationally Related Intensive Counseling Services (ERICS) for Students with Disabilities, July 21, 2014).</td>
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<td>Identify on-going mental health resources in school and/or in the community.</td>
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<td>Designate staff (e.g., Psychiatric Social Worker, Pupil Services and Attendance Counselor, School Nurse, Academic Counselor) to check in with the student during the first couple weeks periodically.</td>
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<td>Manage and monitor – ensure the student is receiving and accessing the proper mental health and educational services needed.</td>
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<td><strong>Address Bullying, Harassment, Discrimination</strong></td>
<td>As needed, ensure that any bullying, harassment, discrimination is being addressed.</td>
</tr>
<tr>
<td><strong>Release/Exchange of Information</strong></td>
<td>Obtain consent by the parent/guardian to discuss student information with outside providers using the Parent/Guardian Authorization for Release/Exchange of Information (see Attachment F).</td>
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</tbody>
</table>
Date: _____________________ To Parent(s)/Guardian(s) of: ________________________________

This document authorizes the release/exchange of information relating to my child between the agency personnel listed below and a representative of LAUSD. The information received shall be reviewed only by appropriate professionals in accordance with the Family Educational Rights and Privacy Act of 1974.

TO: ________________________________ RE: ________________________________

Agency Staff Name/Title         Student Last Name  Student First Name

____________________________________ Date of Birth: ________ /________ /________
Agency, Institution, or Department                    Month          Day                 Year

____________________________________ Street Address     Home Street Address

City                           State       Zip  City                                 State        Zip

I hereby give you permission to release/exchange the following information:

☐ Medical/Health       ☐ Speech & Language       ☐ Educational
☐ Psychological/Mental Health  ☐ Other – Specify: ________________________________

The information will be used to assist in determining the needs of the student.

THIS INFORMATION IS TO BE SENT TO:

___________________________________________________________________________________

School Staff Name     Title/School or Office

School Address & Telephone Number

This authorization shall be valid until ____________________________________ unless revoked earlier.

I request a copy of this authorization: ☐ Yes       ☐ No

___________________________________________________________________________________

Name of Parent/Legal Guardian       Phone Number

Signature of Parent/Legal Guardian     Date
Fecha: _____________________  A los Padres/Tutores de: ____________________________________

Este documento autoriza el intercambio de información sobre su niño/a entre el personal de la agencia indicada y un representante del Distrito Escolar Unificado de Los Ángeles. La información recibida será revisada únicamente por profesionales apropiados en acuerdo con Los Derechos Educativos Familiares y Acto de Privacidad de 1974.

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<th>TO: ________________________________</th>
<th>RE: ________________________________</th>
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<td>Nombre del Personal de Agencia/Título</td>
<td>Apellido del Estudiante</td>
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<td>Primer Nombre del Estudiante</td>
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<tr>
<th>Agencia, Institución, o Departamento</th>
<th>Fecha de Nacimiento: _______ / ______ / ______</th>
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Por la presente doy permiso para divulgar/intercambiar la siguiente información:

- [ ] Médica/Salud
- [ ] Hablar y Lenguaje
- [ ] Psicológico/Salud Mental
- [ ] Otra: ____________________________________________

La información será usada para determinar las necesidades del alumno.

**ESTA INFORMACIÓN SERÁ ENVIADA A:**

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<th>Nombre de Personal Escolar</th>
<th>Titulo/Escuela u Oficina</th>
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<tr>
<th>Dirección de Escuela y Número de Teléfono</th>
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Esta autorización será válida hasta _________________ solo que sea revocada antes.

Yo requiero una copia de esta autorización: [ ] Si [ ] No

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<th>Nombre de Padre / Tutor Legal</th>
<th>Numero de Teléfono</th>
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<th>Firma de Padre / Tutor Legal</th>
<th>Fecha</th>
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The Summary of Relevant Student Information is intended to summarize important information regarding a student who might be a danger to himself/herself, a danger to others, or gravely disabled.

- Complete the following two pages and provide this information to the person authorized to transport the student for a psychiatric evaluation, including a law enforcement officer or mobile crisis response team (e.g., PMRT, SMART). Background and relevant historical student information provided to the receiving hospital will ensure awareness of all concerns regarding student safety.
- Please be mindful of CONFIDENTIALITY, and only include information that is directly relevant to the safety concerns regarding suicidal/homicidal ideation and the need for the psychiatric evaluation.
- Remember to attach any additional relevant information, including suicide notes, target lists, drawings, social media posts, and text messages.
- Keep a copy of all documents provided to the transporting agency in a confidential folder separate from the student’s cumulative record. This folder may be kept by the school site administrator/designee or the case carrier/school site crisis team member for the student.
- Once the student has been transported, ensure that plans are made to have a student re-entry meeting and to develop a safety plan for the student.
- For support and consultation throughout this process, contact:
  - Local District Operations Coordinator
  - Local District Mental Health Consultant
  - School Mental Health Crisis Counseling and Intervention Services
    Monday-Friday (8am-4:30pm)
    (213) 241-3841
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<th>Parent/Guardian Name</th>
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**Assessed Level of Risk:**
- [ ] Low
- [ ] Moderate
- [ ] High

**Current Concerns/Behaviors Include:** (e.g., specific statement(s) made by student and/or action(s) taken by student, stated a plan with intent, current suicide attempt, recent death/loss of loved one, access to weapons, current substance use)


**Relevant History** (e.g., past suicide attempts, prior hospitalizations (5150/5585), history of self-injury, mental health history)


**Psychotropic Medication(s)**

- [ ] None
- [ ] Unknown
- [ ] Yes, Name of Medication(s) __________________________ Dosage __________
  __________________________ Dosage __________

**Compliant with medication?**
- [ ] Yes
- [ ] No
- [ ] Unknown

**Recent medication change?**
- [ ] Yes
- [ ] No
- [ ] Unknown
Other Factors to Consider

Current Mental Health Support

Mental Health Agency: ____________________________________________________________

Therapist/Clinician Name: ________________________________________________________

Office #: ____________________________  Cell #: ________________________________

The following are attached to this summary (check all that apply):

☐ Suicide note(s) letter(s)  ☐ Text/chat messages
☐ Drawing(s)  ☐ Social media postings
☐ Journal entry or other assignment  ☐ Other: ________________________________

A copy of this summary was provided to (check all that apply):

☐ Parent/Guardian  ☐ PMRT/SMART Clinician
☐ LASPD Officer  ☐ Other: ________________________________
☐ Local Law Enforcement

For additional questions/concerns, please contact:

____________________________________________________  _________________________

School Site Crisis Team Member Completing Assessment  Office Phone #

____________________________________________________  _________________________

Title  Cell Phone #

____________________________________________________  _________________________

School Site Crisis Team Member (2) Completing Assessment  Office Phone # (2)

____________________________________________________  _________________________

Title  Cell Phone # (2)
RETURN TO SCHOOL INFORMATION
FOR PARENT/GUARDIAN

Date: ________________________         __________________________________________

School Name

RE: __________________________________________

Student Name and DOB

Dear Parent/Guardian:

The following steps have been outlined to help facilitate a positive transition back to school after your
child returns from a psychiatric evaluation. Please review the checklist below prior to your child’s return
to school:

☐ Communicate with ☐ Principal and/or ☐ School Site Crisis Team member regarding whether
your child was hospitalized, following a psychiatric evaluation. If hospitalized, please notify the
school of the name of the hospital.

________________________________________________________________________
Principal Name

________________________________________________________________________
School Phone Number To Call

________________________________________________________________________
School Site Crisis Team Member Name

________________________________________________________________________
School Phone Number To Call

☐ Request discharge documents from the hospital or have the hospital complete the Medical
Clearance for Return to School form (attached).

- Ensure the hospital includes any accommodations/recommendations requested.
- If medication was prescribed, it is recommended that you inform the school nurse of
medication(s) and dosage. However, if the student needs to have medication
administered at school by the school nurse, then please be sure to request the
appropriate documentation from the treating physician.

☐ Inform the school contact person, indicated above, when your son/daughter will return to
school.

☐ Escort your son/daughter to school on the first day back after the hospitalization. Please request
to meet with __________________ located in __________________.

(Name of School Site Crisis Team Member) (Office/Room #)

☐ Participate in your son/daughter’s Students Re-entry Meeting, which will include creating his/her
Safety Plan.

Thank you for working with us to support your child at school.
Dear Doctor:

The student named below was either hospitalized or received mental health services recently for being a danger to himself/herself, danger to others and/or gravely disabled. Medical information from you is essential in planning for the student’s safety, educational and health needs.

Student Name                                 Date of Birth          School                  Grade

Please complete the following information and return to the parent/guardian to provide to the school upon return to school. Your cooperation is much appreciated.

If the student no longer poses a threat to self and/or others at the time of discharge and can return to school, please sign below and indicate restrictions, if any.

The above named student does not pose a threat to self and/or others at the time of discharge and may return to school:

☐ Without restrictions   ☐ With the following modifications/restrictions (indicated below)

Recommended Modifications/Restrictions: _______________________________________________________________

Please indicate any prescribed medications and dosages: ____________________________________________________

____________________________________ __________        Date of Birth: ________ /________ /________

Hospital/Agency/Clinic                                      Month      Day                 Year

I hereby give you permission to release/exchange the following information:
☐ Medical/Health      ☐ Speech & Language      ☐ Educational      ☐ Psychological/Mental Health      ☐ Other – Specify: __________________

This authorization shall be valid until ___________________________ unless revoked earlier.

_________________________________________________________   ________________________________________

Name of Parent/Legal Guardian        Phone Number

_________________________________________________________   ________________________________________

Signature of Parent/Legal Guardian       Date
After a critical incident involving a student with suicidal ideation, it is extremely important to generate an iSTAR that accurately reflects what happened, how the school responded, and what plans are in place to support the student. The following are recommendations for completing an iSTAR Incident Report when a student expresses suicidal ideation, including sample summaries and updates.

- Refer to BUL 2637.2 – Suicide Prevention, Intervention, and Postvention for policy, procedures, and helpful documents.
- Contact Local District Operations and/or the Local District Mental Health Consultant for training, support and consultation for you and your school staff regarding suicide prevention and documenting interventions.
- For consultation, contact School Mental Health, Crisis Counseling & Intervention Services at (213) 241-3841 Monday-Friday from 8:00am-4:30pm.

**Recommended Information to Include in the iSTAR Incident Report**

**Persons Involved**

1. Identify the student as a Victim, if they are exhibiting any of the categories in Suicidal Behavior.
2. Use the Student’s 10 Digit ID Number to enter the information of the student. Once you enter this ID number, the student’s information - Name, Gender, Grade, School and DOB - will auto-populate.
3. Entering the 10-digit Student ID will also populate any other incidents related to this student in this tab, just below the student’s information. If no incidents appear, there are no incidents reported in iSTAR using that student’s ID, however, this does not guarantee that there were never any previous incidents.

**Incident Summary**

1. Remember to maintain CONFIDENTIALITY at all times. The goal is to explain what happened and how the school responded, without reporting confidential information, such as the student’s mental health history, family history or other medical information protected by HIPPA laws. See below for Incident Summary Samples.
2. Explain exactly what the student stated (e.g., “I want to kill myself,” or “I don’t think life is worth living any more,” etc.), and/or explain the student’s actions (e.g., “Mark wrapped a computer cord around his neck.”).
3. Explain who conducted the Suicide Risk Assessment with the student, and note the student’s level of risk (e.g., “low, moderate, or high”).
4. Explain the short-term action plan taken by the school. This includes communication with parent(s)/guardian(s), and possibly contact with PMRT (Psychiatric Mobile Response Team) and/or law enforcement. If PMRT is involved, explain their actions and/or specific recommendations.
5. Explain the long-term action plan developed by school. This includes creating a Student Safety Plan – at home and school – identifying caring adults and appropriate communication and coping skills (see Attachment D2, Student Safety Plan). It also includes designating a staff member to carefully monitor student and check-in with student frequently until crisis has stabilized. Finally, the long-term action plan includes linking the student to appropriate mental health services.
6. If the student is hospitalized, explain the plan for re-entry (see Attachment E, Student Re-entry Guidelines).
7. Remember to UPDATE the iSTAR as the case evolves (e.g., document the outcome of the re-entry meeting).
8. Under Notify Details, be sure to indicate who you consulted with, adding individuals as appropriate.
Incident Summary Sample #1 ("Suicidal Behavior/Ideation - Non-Injury" Issue Type)

During 4th period, Math teacher Ms. Jones heard student say “I can’t take this anymore. I’m going to kill myself after-school.” PSA Counselor Mr. Smith and APSCS Ms. Rodriguez conducted suicide risk assessment and concluded student was at low risk. Student’s parent was contacted. Mr. Smith met with mother to provide the Suicide Prevention Awareness for Parents/Caregivers handout, develop a Safety Plan for student at home and school, and to provide mother with referrals to both school-based and community-based counseling services. Mr. Smith will check-in with student and manage the case until crisis is stabilized.

Update (2 days later)
Mr. Smith contacted parent who reported making appointment with XYZ Mental Health Agency for Monday, May 5, 2016. Mr. Smith provided parent with an Exchange/Release of Information Form to be completed so that school and mental health provider can openly communicate about student’s treatment and progress.

Incident Summary Sample #2 ("5150/Hospitalization" Issue Type)

Student spoke with Magnet Coordinator Ms. Harris before school and said “my family is falling apart – I just don’t want to live anymore.” Principal Dr. Hill and School Psychologist Ms. Garcia completed suicide risk assessment and concluded student was at moderate risk. PMRT was contacted for consult. Team responded to school at approximately 10:00am, evaluated student, and decided to transport the student to Del Amo Hospital for evaluation. Student's parent was contacted, and father came to school and accompanied student in ambulance transport. School Psychologist will follow-up with father tomorrow to gather more information about student’s release, and to schedule re-entry meeting with family.

Update (1 day later)
School Psychologist Ms. Garcia contacted father who stated student is set to be released after 72-hour hold. Father agreed to bring student for re-entry meeting Tuesday, May 5, 2016 at 8:30am, and will bring discharge paperwork from hospital.

Update: (4 days later)
Student and father met for re-entry meeting with Principal, School Psychologist, School Nurse, and Counselor. Discussed new medication student was prescribed, and developed Safety Plan for student at home and school. Modified student’s academic program, and obtained signed Exchange/Release of Information Form from father so that school can openly communicate with student’s new therapist about student’s treatment and progress. Counselor Mr. Jackson will check-in with student and manage the case until crisis is stabilized.

RARD

1. Complete the entire RARD Tab.
2. Check for previous incidents involving this student under the Persons Involved tab.
3. Make sure to include an explanation of any action boxes that are checked “no.”
TO BE COMPLETED BY THE ASSESSING SCHOOL SITE CRISIS TEAM MEMBER

Cost Center (School/Office):

DATE OF INCIDENT: ____________________________ TIME OF INCIDENT: ___________ AM ___________ PM

INCIDENT OCCURRED: □ On Campus □ Off Campus □ At another school □ District Office □ District School Bus/Vehicle
□ Going to or from school □ Going to or from a school sponsored activity □ Athletics Competition

EXACT LOCATION: ____________________________

NAME OF STUDENT: ____________________________ STUDENT ID: ____________________________
(Last, First Name) (10-digit number ONLY)

TYPE OF INCIDENT/ISSUE (An Injury Report must also be completed for issue in red.)

SUICIDAL BEHAVIOR
□ 5150 Hospitalization □ Self-Injury/Cutting
□ Suicidal Behavior/Ideation (injury) □ Suicidal Behavior/Ideation (non-injury)

INCIDENT SUMMARY

INFORMATION FOR RARD TAB ON ISTAR

Reasons for Referral and Other Associated Factors: (Check all that apply)

□ Current attempt □ Sudden changes in behavior □ Frequent complaints of illness/body aches
□ Direct Threat □ Drug or alcohol abuse □ Psychosocial stressors
□ Indirect Threat □ Self-injury □ Previous attempt(s)
□ Giving away prized possessions □ Mood swings □ Hate Violence
□ Violent behavior □ Bullying □ Other (Specify)
□ Signs of depression □ Truancy or running away
□ Access to Weapons
**INFORMATION FOR RARD TAB ON ISTAR**

**Student Referred By:** (Check one or more)

- [ ] Self
- [ ] Parent
- [ ] Administrator
- [ ] Teacher
- [ ] Student/Friend
- [ ] Psychiatric Social Worker
- [ ] K-12 Counselor
- [ ] Other (Specify)

- [ ] PSA Counselor
- [ ] Psychologist
- [ ] Nurse

The following action items are MANDATORY.
Refer to BUL-2637.2 Suicide Prevention, Intervention & Postvention for guidelines and attachments.

**Was the student assessed for risk using the District guidelines and procedures in Bul-2637.2, Attachment B?**

- [ ] Yes
- [ ] No

If **No**, please explain: ______________________________________________________________

**Assessed Level of Risk:**

- [ ] No known current risk
- [ ] Low
- [ ] Moderate
- [ ] High

**Was the parent/guardian notified?**

- [ ] Yes

Name of person notified: ___________________________ Relationship to student: ___________________________

- [ ] No

If **No**, please explain: ______________________________________________________________

If parent/guardian was not notified due to suspected child abuse, please follow the mandates of BUL-1347.3 Child Abuse and Neglect Reporting Requirements, by completing the Suspected Child Abuse (SCAR) form and calling the appropriate authorities.

**Was the parent/guardian provided the appropriate information handouts for suicide/self-injury awareness?**

- [ ] Yes
- [ ] No

If **No**, please explain: ______________________________________________________________

**What action steps listed below were taken?** (Check all that apply.)

- [ ] Contacted the LA County Department of Mental Health ACCESS (PMRT) or Valley Coordinated Services
- [ ] Contacted the Los Angeles School Police Department (LASPD)
- [ ] Contacted local law enforcement
- [ ] Student transported to hospital for psychiatric evaluation (5150/5585)
- [ ] Consulted with School Mental Health (including Mental Health Consultant, Crisis Counseling & Intervention Services)
- [ ] Consulted with Local District Operations
- [ ] Referral to School Mental Health Clinic/Wellness Center
- [ ] Referral to community mental health agency
- [ ] Referral to school-based individual/group counseling
- [ ] Recommendation for program modification (e.g., smaller class, IEP)
- [ ] Developed and discussed Safety Plan
- [ ] Facilitated Student Re-entry Meeting
- [ ] Other (please specify) ____________________________________________________________

**Assessed by Crisis Team Member:**

- [ ] PSW
- [ ] Nurse
- [ ] PSA

Employee No.: ___________________________ Email Address: ___________________________

Employee Name: ___________________________ Contact No.: ___________________________

Job Title: ___________________________

- [ ] Psychologist
- [ ] Administrator
- [ ] School Police
- [ ] Other (please specify)

Date Student was Assessed: ___________________________
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<th>NAME</th>
<th>TITLE/OFFICE</th>
<th>PHONE</th>
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POSTVENTION: PROTOCOL FOR RESPONDING TO A STUDENT DEATH BY SUICIDE

The following is a summary checklist of general procedures for the administrator/designated crisis team member to respond in the event of a completed suicide. Refer to BUL-5800.0 Crisis Preparedness, Response and Recovery, dated October 12, 2015, for protocol on responding to school-wide crisis.

For a complete description of each procedure, refer directly to the Bulletin 2637.2.

A. ☐ GATHER PERTINENT INFORMATION
   ☐ Confirm death and cause of death, if this information is available.
   ☐ Contact family of the deceased.

B. ☐ NOTIFY
   ☐ Local District Operations Staff
   ☐ LAUSD Office of Communications
   ☐ Other offices

C. ☐ MOBILIZE THE SCHOOL SITE CRISIS TEAM
   ☐ Review information and assess impact.
   ☐ Develop an action plan and assign responsibilities.
   ☐ Establish a plan to notify staff.
   ☐ Establish a plan to notify students.
   ☐ Establish a plan to notify parent(s)/guardian(s).
   ☐ Define triage procedures.
   ☐ Know indicators of those who may need additional support.
   ☐ Consult with Crisis Counseling and Intervention Services, School Mental Health, as needed.

D. ☐ MONITOR AND MANAGE (When reporting child abuse, include information about the student’s suicide risk)

E. ☐ IMPORTANT CONSIDERATIONS
   ☐ Memorials
   ☐ Social Networking
   ☐ Suicide Contagion
   ☐ School Culture and Events
Risk Factors

While the path that leads to suicidal behavior is long and complex and there is no “profile” that predicts suicidal behavior with certainty, there are certain risk factors associated with increased suicide risk. In isolation, these factors are not signs of suicidal thinking. However, when present they signal the need to be vigilant for the warning signs of suicide.

- Access to means (e.g., firearms, knives, medication)
- Stressors (e.g., loss, peer relations, school, gender identity issues)
- History of depression, mental illness or substance/alcohol abuse
- History of suicide in the family or of a close friend
- History of mental illness in the family

Warning Signs

Warning signs are observable behaviors that may signal the presence of suicidal thinking. They might be considered “cries for help” or “invitations to intervene.” These warning signs signal the need to inquire directly about whether the individual has thoughts of suicide. If such thinking is acknowledged, then suicide interventions will be required.

- Feelings of sadness, hopelessness, helplessness
- Significant changes in behavior, appearance, thoughts, and/or feelings
- Social withdrawal and isolation
- Suicide threats (direct and indirect)
- Suicide notes and plans
- History of suicidal ideation/behavior
- Self-injurious behavior
- Preoccupation with death
- Making final arrangements (e.g., giving away prized possessions, posting plans on social media, sending text messages to friends)

Here’s What You Can Do:

LISTEN

- Assess for suicidal risk.
- Listen without judgement.
- Ask open-ended questions.

PROTECT

- Take action immediately.
- Supervise, do not leave your child alone.

CONNECT

- Communicate and collaborate with your child’s school administration, mental health personnel or counselor for support.
- Contact Department of Mental Health, law enforcement or protective services, as needed.
- Help your child identify adult they trust at home and at school.

MODEL

- Remain calm. Establish a safe environment to talk about suicide.
- Be aware of your thoughts, feelings, and reactions as you listen without judgement.

TEACH

- Learn the warning signs and risk factors and provide information and education about suicide and self-injury.
- Encourage help seeking behaviors and help your child identify adults they can trust at home and at school.
- Seek options for school and community resources including referrals to professional mental health services, as needed.

Suicide Prevention Awareness for Parents/Caregivers

Suicide is a serious public health problem that takes an enormous toll on families, friends, classmates, co-workers and communities, as well as on our military personnel and veterans. Suicide prevention is the collective efforts of local community organizations, mental health practitioners and related professionals to reduce the incidence of suicide through education, awareness, and services.
Understanding Suicide: Myths & Facts

To understand why people die by suicide and why so many others attempt to take their own lives, it is important to know the facts. Read the facts about suicide below and share them with others.

Myth: Suicide can’t be prevented. If someone is set on taking their own life, there is nothing that can be done to stop them.

Fact: Suicide is preventable. The vast majority of people contemplating suicide don’t really want to die. They are seeking an end to intense mental or physical pain. Most have a mental illness. Interventions can save lives.

Myth: Asking someone if they are thinking about suicide will put the idea in their head and cause them to act on it.

Fact: When you fear someone you know is in crisis or depressed, asking them if they are thinking about suicide can actually help. By giving a person an opportunity to open up and share their troubles you can help alleviate their pain and find solutions.

Myth: Someone making suicidal threats won’t really do it, they are just looking for attention.

Fact: Those who talk about suicide or express thoughts about wanting to die, are at risk for suicide and need your attention. Most people who die by suicide give some indication or warning. Take all threats of suicide seriously. Even if you think they are just “crying for help”—a cry for help, is a cry for help—so help.

Myth: It is easy for parents/caregivers to tell when their child is showing signs of suicidal behavior.

Fact: Unfortunately, research shows that this is not the case in a surprisingly large percentage of families. This illustrates the importance for parents/caregivers to be attentive to warning signs, risk factors, to ask direct questions, and be open to conversation.

What Should I Do If I Am Worried About My Child?

If you believe that your child is thinking about suicide, approach the situation by asking. Asking is the first step in saving a life and can let them know that you are here for them and will listen. Here are some examples of how you may ask: “Have you thought about suicide?” “Sometimes when people are sad as you are, they think about suicide. Have you ever thought about it?”

EMERGENCY INFORMATION / After Hours Services
If you need IMMEDIATE help, call 911. For a psychiatric emergency, contact the Department of Mental Health 24-hour ACCESS Center at (800) 854-7771.

Resources for Parents/Caregivers & Children/Adolescents

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<thead>
<tr>
<th>Community Hotlines</th>
<th>Online Resources</th>
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<tr>
<td>Didi Hirsch Suicide Prevention Hotline (877) 727-4747 (24 hours)</td>
<td><a href="http://www.didihirsch.org/">http://www.didihirsch.org/</a></td>
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<td>National Suicide Prevention Lifeline (800) 273-TALK (8255) (24 hours)</td>
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</tr>
<tr>
<td>Trevor Lifeline (866) 488-7386 (24 hours)</td>
<td><a href="http://teeline.org/">http://teeline.org/</a></td>
</tr>
<tr>
<td>Teen Line (800) 852-8336 (6pm-10pm daily)</td>
<td><a href="http://www.afsp.org/understanding-suicide">http://www.afsp.org/understanding-suicide</a></td>
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<th>Smartphone Apps</th>
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<td>Teen Line Youth Yellow Pages</td>
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Text and Chat Resources

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<th>Crisis Chat (11am-11pm, daily)</th>
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<tr>
<td><a href="http://www.crisischat.org/chat">http://www.crisischat.org/chat</a></td>
</tr>
<tr>
<td>Teen Line - text “TEEN” to 839863</td>
</tr>
</tbody>
</table>

For clinic referrals visit: smh.lausd.net
Self-Injury Awareness for Parents/Caregivers

Self-injury is a complex behavior, separate and distinct from suicide that some individuals engage in for various reasons such as: to take risks, rebel, reject their parents' values, state their individuality, or merely to be accepted. Others, however, may injure themselves out of desperation or anger to seek attention, to show their feelings of hopelessness and worthlessness, or because they have suicidal thoughts. Such individuals may suffer from serious mental health disorders such as depression, psychosis, Posttraumatic Stress Disorder (PTSD) or Bipolar Disorder. Some young children may resort to self-injurious acts from time to time but often grow out of it. Children with intellectual disability or autism as well as children who have been abused or abandoned may also show these behaviors.

If you become aware that your child or someone you know is engaging in self-injurious behavior, take action and get help.

What should I do if my child is engaging in self-injurious behavior?

If you become aware that your child is engaging in self-injurious behaviors, and if the injury appears to pose potential medical risks (e.g., excessive bleeding, need for stitches), call 911 immediately. If the injury does not appear to pose immediate medical risks, remain calm and nonjudgmental.

Appropriate actions include:
- Seek support from a mental health professional (e.g., therapist, psychologist, psychiatrist)
- Provide moral and nurturing support
- Participate in your child's recovery (e.g., family therapy)
- Support your child in an open and understanding way

EMERGENCY INFORMATION / After Hours Services
If you need IMMEDIATE help, call 911.
For a psychiatric emergency, contact the Department of Mental Health 24-hour ACCESS Center at (800) 854-7771.

Here’s What You Can Do:

LISTEN
- Address the behavior as soon as possible by asking open ended questions. For example:
  - Tell me what happened.
  - How long have you been feeling this way?
- Talk to your child with respect, compassion, calm and caring.
- Understand that this is his/her way of coping.

PROTECT
- Take action immediately and get help.
- Foster a protective home environment.
- Set limits and provide supervision and consistency to encourage successful outcomes.
- Provide firm guidance, supervise and set limits around technology usage.
- Be cautious about giving out punishments or negative consequences as a result of the SI behavior, as these may inadvertently encourage the behavior to continue.

CONNECT
- Check in with your child on a regular basis.
- Become familiar with supports available at home, school and community. Contact appropriate person(s) at the school, for example, the school social worker, school psychologist, school counselor, or school nurse.

MODEL
- Model healthy and safe ways of managing stress and engage your child in these activities, such as taking walks, deep breathing, journal writing, or listening to music.
- Be aware of your thoughts, feelings and reactions about this behavior.
- Be aware of your tone. Expressing anger or shock can cause your child to feel guilt or shame.

TEACH
- Learn the warning signs and risk factors and provide information and education about suicide and self-injury.
- Encourage help seeking behaviors by helping your child identify adults they can trust at home, school and community.
General Information

- Self-injury (SI) provides a way to manage overwhelming feelings and can be a way to bond with peers (rite of togetherness).
- SI is defined as intentional tissue damage that can include cutting, severe scratching, pinching, stabbing, puncturing, ripping or pulling skin or hair, and burning.
- Tattoos and body piercing are not usually considered self-injurious behaviors, unless they are done with the intention to hurt the body.
- Individual mental health services can be effective when focused on reducing the negative thoughts and environmental factors that trigger SI.

Non-Suicidal Self-Injury

There is a difference between self-injury and suicidal acts, thoughts, and intentions. With suicide, ending life to escape all feelings is the goal. This is not the case with non-suicidal self-injury (NSSI). The following include some reasons for NSSI:

- Feel emotionally better
- Desperation or anger
- Manage painful feelings of current or past trauma
- Punish oneself
- Avoid or combat suicidal thoughts
- Feel pain or relief
- Have control of one’s body

Signs of Self-Injury

- Frequent or unexplained bruises, scars, cuts, or burns
- Frequent inappropriate use of clothing designed to conceal wounds (often found on the arms, thighs or abdomen)
- Unwillingness to participate in activities that require less body coverage (swimming, physical education class)
- Secretive behaviors, spending unusual amounts of time in the bedroom, bathroom or isolated areas
- Bruises on the neck, headaches, red eyes, ropes/clothing/belts tied in knots (signs of the “choking game”)
- General signs of depression, social-emotional isolation and disconnectedness
- Possession of sharp implements (razor blades, shards of glass, thumb tacks)
- Evidence of self-injury in drawings, journals, pictures, texts, and social networking sites

Resources for Parents/Caregivers & Children/Adolescents

Community Hotlines

- Didi Hirsch Suicide Prevention Hotline (877) 727-4747 (24 hours)
- National Suicide Prevention Lifeline (800) 273-TALK (8255) (24 hours)
- Trevor Lifeline (866) 488-7386 (24 hours)
- Teen Line (800) 852-8336 (6pm-10pm daily)

Online Resources

- http://www.didihirsch.org/
- http://www.thetrevorproject.org/
- http://teonline.org/
- http://www.afsp.org/understanding-suicide

Smartphone Apps

- MY3
- Teen Line Youth Yellow Pages

Text and Chat Resources

- Crisis Chat (11am-11pm, daily)
  http://www.crisischat.org/chat
- Teen Line - text “TEEN” to 839863

For clinic referrals visit: smh.lausd.net
Sample Letter to Parent/Guardian RE: Self-Injury

DATE

Dear Parents/Guardians:

On __________________________, many students in a ____ grade classroom were involved in hurting themselves outside of their classrooms. These students were involved in using razor blades to cut themselves. Our mental health staff has advised us that this is known as a “rite of togetherness” in which students choose to bond together by hurting themselves. The ________________ School Crisis Team and staff are working collaboratively with the Department of Mental Health, Los Angeles School Police Department and Local District Office staff. We believe we have identified all the students involved and have responded to each individually.

I would like to take this opportunity invite you to attend an important informational meeting for parents regarding youth who self-injure and how we can help our children. We hope you can join us. The parent meeting will be held as follows:

SCHOOL NAME
LOCATION
DATE
TIME

Also, please see the attached handout “Self-Injury and Youth – General Guidelines for Parents” for suggestions on how to respond to your child. At ________________School, the safety of every student and staff member is very important to us. Should you or your child have any concerns, please feel free to contact ________________ (school psychologist, nurse, or administrator) at (XXX) XXX-XXXX. We are all involved in creating a safe environment for our students.

Sincerely,

NAME, Principal

For a copy of the sample letter in Microsoft Word and in Spanish, visit http://suicideprevention.lausd.net.
 RESOURCE GUIDE

This list includes selected offices and community resources that can be helpful before, during and after a crisis. **Remember that your first call in a life-threatening emergency should be to 911.** To reach specific personnel, refer to the LAUSD Guide to Offices at [www.lausd.net](http://www.lausd.net), under “Offices”.

### EMERGENCY RESOURCES

**LA County Department of Mental Health ACCESS (Psychiatric Mobile Response Team)** - 24/7 - collaborates with Crisis Counseling & Intervention Services for the administration and coordination of all mental health and law enforcement mobile response services in the event of a critical incident, including Psychiatric Mobile Response Teams (PMRT) and School Threat Assessment Response Teams (START). These teams respond to schools, offices, and homes.

- **(800) 854-7771**

**Valley Coordinated Children’s Services** - a County funded resource to provide crisis intervention, assessment, short term stabilization and treatment, and evaluation and referral for psychiatric mobile response team. This agency serves children ages 3 - 17 years old in the San Fernando Valley.

- **(818) 708-4500**

**Mental Evaluation Unit (MEU), including SMART** - for law enforcement and mental health response, when an individual is a flight risk, violent, or high risk for harm to self or others.

- **(213) 996-1300**
  - **(213) 996-1334**

### CRISIS LINES

**National Suicide Prevention Lifeline (24-hour hotline)** – a crisis line for individuals who are contemplating, threatening, or attempting suicide, including their family and friends.

- **(800) 273-8255**
  - **(800) 273-TALK**

**Suicide Prevention Crisis Line (24-hour hotline)** - a 24-hour crisis line for individuals who are contemplating, threatening, or attempting suicide, including their family and friends.

- **(877) 727-4747**

**California Youth Crisis Line (24-hours hotline, bilingual)**

- **(800) 843-5200**

**Trevor Project (24-hour hotline)** - provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13-24. Text and chat also available, with limited hours-visit [www.thetrevorproject.org](http://www.thetrevorproject.org) for more information.

- **(866) 4-U-TREVOR**
  - **(866) 488-7386**
**Teen Line (6PM – 10PM)** - a teen-to-teen hotline with community outreach services, from 6pm-10pm PST daily. Text, email and message board also available, with limited hours-visit [http://teenlineonline.org](http://teenlineonline.org) for more information. *(800) 852-8336 (800) TLC-TEEN*

**Parents, Families and Friends of Lesbians & Gays (PFLAG) Helpline** - for individuals or families experiencing issues related to sexual orientation and/or gender identity. *(888) 735-2488*

**LA County INFO Line (24-hour hotline)** – for community resources and information within Los Angeles County. 211 [www.211la.org](http://www.211la.org)

### LAUSD RESOURCES

<table>
<thead>
<tr>
<th>Service</th>
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</thead>
<tbody>
<tr>
<td>Los Angeles School Police Department (LASPD) Watch Commander (24/7-entire year)</td>
<td>(213) 625-6631</td>
</tr>
<tr>
<td>School Mental Health (including Crisis Counseling &amp; Intervention Services) – for consultation Monday-Friday from 8:00am-4:30pm</td>
<td>(213) 241-3841</td>
</tr>
<tr>
<td>Division of Special Education, Behavior Support Unit</td>
<td>(213) 241-8051</td>
</tr>
<tr>
<td>Education Equity Compliance Office</td>
<td>(213) 241-7682</td>
</tr>
<tr>
<td>Human Relations, Diversity and Equity – School Operations</td>
<td>(213) 241-5337</td>
</tr>
<tr>
<td>Local District (LD) Operations Coordinators</td>
<td>Refer to LD Directory</td>
</tr>
<tr>
<td>Office of Communications</td>
<td>(213) 241-6766</td>
</tr>
<tr>
<td>Office of General Counsel</td>
<td>(213) 241-7600</td>
</tr>
<tr>
<td>School Operations Division</td>
<td>(213) 241-5337</td>
</tr>
<tr>
<td>Student Discipline Proceedings and Expulsion Unit</td>
<td>(213) 202-7555</td>
</tr>
</tbody>
</table>
ONLINE RESOURCES

School Mental Health, LAUSD - http://smh.lausd.net - for information and referral forms for mental health services at clinics and Wellness Centers throughout the District.

Suicide Prevention, Crisis Counseling and Intervention Services - http://suicideprevention.lausd.net or http://ccis.lausd.net - for information and resources related to suicide prevention, intervention and postvention services.

National Suicide Prevention Lifeline – www.suicidepreventionlifeline.org – for resources including therapy and support group finder, self-care, education on risk factors and warning signs, and safety planning. Also includes information for Spanish speakers, hearing impaired individuals, and service members.

TEEN LINE - http://teenlineonline.org - text, email and message board also available, with limited hours-visit website for more information.

The Trevor Project - www.thetrevorproject.org - provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13-24. Text and chat also available, with limited hours-visit website for more information.

Family Acceptance Project – http://familyproject.sfsu.edu - for research-based, culturally grounded approaches to helping ethnically, socially and religiously diverse families decrease rejection and increase support for their LGBT children.

“My3” App - http://www.my3app.org/safety-planning/ - a safety planning tool that allows users to create a safety plan programmed with 3 supportive contact people, the National Suicide Prevention Lifeline, and 911.

Suicide Prevention for Schools in Los Angeles County - http://preventsuicide.lacoe.edu – for resources, training modules, handouts, data, and research as it relates to youth suicide prevention, intervention, postvention and self-injury.

The purpose of this Bulletin is to ensure that teachers, students, parents, administrators and other District and school personnel use District data systems in a responsible, efficient, ethical, and legal manner, and that such use is in support of the District’s business and education objectives.

This revision replaces BUL-999.11, dated August 20, 2015, clarifying the use of District e-mail for transmission of student information, authorized software, hardware use and Virtual Private Network (VPN) access. This revision adds an additional state compliance requirement set forth by the California Electronic Communications Privacy Act (CalECPA). This revision also includes clear desk and clear screen requirements.

On January 8, 2002, the Los Angeles Unified School District Board of Education established Board Rule 1254 as the “Acceptable Use Policy,” pursuant to the Children’s Internet Protection Act (CIPA), a federal law affecting the educational use of digital media. All uses of District computer and network systems by students, parents, employees, contractors, and consultants are subject to this policy. This bulletin will undergo periodic review to ensure it reflects current laws and regulations.

The following guidelines apply.

Users of District computer systems, networks, or the Internet must adhere to the Responsible Use Policy.

Site administrators must annually distribute, collect, and keep on file the completed attached forms prior to authorizing access to the Internet or the District’s network:
ATTACHMENT A: RUP information and sign-off form for Students and Parents

ATTACHMENT B: RUP information and sign-off form for Employees

Employees will confirm their assent to the RUP both in writing and electronically when they activate their District account and/or change passwords.

VALIDITY & DOCUMENT MANAGEMENT:

The owner of this document is the Director of IT Security, who must check and, if necessary, update the document at least once a year. When evaluating the effectiveness and adequacy of this document, the following criteria need to be considered:

- Number of incidents related to unacceptable or unauthorized use of District equipment
- Number of incidents related to unauthorized installations of software or files on computers, tablets, and mobile devices

AUTHORITY:

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

- Children’s Internet Protection Act (CIPA), Pub. L. 106-554
- Children’s Online Privacy Protection Act (COPPA), 16 CFR Part 312
- California Business and Professions Code, Chapter 22.1, Privacy Rights for California Minors in the Digital World
- California Business and Professions Code, Chapter 22.2, Student Online Personal Information Protection Act
- California Education Code §44932 et seq. and California Penal Code §422 et seq.
- California Public Records Act, §6250 et seq.
- California Electronic Communications Privacy Act, (CalECPA), SB178 Chapter 3.6

RELATED RESOURCES:

- BUL−5688.2, Social Media Policy for Employees and Associated Persons, dated September 29, 2017
- BUL−6399.1, Social Media Policy for Students, dated November 8, 2017
- BUL−1077.2, Information Protection Policy, dated July 18, 2017
- BUL−1347.3, Child Abuse and Neglect Reporting Requirements, dated August 19, 2016
- BUL−1893.1, Sexual Harassment Policy (Employee-to-Employee), dated August 1,
2005


**BUL−3349.1, Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult)**, dated August 6, 2014

**BUL−6532.2 Protocols and Procedures to Report, Reassign and Investigate Allegations of Employee Misconduct**, dated July 17, 2017

**BUL−5159.7, Uniform Complaint Procedures (UCP)**, dated February 22, 2017

**BUL−5167.0, Code of Conduct with Students – Distribution and Dissemination Requirement Policy**, dated July 1, 2010

**BUL−5212.2, Bullying and Hazing Policy (Student-to-Student and Student-to-Adult)**, dated November 26, 2014

**BUL−5798.0, Workplace Violence, Bullying and Threats (Adult-to-Adult)**, dated July 16, 2012

**Employee Code of Ethics**, LAUSD Ethics Office, Dated February 2003

**Los Angeles Unified School District Board Resolution**, Respectful Treatment of All Persons, passed October 10, 1988


**ASSISTANCE:** For further information, please contact the Office of Information Security at information.security@lausd.net or one of the following offices:

**LAUSD Communications Office** (213) 241-6766 - for assistance with obtaining approval to use district logos and general district communication

**Crisis Counseling and Intervention Service, School Mental Health** (213) 241-2174 or (213) 241-3841 - for assistance with threat assessments and mental health issues

**Equal Opportunity Section** (213) 241-7685 - for assistance with alleged adult-to-adult discrimination and sexual harassment complaints

**Employee Relations** (213) 241-6591 - for assistance with employee records and personnel files

**Human Relations, Diversity and Equity** (213) 241-8719 - for assistance with issues of bullying, cyber-bullying, conflict resolution, and diversity trainings

**Information Technology** (213) 241-4906 - for assistance with identifying and establishing appropriate educational websites

**Los Angeles School Police Department** (213) 625-6631 - for assistance with any law
enforcement matters

*Office of the General Counsel* (213) 241-7600 - for assistance/consultation regarding legal issues

*Division of District Operations* (213) 241-5337 - for assistance in school operations and procedures concerning students and employees

*Staff Relations* (213) 241-6056 - for assistance with employee disciplinary action
TITLE: Family and Medical Leave Act/California Family Rights Act Policy

ROUTING
All Employees
All Locations

NUMBER: BUL-1205.3

ISSUER: David Holmquist, General Counsel
Office of the General Counsel

DATE: October 5, 2015

POLICY: The District is committed to continued compliance with the federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA). FMLA and CFRA require that employers provide to an eligible employee a maximum of twelve (12) work weeks of protected leave per FMLA year for the employee’s own serious health condition; the serious health condition of a covered family member; to bond with the employee’s child after the child’s birth; placement with the employee of a child through adoption or foster care; or military exigency leave for a covered service member. An eligible employee is entitled to take up to 26 work weeks of protected leave per FMLA year to care for a covered military service member with a serious illness or injury sustained while on active military duty.

Where there is a conflict between the provisions of FMLA and CFRA, the provision which provides the greater family or medical leave rights to the employee will prevail.

MAJOR CHANGES: This bulletin replaces BUL-1205.2, of the same title, dated September 11, 2015. The content has been revised to reflect changes in the California Family Rights Act that were made to more closely align with FMLA. Major changes include:

1. Employer must notify employee of the consequence of failure to provide adequate certification at the time certification is requested.
2. Employer can request recertification upon the employee’s request for additional time either in the duration of the condition or the amount of leave needed.

PURPOSE: The purpose of this bulletin is to outline administrative procedures for responding to employee requests for FMLA/CFRA leave and to inform employees of their rights and responsibilities for taking FMLA/CFRA leave.

DEFINITIONS: Family Member – An employee’s parent, spouse/domestic partner, child (under 18 years), or child 18 years or older who is incapable of self-care because of a mental or physical disability within the meaning of Government Code section 1296(j) and (l). For military caregiver leave, next of kin is also considered a family member (FMLA only).

FMLA/CFRA leave – An absence of any length of time that qualifies for FMLA/CFRA protections.

Health Care Provider – A licensed physician, surgeon, osteopathic physician or surgeon, podiatrist, dentist, clinical psychologist, optometrist, chiropractor (limited
to treatment consisting of manual manipulation of the spine to correct a subluxation as demonstrated by X-ray), nurse practitioner, nurse midwife, clinical social worker, physician assistant, or a Christian Science Practitioner listed with the First Church of Christ, Scientist in Boston, Massachusetts.

**Serious Health Condition** – An illness, injury (including, but not limited to, on-the-job injuries), impairment or physical or mental condition that involves inpatient care or continuing treatment by a health care provider.

**Site Administrator** – The employee’s immediate supervisor or the immediate supervisor’s designee.

### I. Eligibility

To be eligible for FMLA/CFRA leave a full-time or part-time employee must:

A. Have been employed with the District for at least 12 months (52 weeks) at any time prior to a break in service of seven (7) or more years, except for a break in service caused by a military service obligation.

B. Have worked at least 130 equivalent workdays (or 1,250 hours for Unit A, E, and G employees) in the 12 month period prior to the first day of absence.

If an employee is not eligible for FMLA/CFRA leave at the start of a leave because the employee has not met the 12 month length of service requirement, the employee may nonetheless still meet this requirement while on leave, however, time spent while on leave will not count towards the 130 workdays (or 1,250 hours) for purposes of eligibility.

### II. Reasons for Leave

Eligible employees can receive FMLA/CFRA leave for any of the following reasons:

A. Birth of an employee’s child (“bonding”). Leave must be completed prior to the child’s 1st birthday.

B. Placement of a child with the employee for adoption or foster care, including time to prepare for the placement as well as bonding time after the placement of the child. Leave must be completed within one year of the child being placed with the employee.

C. To care for the employee’s own Serious Health Condition.

Under FMLA, an employee’s pregnancy related conditions fall under a Serious Health Condition entitling the employee to FMLA leave. FMLA leave will run concurrently with leave under California’s Pregnancy Disability Leave Act (PDL). Pregnancy related leaves, however, do not exhaust CFRA leave entitlement because an employee is entitled to up to four months of protected time for pregnancy related conditions under PDL. Under California law, an employee eligible under CFRA and PDL may be provided leave up to 12 weeks plus 4 months.

D. To care for the Serious Health Condition of a Family Member. (See Definitions.)
E. Any qualifying exigency arising out of the employee’s Family Member’s active
duty in the United States Armed Forces (or if such eligible family member has
been notified of an impending call or order to active duty) in support of a
contingency operation (FMLA only).

F. To care for the employee’s Family Member or next of kin who is undergoing
medical treatment, recuperation, or therapy, or is otherwise on the temporary
disability retired list for a serious injury or illness sustained while on active
military duty in the Armed Forces (FMLA only for next of kin).

III. Health Care Provider Certification

Employees who request FMLA/CFRA leave for their own or a Family Member’s
Serious Health Condition must submit a “Certification of Health Care Provider”
form (Form FMLA-1) within 15 calendar days of the request. The form must be
complete and sufficient in order for FMLA/CFRA to be approved.

If the Certification of Health Care Provider form is not complete and sufficient, the
employee will be notified of the deficiencies in writing and given seven (7) calendar
days to correct the deficiencies.

At the time the Site Administrator requests certification the employee shall be
advised of the anticipated consequences of his or her failure to provide adequate
certification.

IV. Recertification

If additional time for the current certification form is needed, either in duration of
condition or amount of leave needed, the employee must provide a new completed
certification form.

V. Duration of FMLA/CFRA Leave

A. An employee may take up to 12 weeks of FMLA/CFRA leave in a 12-month
period. The 12-month period is measured forward from the date of the first
FMLA/CFRA absence.

B. An employee may take up to 26 weeks in a 12-month period for FMLA military
caregiver leave. However, an employee who requires leave as a military
caregiver is not entitled to more than 26 weeks in a 12-month period. For
example, if an employee takes 12 weeks of FMLA leave for his/her own serious
health condition and subsequently requires leave as a military caregiver, the
employee is only entitled to 14 additional weeks of FMLA leave.

VI. Site Administrator Responsibilities

The Site Administrator has the following responsibilities:

A. Identify a Potential FMLA/CFRA absence

It is not the employee’s responsibility to request FMLA/CFRA.
FMLA/CFRA regulations require that the Site Administrator identify an
employee’s need for FMLA/CFRA protections. An employee may be
eligible for FMLA/CFRA protections in the event of:
1. Incapacity of more than 3 consecutive calendar days.
2. Intermittent absences for treatment or therapy.
3. Intermittent absences for “flare-ups” of a chronic medical condition.
4. Long-term disability (i.e., illness leave).
5. Employee’s condition requires inpatient care in a hospital, hospice, or residential medical care facility.

B. Check Eligibility
   The Site Administrator shall determine if the employee is eligible for FMLA/CFRA protections. (See the “Eligibility” section of this bulletin for more information.)
   If the employee is eligible, the Site Administrator shall give the employee the Notice of Eligibility and Employee Rights & Responsibilities (Form FMLA-2). Verbal notice is not sufficient.
   If the employee does not meet the eligibility requirements, the Site Administrator shall give the employee the FMLA/CFRA Designation – Not Approved notice (Form FMLA-4).

C. Request Health Care Provider Certification
   If an employee has a qualifying FMLA/CFRA absence and is eligible for FMLA/CFRA protections, the Site Administrator shall request certification from the employee, unless already provided. If certification has not been provided at the time the employee notifies the Site Administrator of the need for absence, the Site Administrator shall also give the employee the Certification of Health Care Provider. (See the “Health Care Provider Certification” section of this bulletin for more information.)

D. Designating an Absence
   Once the Site Administrator has reviewed the Health Care Provider Certification and determined the absence is being taken for a FMLA/CFRA qualifying reason, an FMLA/CFRA Designation – Approved (Form FMLA-3) notice shall be given to the employee.
   If the certification form is not received, is incomplete, or is not for an FMLA/CFRA qualifying reason, an FMLA/CFRA Designation – Not Approved (Form FMLA-4) notice shall be given to the employee.
   The designation notice shall be given to the employee within five (5) business days of the determination.

E. Track Amount of FMLA/CFRA Time Used
   The maximum amount of FMLA/CFRA time an employee can use within an FMLA Year is 12 workweeks (60 days) for all reasons except Military Caregiver which allows a maximum of 26 workweeks (130 days).
   The Site Administrator shall track the amount of FMLA/CFRA time used to ensure the employee does not exceed the amount of time allowed by the Health Care Provider Certification or the maximum days allowed in an FMLA Year.
F. Maintain Documentation

All certifications, re-certifications, and medical histories of employees or their Family Members are subject to the protections under the Health Insurance Portability and Accountability Act (HIPAA) as well as the Genetic Information Non-Discrimination Act (GINA).

All FMLA/CFRA documentation relating to the employee or employee’s Family Member must be kept in a confidential file separate from the employee’s regular personnel records. If the employee is taking a formal leave of absence (i.e. more than 20 working days), the original paperwork must be submitted to the appropriate Human Resources department and a copy should be kept at the work location.

VII. Employee Rights

If the employee’s leave qualifies for FMLA/CFRA leave, the employee will have the following rights while on paid or unpaid FMLA/CFRA leave:

A. Paid or unpaid FMLA/CFRA leave will not constitute a break in service for purposes of establishing longevity or seniority, or for layoff, recall, promotion, job assignment, or seniority-related benefits. Unpaid FMLA/CFRA leave, however, is not treated as credited service time for permanency, retirement, or benefit accrual, vesting, and eligibility.

B. Maintenance of health benefits during any period of FMLA/CFRA leave under the same conditions as if the employee had continued to work. Should an employee go into unpaid status while on FMLA/CFRA leave, the District will continue to pay its portion of the health benefits premiums. Employees who are required to pay a portion of their health benefits premiums are required to continue to pay their portion of the health benefits premium regardless of their status (i.e., paid or unpaid).

C. Reinstatement to the same or equivalent position upon return from FMLA/CFRA leave, subject to seniority rules in the event of layoffs in the employee’s position. If the leave extends beyond the end of the employee’s FMLA/CFRA entitlement, the employee does not have return rights under FMLA/CFRA. However, the employee may have rights under their respective Collective Bargaining Agreement.

VIII. Employee Responsibilities

If an employee’s leave qualifies as FMLA/CFRA leave, the employee will have the following responsibilities while on FMLA/CFRA leave:

A. Provide Site Administrator with 30 days advance notice of the need to take FMLA/CFRA leave when the need is foreseeable.

B. When the need for leave is not foreseeable, the employee is expected to notify the Site Administrator as soon as practicable based upon the facts and circumstances.

C. Comply with the usual and customary call-in and reporting procedures in accordance with their work location and Collective Bargaining Agreement.
D. Make a reasonable effort to schedule treatment so as not to disrupt operations.

E. Employees who are required to pay a portion of their health benefits premiums are required to continue to pay their portion of the health benefits premium regardless of their pay status (i.e. paid or unpaid).

F. If the employee does not return to work following FMLA/CFRA leave for a reason other than: 1) the continuation, recurrence, or onset of a serious health condition which would entitle him or her to FMLA/CFRA leave; 2) the continuation, recurrence, or onset of a covered service member’s serious injury or illness which would entitle the employee to FMLA/CFRA leave; or 3) other circumstances beyond the employee’s control, the employee may be required to reimburse the District for health insurance premiums paid on behalf of the employee during their FMLA/CFRA leave.

IX. **Compensation**

FMLA/CFRA can be paid, unpaid, or a combination of both.

If the FMLA/CFRA absence is for the employee’s own Serious Health Condition the employee is required to use any available full-pay illness, half-pay illness or vacation time.

If the FMLA/CFRA absence is to care for the employee’s Family Member, employee is required to use any available Kin Care, Personal Necessity, or vacation time. All other time is unpaid. If the employee is receiving benefits under California Paid Family Leave program, however, the employee is not required to use available Kin Care, Personal Necessity, or vacation benefits.

X. **Non-Retaliation and Protection from Interference with FMLA/CFRA Rights**

Employers are prohibited from interfering with an employee’s right to utilize FMLA/CFRA. Interfering includes discriminating or retaliating against an employee for having exercised or attempted to exercise FMLA/CFRA rights. Employees have the right to utilize FMLA/CFRA leave for any qualifying reason without criticism or discouragement. Also, an employee must not be subject to discipline for exercise of FMLA/CFRA rights.

Retaliation and/or Interference does not include an employer’s pertinent contact/communications with the employee regarding the employee’s job. The employer, however, is not permitted to contact the employee to induce the employee to return from leave or to require the employee to perform actual work. While an employee can freely exercise their right to take CFRA/FMLA leave under the law and not be disciplined for doing so, taking a protected leave of absence will not affect pending disciplinary proceedings or prevent discipline from being issued that is based upon legitimate reasons related to work performance and/or conduct.

**AUTHORITY:** This is a policy of the Los Angeles Unified School District. This policy is established in accordance with the Federal Family and Medical Leave Act and the California Family Rights Act.
RELATED RESOURCES:
Los Angeles Unified School District FMLA/CFRA website:  
http://fmla.lausd.net

Collective Bargaining Agreements, located on the LAUSD “Staff Relations” website:  
From the LAUSD homepage go to “Offices” then “Staff Relations” then “Labor Relations”

Personnel Commission Rules:  
From the LAUSD homepage go to “Offices” then “Personnel Commission”

United States Department of Labor, FMLA Regulations:  

California Fair Employment and Housing Commission, CFRA Regulations http://www.dfeh.ca.gov/FEHCouncil.htm

California Fair Employment and Housing Commission, California Pregnancy Disability Leave Act:  
http://www.dfeh.ca.gov/Publications_StatLaws_PregDiscr.htm

California Employment Development Department, California Paid Family Leave: http://www.edd.ca.gov/Disability/FAQs for Paid Family Leave.htm

ASSISTANCE:  
For assistance or further information, contact the Absence Management Section in the Division of Risk Management and Insurance Services at 213-241-3954 or visit the FMLA/CFRA website at http://fmla.lausd.net.

FORMS:  
1. Certification of Health Care Provider Form for Employee or Family Member’s Serious Health Condition (Form FMLA-1)

2. Notice of Eligibility and Employee Rights & Responsibilities (Form FMLA-2)

3. FMLA/CFRA Designation - Approved (Form FMLA-3)

4. FMLA/CFRA Designation – Not Approved (Form FMLA-4)
Health Care Provider Certification
Employee or Family Member Serious Health Condition

SECTION I: For Completion by the SUPERVISOR

Please read and complete Section I before providing this form to your employee.

The Family and Medical Leave Act (FMLA), California Family Rights Act (CFRA) and Pregnancy Disability Leave (PDL) state that an employer has the authority to require an employee to submit a medical certification issued by the employee’s health care provider, if the employee is seeking a qualifying protected leave. You may not ask an employee to disclose information other than what is permitted under the applicable regulations. Employers must maintain confidential leave records that document an employee’s medical certifications/recertification, separately from the employee’s personnel files.

a) School Site/Division: ___________________________ Date: __________________
b) Supervisor/Administrator: ___________________________ Date: __________________
c) Employee Name: ___________________________ Employee #: ______
d) Employee’s Job Title: ___________________________
e) Regular Work Schedule: ___________________________
f) Employee’s Essential Job Functions: ___________________________

☐ Check if job description is attached.

SECTION II: For Completion by the EMPLOYEE

Please read and complete Section II before presenting this form to your medical provider.

FMLA, CFRA, and PDL state that an employer has the authority to require an employee to submit a timely, complete and sufficient medical certification to support a request for FMLA, CFRA, or PDL leave. Submittal of the medical certification is required by LAUSD in order to obtain and/or retain leave protections. Failure to provide a complete and sufficient medical certification may result in the denial of a request for protected leave. Employees have at least 15 calendar days to return this form.

The Genetic Information Nondiscrimination Act of 2008, Title II (GINA) prohibits employers and other entities covered by GINA, from requesting genetic information of an individual or family member, except as specifically allowed by this law. To comply with GINA, do not provide any genetic information when responding to this request for medical information.

Employee’s full name: ___________________________
Patient’s name if other than employee: ___________________________
Patient’s relationship to employee: ___________________________
Employee’s Signature: ___________________________ Date: ____________
SECTION III: For Completion by the HEALTH CARE PROVIDER

Please complete Section III and sign Page 3 of this document.

Please provide complete answers to all applicable questions below. Several questions seek a response regarding the frequency or duration of a condition and/or treatment. Your answer should be your BEST ESTIMATE based upon your examination of the patient and your prognosis. Please be as specific as possible, noting that terms such as “lifetime,” “unknown” or “indeterminate” may not be sufficient to grant leave protections. Limit your responses to address only the condition for which the employee is seeking a protected leave.

PART A: MEDICAL FACTS

1. Approximate date condition commenced: ________________________________
   Probable duration of condition or need for treatment: __________________

2. Check definitions of serious health conditions below (A-F) that apply. (Detailed list attached)
   - [ ] A. In-patient care in a hospital, hospice, or residential medical care facility
     If yes, provide date(s) of admission: ________________________________
   - [ ] B. Serious incapacity of more than 3 consecutive calendar days + 2 treatments
   - [ ] C. Incapacity causing absence due to pregnancy or pre-natal care
     If yes, expected delivery date: ________________________________
   - [ ] D. Serious chronic condition causing incapacity and requiring treatments
   - [ ] E. Serious permanent condition or serious long-term condition
   - [ ] F. Multiple treatments for serious health condition

3. Use the information provided by the Supervisor in Section I to answer this question. If the employer fails to provide a list of the employee’s essential functions or a job description, answer these questions based upon the employee’s own description of his/ her job functions.

   If certification is for the serious health condition of the employee, please answer the following:
   - [ ] A. Is the employee unable to perform any of his/her job functions due to the condition? Yes ☐ No ☐
     If yes, identify the job functions the employee is unable to perform:
     ____________________________________________________________
     ____________________________________________________________

   If certification is for the care of the employee’s family member, please answer the following:
   - [ ] B. Does (or will) the patient require assistance for basic medical hygiene, nutritional needs, safety, transportation, psychological comfort and/or arranging for third-party care for the family member? Yes ☐ No ☐
PART B: AMOUNT OF LEAVE NEEDED

1. Single Continuous Period of Time: Is it medically necessary for the employee to be off work due to serious health condition of the employee or family member? Yes ☐ No ☐
   If yes, estimate the beginning and ending dates for the period of incapacity from: ______________ through ____________________.

2. Reduced Schedule Leave: Is it medically necessary for the employee to work less than the employee’s normal work schedule due to serious health condition of the employee or family member? Yes ☐ No ☐
   If yes, indicate the part-time or reduced work schedule the employee needs:
   ______ Hours per day; ______ Days per week; from ______________ through ____________
   NOTES: ____________________________________________

3. Time Off for Medical Appointments or Treatment: Is it medically necessary for the employee to take time off work for doctor’s visits or medical treatment? Yes ☐ No ☐
   If yes, estimate treatment frequency and treatment duration (including recovery period)
   Frequency: ________ times per __________ week(s) or __________ month(s)
   Duration: ________ hour(s) or ________ day(s) per appointment/treatment
   NOTES: __________________________________________

4. Intermittent Leave: Is it medically necessary for the employee to be off work on an intermittent basis due to the serious health condition of the employee or family member? Yes ☐ No ☐
   If yes, based upon the patient’s medical history and your knowledge of the medical condition, estimate the frequency of flare-ups and the duration of related incapacity that the patient may need (e.g., 1 episode every 3 months lasting 1-2 days):
   Frequency: ________ times per __________ week(s) or __________ month(s)
   Duration: ________ hour(s) or ________ day(s) per episode
   NOTES: ____________________________________________

 Health Care Provider Verification

Please provide the following information pertaining to your practice:

Your Name______________________________________________________________
Your Name as Health Care Provider________________________ Degree_________________
Specialty/Type of Practice________________________________________ License No.___________
Type of License________________________________________________________
Address_______________________________________________________________
Zip Code_________________ Telephone______________________________

Endorse the following statement: “I certify that I am the treating health care provider for the above-named patient who is under my professional care. All of this information is true and correct to the best of my knowledge.”

Original Signature (no stamp):_________________________ Date:____________________
Serious Health Condition

A. Hospital Care
Inpatient care in a hospital, hospice, or residential medical care facility, including any period of incapacity or subsequent treatment in connection with or consequent to such inpatient care. A person is considered an “inpatient” when a health care facility formally admits him or her to the facility with the expectation that he or she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

B. Absence Plus Treatment
   a. A period of incapacity of more than three (3) consecutive calendar days (including any subsequent treatment or period of incapacity relating to the same condition), that also involves:
      i. Treatment two or more times by a health care provider, by a nurse or physician’s assistant under direct supervision of a health care provider, or by a provider of health care services (e.g., physical therapist) under orders of, or on referral by, a health care provider; or
      ii. Treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment under the supervision of the health care provider.

C. Pregnancy; any period of incapacity due to pregnancy or for prenatal care

D. Chronic Conditions Requiring Treatment
A chronic condition which:
   a. Requires periodic visits for treatment by a health care provider, or by a nurse or physician’s assistant under direct supervision of a health care provider
   b. Continues over an extended period of time (including recurring episodes of a single underlying condition); and
   c. May cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.)

E. Permanent/Long-term Conditions Requiring Supervision
A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer’s, a severe stroke, or the terminal stages of a disease.

F. Multiple Treatments (Non-Chronic Conditions)
A period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three (3) consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), or kidney disease (dialysis).
PART A – NOTICE OF ELIGIBILITY

You have notified the District of your need for absence or leave from work. In addition to the leave policies set forth in any applicable collective bargaining agreement, if you are eligible, your absence also appears to qualify for protection under the federal Family and Medical Leave Act (“FMLA”) and/or the California Family Rights Act (“CFRA”).

To be eligible for an FMLA/CFRA protected leave, an employee must have worked for LAUSD for at least 12 months (52 weeks) at any time over the past seven years and have worked at least 1,250 hours for employees in Units A, G and E) in the twelve (12) months preceding the leave.

PART B – RIGHTS AND RESPONSIBILITIES FOR TAKING FMLA/CFRA LEAVE

For us to determine whether your absence qualifies as FMLA/CFRA leave, you must return a health care provider certification form to your worksite within fifteen (15) calendar days of receiving this notice. The certification form must contain sufficient information to support your request for FMLA/CFRA leave.

If required information is not provided in a timely manner, your leave may not be protected by FMLA/CFRA. Unprotected absences may be counted against you in your attendance report.

Once we obtain the information from you as specified above, we will inform you, within five (5) business days, whether your leave will be designated as an FMLA/CFRA protected leave and count towards your FMLA/CFRA leave entitlement.

Employee Responsibilities

If your leave qualifies as an FMLA/CFRA protected leave, you will have the following responsibilities while on FMLA/CFRA Leave:

1. Provide 30 days advance notice of the need to take FMLA/CFRA when the need is foreseeable.
2. When 30 days advance notice is not possible, provide notice as soon as practical.
3. Comply with your worksite’s normal call-in and reporting procedures.
4. Make reasonable effort to schedule treatment so as not to disrupt operations.
5. If you do not return to work following FMLA/CFRA leave for a reason other than: A) the continuation, recurrence, or onset of a serious health condition which would entitle you to FMLA/CFRA leave; B) the continuation, recurrence, or onset of a covered service member’s serious injury of illness which would entitle you to FMLA/CFRA leave; or C) other circumstances beyond your control, you may be required to reimburse the District for health insurance premiums paid on your behalf while on FMLA/CFRA leave.
**Employee Rights**

If your leave qualifies as FMLA/CFRA protected, you will have the following rights while on FMLA/CFRA leave:

1. You have a right under FMLA/CFRA for up to twelve (12) weeks of unpaid leave in a 12-month period calculated as the 12-month period measured forward from the date of your first FMLA/CFRA.

2. You have a right under FMLA for up to twenty-six (26) weeks of unpaid leave in a single 12-month period to care for a covered military service member with a serious injury or illness. This single 12-month period is measured forward from the date of your first absence to care for a covered military service member. However, you are not entitled to more than twenty-six (26) weeks in a 12-month period. For example, if you take twelve (12) weeks of FMLA leave for your own serious health condition and subsequently require leave as a military caregiver, you are only entitled to fourteen (14) additional weeks of FMLA leave.

3. Your health benefits must be maintained during any period of unpaid leave under the same conditions as if you continued to work.

4. You must generally be reinstated to the same or an equivalent job with the same pay, benefits, and terms and conditions of employment on your return from FMLA/CFRA- protected leave. However, a layoff that would have led to separation of your employment if you had not taken an FMLA/CFRA protected leave will still lead to separation of your employment. (If your leave extends beyond the end of your FMLA/CFRA entitlement, you do not have return rights under FMLA/CFRA. However, you may have rights under your Collective Bargaining Agreement.)

5. If you do not meet the requirements for taking a paid leave, you may take an unpaid FMLA/CFRA protected leave.

6. If your FMLA/CFRA absence is for your own Serious Health Condition, you may use any available full-pay illness, half-pay illness or vacation time.

7. If your FMLA/CFRA absence is to care for your Family Member, you may use any available Kin Care, Personal Necessity, or vacation time. All other time is unpaid. If you are receiving benefits under California Paid Family Leave program, however, you are not permitted to use vacation benefits.

For a copy of conditions applicable to illness/vacation leave usage, please refer to your Collective Bargaining Agreement.
DATE: ____________________________

TO: ____________________________  EMPLOYEE ID # ________________________

FROM: __________________________

SUBJECT: DESIGNATION NOTICE – FMLA/CFRA APPROVED

RE: YOUR ABSENCE STARTING ______________________ through ______________________

We have reviewed your request for leave under FMLA/CFRA and any supporting documentation that you have provided. As you may know, some absences that are health-related might be protected under the federal Family and Medical Leave Act (FMLA) and/or the California Family Rights Act (CFRA).

Your FMLA/CFRA protected leave request is approved.

FMLA/CFRA requires that you notify us as soon as practicable if dates of scheduled leave change, are extended, or were initially unknown. Based on the information you have provided to date, we are providing the following information about the amount of time that will be counted against your leave entitlement:

______ Provided there is no deviation from your anticipated leave schedule, the following number of hours, days, or weeks will be counted against your FMLA/CFRA leave entitlement: ____________________

______ Because the leave you will need will be unscheduled, it is not possible to provide the hours, days, or weeks that will be counted against your FMLA/CFRA entitlement at this time. You have the right to request this information once in a 30-day period (if leave was taken in the 30-day period).
DATE: ____________________________

TO: ____________________________  EMPLOYEE ID #: ____________________________

FROM: ____________________________

SUBJECT: DESIGNATION NOTICE – FMLA/CFRA NOT APPROVED

YOUR ABSENCE IS NOT DESIGNATED AS FMLA/CFRA

We have reviewed your request for leave under the FMLA/CFRA and any supporting documentation you have provided.

We do not approve your FMLA/CFRA protected leave request for the following reason(s):

_______ You did not meet the eligibility requirements of working 130 days (or 1,250 hours for Units A, E, G) in the past 12 months; and being employed by the district for at least 12 months during the past seven (7) years.

_______ You have exhausted your FMLA/CFRA leave entitlement in your current FMLA Year.

_______ You either did not return the required Health Care Provider certification form in the 15 calendar days of receiving it, or provide a reasonable explanation for the delay. (Specific dates not approved are listed under “Other” below).

_______ FMLA/CFRA does not apply to your leave request. Time off must be taken for one of the following reasons: the birth of (or bonding with) your new child; placement in your home of a new child by adoption or foster care; your own serious health condition; a serious health condition that requires your participation and/or care of your parent, child (under 18 years of age), spouse/domestic partner; military exigency leave (FMLA); or military caregiver leave (FMLA).

_______ Additional information is needed to determine if your FMLA/CFRA protected leave request can be approved:

The Health Care Provider Certification you have provided is not complete and sufficient to determine whether the FMLA/CFRA applies to your leave request and/or how much absence time is required for your serious health condition. You must provide the requested information (listed below) no later than seven (7) calendar days from receipt of this notice or provide a reasonable explanation for the delay or your leave may be denied.

_______ Other
POLICY:

It is the policy of Los Angeles Unified School District (District) that all District employees shall report suspected child abuse or neglect by telephone immediately, or as soon as practically possible, to a child protective agency and shall prepare and send a written report within 36 hours of receiving the incident information. (Penal Code §11164 et seq.)

MAJOR CHANGES:
This Bulletin replaces BUL-1347.2 on the same subject issued by Office of the General Counsel, dated July 1, 2011. It provides guidelines for reporting suspected child abuse and neglect as required by law.

GUIDELINES:

The following guidelines apply:

I. Background

The District recognizes the responsibility of all staff to protect students from abuse or neglect by becoming knowledgeable about abuse/neglect, its indicators, and procedures for filing suspected child abuse reports.

II. District Employees as Mandated Reporters of Suspected Child Abuse

A. All District employees are mandated reporters of suspected child abuse or neglect.

1. When two or more mandated reporters have reasonable suspicion of child abuse and when there is an agreement among them, one report may be made by a single party selected by mutual agreement. However, any party who has knowledge that the designated member failed to file the suspected child abuse report (SCAR) shall thereafter file the SCAR.

2. School volunteers, student workers and guests on campus are not mandated reporters. However, the District encourages them to speak to an administrator promptly regarding any misconduct.

B. Mandated reporters with reasonable suspicion of child abuse or neglect must: 1) call an appropriate local law enforcement agency or Department of Children Family Services (DCFS) immediately or as soon as practicably possible (site administrator should provide class coverage if needed); and 2) submit the written report to the agency called within 36 hours of receiving the information.
C. Failure to comply with this policy may subject an employee to discipline, including dismissal, and possible suspension or revocation of credentials. Failure to comply may subject an employee to personal civil and/or criminal liability, which can result in the cost of defense and subsequent related damages.

D. State law provides immunity from civil or criminal liability for mandated reporters who file suspected child abuse reports. The District will defend employees in any legal actions who file in the course and scope of their employment duties. Also, mandated reporters shall not be subject to discipline or retaliation for following this policy.

III. Definitions of Child Abuse

A. Child abuse can be committed by any adult or any minor (e.g., child of any age to another child). Reportable victims of suspected child abuse include any individual under age 18. Students age 18 or older are not reportable as victims, but administrators must take action to address misconduct involving any student.

B. Students age 18 or older who are dependent adults can be reported as victims of suspected dependent adult abuse to an adult protective agency. In short, dependent adults are persons 18 or over who have a disability that restricts their ability to carry out normal activities, or to protect their rights. (Refer to District bulletin, BUL-2449.0, “Dependent/Elder Adult Abuse and Neglect Reporting Requirements”). In addition, information could become available that would lead an employee to suspect and therefore report that an individual over age 18 was a victim of suspected child abuse before the age of 18.

C. Physical Abuse - Physical injury (external or internal) such as a bruise, welt, burn, or cut inflicted on a child by other than accidental means by another person. Hazing may constitute physical abuse.

D. Sexual Abuse - Sexual assault and sexual exploitation are child abuse. Sexual assault includes rape, statutory rape, incest, sodomy, lewd or lascivious acts, oral copulation, penetration or intrusion of a genital or anal opening (including the use of an object), intentional touching of genitals or intimate parts or clothing covering them, hazing, human sex trafficking, annoyance or molestation.

1. Consensual Sexual Activity - Certain sexual conduct between consenting parties may or may not constitute child abuse based on the totality of the circumstances (e.g., if the act is natural and healthy sexual exploration). However, under the law certain conduct between parties requires mandated reporters to report, such as “lewd and lascivious” conduct or sexual intercourse involving a minor must be reported if the minor is under 14 and the partner is age 14 years or over.
2. Non-consensual Acts – Non-consensual acts of sexual abuse must be reported. In instances of suspected child-on-child sexual abuse, it may be appropriate to report both children as victims of suspected child abuse as many children who perpetrate abuse may themselves be victims of abuse.

3. Pregnancy – A minor’s pregnancy in and of itself does not constitute child abuse. One must consider the age of the minor at the time of conception and the circumstances under which conception occurred (e.g., physical abuse, duress, statutory sexual assault).

4. Commercial Sexual Exploitation and Trafficking – The commercial sexual exploitation or trafficking of children occurs when a child is treated as a commercial sexual object in exchange for money or something of value and may also include conduct or encouragement of activities related to pornography. Any minor who is engaged in commercial sexual activity whether as a suspected victim, recruiter, or exploiter, must be reported as a victim of child abuse. Signs that a child is a victim include: behavior or attire that is not normative for their age; tattoos and brandings of bar codes, symbols of wealth (e.g., dollar signs, gold coins), and names; frequently runs away from home; frequent absences with suspicious or scripted explanations; has an adult “boyfriend,” “daddy” or “auntie” with whom the child appears unusually deferential.

E. Neglect - The negligent treatment or maltreatment of a child by a person responsible for the child’s welfare, which indicates harm or threatened harm to the child’s health or welfare by acts or omissions. “Severe neglect” is defined as the negligent failure to protect a child from malnutrition, medically diagnosed non-organic failure to thrive, or causing or permitting the child’s person or health to be endangered. Such neglect includes the intentional failure to provide a child with adequate clothing, food, medical care, shelter, or supervision.

F. Willful Cruelty or Unjustifiable Punishment - A situation where any person willfully causes, inflicts or permits unjustifiable physical pain or mental suffering, or a caregiver willfully causes or permits the child to be placed in a situation in which the child’s person or health is endangered. Endangerment and cruel punishment are both reportable categories of child abuse, even if no injury is sustained.

G. Mental Suffering, Emotional Well-Being - A situation where mental suffering has been inflicted upon a child or that a child’s emotional well-being is endangered.

IV. Child Abuse Does Not Include

A. The use of an amount of force that is reasonable and necessary for a person employed by or engaged in a public school to quell a disturbance threatening physical injury to a person(s) or damage to property, for
purposes of self-defense, or to obtain possession of weapons or other
dangerous objects within the control of the pupil.

B. A **mutual fight** or physical altercation between minors. While it is not
child abuse, schools must address any physical violence on campus.

V. **Reasonable Suspicion**

A. Reasonable suspicion means that it is objectively reasonable for a person
to contemplate a suspicion, based upon facts or allegations that could
cause a reasonable person in a like position, drawing from a person’s
training, education and experience, to suspect child abuse or neglect.

B. Child abuse facts or allegations can be brought to the attention of
mandated reporters from any source, including but not limited to: the
alleged victim, the alleged victim’s friend, a journal, a colleague, or
anonymous source.

C. A reasonable suspicion determination does not require proof or having to
conduct an investigation by the reporting party.

D. Employees who need assistance to determine reasonable suspicion may
consult with their supervisor or a child protective agency.

VI. **Investigation vs. Clarification**

A. Investigation is a process that consists of interviewing suspected
victim(s), witnesses, perpetrator(s), and other individuals, as well as
gathering information, in order to determine the truth (i.e., proof) of the
allegation. Employees may not
investigate an allegation of child abuse.

1. District officials may conduct administrative investigations only
subsequent to the conclusion of the child protective agency’s
investigation or when such agency advises District officials that they
may initiate their administrative investigation. Call your Local District
Operations Coordinator for assistance. Further, refer to BUL-6532.1,
“Protocols and Procedures to Report, Reassign and Investigate
Allegations of Employee Misconduct,” for information on
administrative investigations for child abuse allegedly perpetrated by
employees, non-district contracted employees and volunteers.

2. District officials are responsible for monitoring the status of the child
protective agency’s child abuse investigation. However, immediate
steps should be taken to protect any alleged victim of inappropriate
conduct.

B. As opposed to an investigation, clarification is a process of asking the
victim(s), alleged perpetrator(s) and other individuals, clarifying questions
in order to determine reasonable suspicion of the allegation. An example of
clarifying questions may be asking a child, “What is wrong?” or “Tell
me about that bruise.” Depending on the response, a reasonable suspicion
VII. Making a Suspected Child Abuse Report (SCAR)

Suspected child abuse reports are to be made only to one child protective agency and the employee has the option of reporting to either DCFS or local law enforcement [e.g., Los Angeles Police Department (LAPD)]. Generally, it is advisable that the report be made to DCFS if the suspected abuse involves potential in-home perpetrator(s) (e.g., parents, relatives, etc.) and physical, mental, neglect or inadequate supervision child abuse. Generally, it is advisable that the report be made to local law enforcement if the suspected abuse involves an employee perpetrator, non-district contracted employees, and volunteers and moderate to severe physical, mental, sexual, neglect or life threatening situation child abuse.

Also, if directed by DCFS to file with law enforcement, the employee can insist that the report be filed with DCFS or can follow DCFS’s suggestion and file with law enforcement. Further, if advised by the agency that there will be no investigation and/or District personnel confirms they can initiate the administrative investigation, the mandated reporter must still file the SCAR with the agency.

An employee with knowledge or reasonable suspicion of child abuse/neglect must make a SCAR which consists of two steps: (1) making a telephone report of suspected child abuse immediately or as soon as practically possible to a child protective agency; and (2) sending a written SCAR to the agency called within 36 hours of receiving the information. The SCAR can be found on-line at http://dcfs.co.la.ca.us/contactus/childabuse.html and can be used to assist the reporter in knowing what information to provide when making the telephone report.

A. Telephone Report

1. The telephone report must be made immediately or as soon as practically possible to DCFS at (800) 540-4000 (24 hours/seven days a week), or to local law enforcement.
   a. Schools served by LAPD can call (213) 486-0530 (7:30 a.m. – 4:30 p.m. – Monday through Friday).
   b. Schools not served by LAPD should call Los Angeles County Sheriff’s Department or the police agency serving the school (see Attachment A).

2. When making the telephone report, the reporting person should provide the child protective agency with the following information:
   a. Identify themselves as a mandated reporter.
b. Reporter’s name, business address, and work telephone number.

c. Child’s name, date of birth, address, telephone number, school, grade, class, and present location (if known).

d. Parents’ or guardians’ contact information.

e. Information that gave rise to reasonable suspicion of abuse, including names, contact information of sources and witnesses.

f. If available, the name, address, telephone number and other relevant personal information about the person(s) who might have abused the child.

g. When an employee is reporting suspected child abuse and another employee has knowledge of the same suspected child abuse, the employee making the telephone report should provide the agency with names and contact information for both employees.

3. During the telephone report, the reporting person should also do the following:

a. Document the date and time the call was made.

b. Document the name/address of the agency called, the name of the person taking the report, title, and identification/badge number.

c. Inform the agency of school dismissal time and, if known, how the child is transported home (e.g., school bus, parent, walking).

d. Ascertain and document the agency’s plan regarding what action will be taken, including when an investigation will be initiated if the agency indicates an investigation will occur.

e. Clarify and document the agency’s directive as to what the school should or should not do regarding the victim and/or alleged perpetrator(s) involved in the report.

f. The reporter may request information from the child protective agency regarding the status of the investigation.

g. An employee who has a question about whether or not an incident rises to the level of reasonable suspicion as suspected child abuse may consult with a child protective agency or discuss with colleagues. However, regardless of any discussion, an employee who reasonably suspects child abuse must make the telephone and written report of suspected child abuse.

B. Written Report

1. After making the telephone report, but no later than 36 hours of becoming aware of the conduct giving rise to the suspected child
abuse, the mandated reporter is to complete the SCAR and mail it to the agency called. If making a report to DCFS, the reporter may file the written report on-line directly.

a. Provide all information requested on the SCAR (Form SS 8572).

b. Statements concerning observations of student’s injuries, condition, behavior or the perpetrator should be factual, objective and complete and not contain personal judgment or opinions.

c. Report information describing how injuries occurred or any aspect of the allegations verbatim as space allows. Use quotation marks where appropriate.

d. Include additional information and photographs, if available.

2. Mailing the SCAR

a. When reporting to DCFS, file on-line directly at http://dcfs.co.la.ca.us/contactus/childabuse.html or mail to: DCFS, 1933 S. Broadway, 5th Floor, Los Angeles, CA 90007.

b. When reporting to law enforcement, send the form to the same agency. See Attachment A for a list of law enforcement departments. For example, LAPD’s address is: LAPD-Child Abuse Unit, 100 W. First Street, Los Angeles, CA 90012.

c. The SCAR form may be printed from the DCFS website at http://dcfs.co.la.ca.us/contactus/childabuse.html or the LAUSD website at http://achieve.lausd.net/Page/1604.

3. The reporting employee may retain a copy of the SCAR as documentation a report was made.

C. Primary Centers and Preschools - Additional Reporting Requirements

Any incidents of suspected child abuse that occur while a child is in the care of early education centers and State preschools must be reported in accordance with the suspected child abuse reporting procedures described above. In addition, mandated reporters must make a report to the Department of Social Services (DSS) – Community Care Licensing Office (addresses below). Check with the Early Childhood Education Division to determine which office has responsibility over your program site. Such reports shall be made as follows:

1. Make the telephone and written SCAR to an appropriate child protective agency.

2. Immediately thereafter, telephone DSS - Community Care Licensing Office at (310) 337-4335 (Culver City Office) or 323-981-3350 (Monterey Park Office) and make an oral report.
3. Complete and/mail an “Unusual Incident/Injury/Death Report” (DSS Form LC 624) within seven days to either:

<table>
<thead>
<tr>
<th></th>
<th>Department of Social Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Care Licensing</td>
<td>Community Care Licensing</td>
</tr>
<tr>
<td>6167 Bristol Parkway, Suite 400</td>
<td>1000 Corporate Center Drive</td>
</tr>
<tr>
<td>Culver City, CA 90230</td>
<td>Monterey Park, CA 91754</td>
</tr>
</tbody>
</table>

D. School Nurses and Doctors – Additional Reporting Requirements

Any incidents of suspected child abuse must be reported by School nurses and doctors in accordance with the suspected child abuse reporting procedures. Medical professionals must also complete a “Medical Report: Suspected Child Physical Abuse and Neglect Examination,” (Cal-EMA 2-900) and send it to the reporting agency.

1. School medical professionals may be requested to provide first aid.

2. Any indication of abuse observed during a child’s examination may be photographed; however, these photographs may only be given to the child protective agency, along with the report. No removal of clothing to inspect the underclothing, breast, buttocks or genitalia is permitted.

VIII. Child Protective Agencies

A. An employee suspecting child abuse or neglect must file the SCAR with one of the following child protective agencies:

1. DCFS at (800) 540-4000 (24 hours/7 days per week).

2. Local Law Enforcement (City Police Departments and Los Angeles County Sheriff’s Department), depending on the local law enforcement agency with jurisdiction over the location where the suspected child abuse occurred (see Attachment A - Local Law Enforcement Departments Serving LAUSD Schools).

3. Early education centers and State preschools must also report incidents to the DSS Community Care Licensing Office at (310) 337-4335 (Culver City) or (323) 981-3350 (Monterey Park).

B. The following are not child protective agencies and are not authorized to receive SCARs:

1. The District’s Los Angeles School Police Department (LASPD) and school security officers;

2. Site administrator or colleague;

3. School medical professionals (e.g., school nurses and doctors).

IX. District Response After Filing SCAR
A. Employees: Mandated reporters have the option of apprising the site administrator of the SCAR. However, to ensure the child’s protection, separate from the mandated reporting responsibility employees must immediately inform their supervising administrator of the alleged misconduct, orally or in writing. If the alleged perpetrator is the site administrator, the employee should inform the Local District Superintendent, Unit/Division Head, or the Staff Relations/HR Labor Representative of the alleged inappropriate conduct.

B. Administrators: In instances involving suspected child abuse, the administrator has responsibilities to:

1. Ensure a SCAR has been appropriately filed if known. For example, an administrator should provide class coverage for reporting if needed to allow for the report to be made immediately or as soon as possible.

2. Monitor the status of the child abuse investigation. Immediate steps should be taken to protect any alleged target(s). Filing a SCAR does not relieve the site of its responsibility to take administrative action to address the alleged misconduct. For example, child abuse investigations are not designed to address administrative issues concerning the educational environment of students. Once the child protective agency has completed its investigation or confirms District officials may initiate their administrative investigation, the administrator shall cooperate with the agency in a coordinated manner and investigate any alleged inappropriate conduct, including, but not limited to:

(a) Sexual harassment: Conduct that constitutes suspected child sexual abuse may also constitute sexual harassment or unwelcome conduct of a sexual nature. Child abuse reporting procedures, sexual harassment policies and procedures [Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult), BUL-3349.1] and discipline policies should operate in a coordinated manner.

(b) Bullying or hazing: Conduct that constitutes suspected child abuse may also constitute bullying or hazing. Child abuse reporting procedures, bullying or hazing policies and procedures (Bullying and Hazing Policy (Student-to-Student and Student-to-Adult), BUL-5212.2), and discipline policies should operate in a coordinated manner.

3. Determine how to proceed when a District employee, non-district contracted employees or volunteers is the alleged perpetrator of suspected child abuse pursuant to Protocols and Procedures to Report, Reassign and Investigate Allegations of Employee Misconduct, BUL-6532.1. For example, the administrator may consider the following actions as reflected in policy BUL-6532.1:
(a) Ensure that relevant District administration, as applicable, is informed, as the employee may be temporarily reassigned if the abuse allegations are under investigation or other risk factors exist. Administrators should be communicating, working closely, and consulting with relevant District administration regarding the administrative investigation and follow-up after the investigation is complete.

(b) In all instances, safety of students will be the primary criterion for any reassignment decision. Contact your Local District Operations administrator immediately for guidance in ensuring student safety.

X. Child Protective Agency Response After SCAR is Filed

At a school site, a child protective agency representative has specific legal authority and responsibilities as follows:

A. May interview the alleged victim during school hours and on school premises without advising the parents. The administrator is to ensure that interviews of staff or students conducted by child protective services representatives take place in a confidential area.

B. Must afford the alleged victim the option of being interviewed in private or allow the victim to select any staff member to sit in on the interview. However, the staff member may decline the student’s request and the student may select another staff member.

C. May request to interview anyone in the course of the investigation.

D. May have limited access to students’ records if an emergency situation exists (i.e., necessary to protect a student or others).

E. May take the alleged victim into temporary protective custody without a court order. Child protective agency representatives are required to contact the family regarding temporary custody of a student. All relevant student and agency contact information should be exchanged to facilitate this communication. If the representative has not yet contacted the parent or guardian and the parent or guardian asks the school about the matter, the school may provide them with the contact information of the appropriate child protective agency.

XI. Confidentiality

A. Written SCARs are to be completed only by the reporter. The contents and reporter’s identity must remain confidential (unless otherwise prescribed by law). To ensure confidentiality, no other individual, including clerical or other office staff, may read, type, file, or be apprised of SCARs. For example, no employee is required to submit a copy to a supervisor or maintain copies of SCARs. However, the employee may retain a copy. SCARs and information contained therein are
confidential and may be disclosed only as follows:

1. When employees voluntarily waive confidentiality or their identity as a reporter, which may include the limited waiver to disclose the fact that the employee filed a report to a school administrator or other District official.

2. Between child protective agencies (e.g., DCFS, LAPD).

3. By court order in a criminal or civil proceeding.

4. In a criminal prosecution case arising from alleged child abuse, or in a county counsel or district attorney action dealing with termination of custodial rights.

5. To DSS for early education centers, State preschool programs and to a licensing agency when out-of-home care abuse is suspected.

B. When responding to parents or guardians about information concerning a SCAR, why a report was made, or who made the report, they should be referred to the child protective agency. Staff may discuss legal requirements, as well as District policy for child abuse reporting, which may include informing them that SCARs are confidential, and the District is not at liberty to discuss specific child abuse reports.

C. Any violation of the confidentiality of SCARs may be a misdemeanor punishable by up to six months in jail, a fine of $1,000 dollars or both.

XII. Prohibited Actions

A. Employees are not required to obtain assistance from a supervisor or other person prior to filing a SCAR. An employee’s reporting responsibility must not be impeded by a supervisor, colleague or any other person. Under no circumstances should an employee be required to justify a decision to report or be compelled to meet with the alleged perpetrator.

B. No removal or arranging of clothing to provide a visual inspection of the underclothing, breast, buttocks or genitalia of a pupil is permitted.

C. Any individual (e.g., student, employee) bringing forth an allegation of abuse should not be placed in a position of having to repeat the allegation or to provide a written statement regarding the allegation prior to the report being made.

D. If the student’s safety is at risk, a mandated reporter should not contact the student’s or perpetrator’s parent or guardian prior to filing a SCAR. Also, mandated reporters should not contact the student’s or perpetrator’s parent or guardian after filing the SCAR unless approval is obtained from the investigating agency or until the agency investigation has been completed.
XIII. Responsibility for Policy Implementation and Training

A. Employee Responsibilities

1. All District employees must sign Attachment D, “Employee Acknowledgement of Suspected Child Abuse Reporting District Policy and Legal Requirements,” at initial employment and annually at each site to which the employee is assigned.

2. All District employees must annually complete the Child Abuse Awareness Training (CAAT) by September 30th of every school year. This training consists of viewing the District’s on-line CAAT video and completing the assessment through the District’s Learning Zone (see Attachment E). Employees hired after the September 30th date are expected to complete the CAAT within 30 days of employment.

B. Administrator Responsibilities

1. Review with all employees twice a year (at the beginning of each semester) these child abuse reporting policies and provide them with: (1) Attachment A (Local Law Enforcement Departments Serving LAUSD Schools); (2) Attachment B (Child Abuse Reporting Information Sheet); and (3) Attachment C (Child Abuse and Neglect Reporting Procedures Site Plan).

2. Establish and implement a school site suspected child abuse reporting plan, including a professional development schedule regarding suspected child abuse reporting, distribution of Attachments A, B, and C, and designation of an administrator or designee available to assist employees in meeting their mandated suspected child abuse reporting responsibilities for those seeking assistance.

3. Ensure each employee under their supervision has annually signed Attachment D, “Employee Acknowledgement of Suspected Child Abuse Reporting District Policy and Legal Requirements.” Administrators are to maintain a file containing a complete set of signed Attachment Ds for employees under their supervision. Alternatively, an employee who successfully completes the CAAT training will have certified the Employee Acknowledgement; the supervisor can maintain a file of CAAT training completion certificates to meet this requirement.

4. Ensure every employee under their supervision annually completes the CAAT by September 30th or within 30 days of employment.

5. Incorporate and document these activities in the Safe School Plan, Volume 1 – Prevention Programs.

6. Certify in the “Administrator Certification Form” the site has complied with the mandates of this policy.
AUTHORITY: This is a policy of the Superintendent of Schools. The following legal standards are applied in this policy:

Education Code §§ 44807, 44932, 49001, and 49050
Penal Code § 11164 et seq.
Welfare & Institutions Code §§ 232, 300, 318, and 602

RELATED RESOURCES:

- **Administrator Certification Form**, Memorandum issued annually by Office of the Superintendent
- **Not in Our Schools, Not in Our Communities: Address, Prevent, and Eliminate Commercial Sexual Exploitation of Children in the Los Angeles Unified School District**, Board Resolution 026-15/16, 1/12/16
- **Bullying and Hazing Policy (Student-to-Student and Student-to-Adult)**, BUL-5212.2, 11/26/14, Office of the Superintendent and School Operations
- **Child Abuse Awareness Training (CAAT) and Resources**, Memorandum issued annually by Office of School Operations and Educational Services
- **Code of Conduct with Students - Distribution and Dissemination Requirement**, BUL-5167.0, 7/1/10, Office of the Superintendent
- **Dependent/Elder Adult Abuse and Neglect Reporting Requirements**, BUL-2449.0, 6/6/06, Office of the General Counsel
- **Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult)**, BUL-3349.1, 8/6/14, Office of the General Counsel
ATTACHMENTS:

- Attachment A  Local Law Enforcement Departments Serving LAUSD Schools
- Attachment B  Child Abuse Information Sheet
- Attachment C  Child Abuse and Neglect Reporting Procedures Site Plan
- Attachment D  Employee Acknowledgement of Suspected Child Abuse Reporting District Policy and Legal Requirements
- Attachment E  Requirement to Annually Complete the Child Abuse Awareness Training Assessment (CAAT)

FORMS:

Suspected Child Abuse Report (SCAR) (Form SS 8572) may be accessed at:

- LAUSD Office of School Operations: http://achieve.lausd.net/Page/1604
- DCFS: http://dcfs.co.la.ca.us/contactus/childabuse.html

ASSISTANCE:

For assistance or more information with:

- School Site Procedures, Local District Administrator of Operations; Los Angeles School Police Department, (213) 625-6631
- Legal Questions, Office of the General Counsel, (213) 241-7600
- Child Abuse Awareness Training Kit and Questions, Office of School Operations, (213)241-5337; http://achieve.lausd.net/Page/5184; http://achieve.lausd.net/Page/7669
- Student Involved Sexual Harassment Response and Reporting, Educational Equity Compliance Office, (213) 241-7682;
- Staff Relations Issues, Office of Staff Relations, (213) 241-6056
LOCAL LAW ENFORCEMENT DEPARTMENTS SERVING LAUSD SCHOOLS

Below is a list of local law enforcement departments serving schools within Los Angeles Unified School District. When reporting suspected child abuse to local law enforcement: (1) Call local law enforcement immediately or as soon as practically possible; and (2) File the written Suspected Child Abuse Report (SCAR) (SS 8572) to the same department called within 36 hours of the allegation (write Attn: Child Abuse Unit on the envelope).

**CITY POLICE DEPARTMENTS**

<table>
<thead>
<tr>
<th>Department</th>
<th>Address</th>
<th>Contact Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell Police Department</td>
<td>6326 Pine Avenue, Bell, CA 90201</td>
<td>(323) 585-1245</td>
</tr>
<tr>
<td>Culver City Police Department</td>
<td>4040 Duquesne Avenue, Culver City, CA 90230</td>
<td>(310) 837-1221</td>
</tr>
<tr>
<td>Gardena Police Department</td>
<td>1718 W. 162nd Street, Gardena, CA 90248</td>
<td>(310) 217-9670</td>
</tr>
<tr>
<td>Hawthorne Police Department</td>
<td>12501 S. Hawthorne Blvd, Hawthorne, CA 90250</td>
<td>(310) 349-2700</td>
</tr>
<tr>
<td>Huntington Park Police Department</td>
<td>6542 Miles Avenue, Huntington Park, CA 90255</td>
<td>(323) 584-6254</td>
</tr>
<tr>
<td>Inglewood Police Department</td>
<td>1 Manchester Blvd., Inglewood, CA 90301</td>
<td>(310) 412-8771, (310) 412-5210</td>
</tr>
<tr>
<td>Los Angeles Police Department</td>
<td>100 W. First Street - Room 351, Los Angeles, CA 90012</td>
<td>(213) 486-0530</td>
</tr>
<tr>
<td>Monterey Park Police Department</td>
<td>320 W. Newmark Avenue, Monterey Park, CA 91754</td>
<td>(626) 573-1311</td>
</tr>
<tr>
<td>San Fernando Police Department</td>
<td>910 First Street, San Fernando, CA 91340</td>
<td>(818) 898-1267</td>
</tr>
<tr>
<td>South Gate Police Department</td>
<td>8620 California Avenue, South Gate, CA 90280</td>
<td>(323) 563-5400 (main) (323) 563-5436 (dispatch)</td>
</tr>
<tr>
<td>Vernon Police Department</td>
<td>4305 S. Santa Fe Avenue, Vernon, CA 90058</td>
<td>(323) 587-5171, (323) 587-8135 (emergency)</td>
</tr>
</tbody>
</table>

See Next Page for Los Angeles County Sheriff Department Stations
LOS ANGELES COUNTY SHERIFFS’ DEPARTMENT STATIONS

Carson Sheriff Station
21356 S. Avalon Blvd.
Carson, CA  90745
(310) 830-1123

Lomita Sheriff Station
26123 Narbonne Ave.
Lomita, CA 90717
(310) 539-1661

Century Sheriff Station
11703 Alameda St.
Lynwood, CA  90262
(323) 568-4800

Malibu/Lost Hills Sheriff Station
27050 Agoura Rd.
Agoura, CA  91301
(310) 878-1808

East Los Angeles Sheriff Station
5019 E. Third St.
Los Angeles, CA  90022
(323) 264-4151

Marina Del Rey Sheriff Station
13851 Fiji Way
Marina Del Rey, CA  90292
(310) 456-6652
(818) 991-8003

South Los Angeles Sheriff Station
5019 E. Third St.
Los Angeles, CA  90022
(323) 264-4151

West Hollywood Sheriff Station
780 N. San Vicente Blvd.
West Hollywood, CA  90069
(310) 855-8850
CHILD ABUSE REPORTING INFORMATION SHEET

The Los Angeles Unified School District (District) has policies and procedures regarding the reporting of suspected child abuse to an appropriate child protective agency. This summary serves as a reference guide to those policies/procedures pertinent to the identification and reporting of suspected child abuse. In addition to this summary, employees should familiarize themselves with the District’s “Child Abuse and Neglect Reporting Requirements” bulletin No. BUL-1347.3. Employees will be expected to, and are responsible to, adhere to the District’s policies regarding suspected child abuse reporting.

I. California Law

A District employee “. . . in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom . . . [the employee] knows or reasonably suspects has been the victim of child abuse or neglect . . . shall report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone. Thereafter, the District employee must prepare and send a written report within 36 hours of receiving the information concerning the incident to the child protective agency called.”

- All District employees are mandated to report suspected child abuse. As such, District employees are “mandated reporters” of suspected child abuse. A report made by a mandated reporter is deemed a “mandated report.”
- Each District employee is individually responsible for reporting suspected child abuse. Reporting suspected child abuse to a principal, site administrator, supervisor, school nurse/doctor, school counselor, co-worker, Los Angeles School Police Department (LASPD), or other person does not relieve a mandated reporter of their responsibility to report to an appropriate child protective agency.
- Contents of a SCAR shall remain confidential.

II. Definitions – “Child Abuse” includes the following:

- **Physical Abuse** – physical injuries such as bruises, welts, burns, cuts, etc.
- **Sexual Abuse** – sexual assault, sexual exploitation, molestation, human sexual trafficking, etc.
- **Neglect** – negligent treatment, maltreatment, or failure to provide adequate clothing, food, medical care, shelter, or supervision.
- **Life Endangerment** – any act by a person who willfully causes, inflicts or permits any child to endure cruel and inhuman corporal punishment, mental suffering, etc.

III. Child Abuse Reporting Procedures

An employee suspecting child abuse or neglect must: (1) Immediately, or as soon as practically possible, make the child abuse telephone report to an appropriate child protective agency, either Department of Children and Family Services (DCFS) (24 hours/7 days per week) or local law enforcement serving the school (see Attachment A - Local Law Enforcement Departments Serving LAUSD Schools); and (2) File a written report with the same agency called within 36 hours of receiving the information concerning the conduct as follows:
### IV. **Prohibited Actions**

- Never contact the child’s or the alleged perpetrator’s parent or guardian if indicators point to possible abuse or if abuse is suspected prior to making a report.
- Never conduct an investigation of any kind once abuse or neglect is suspected or prior to making a report.
- Never report suspected child abuse to LASPD, as the law provides that *LASPD is not a child protective agency*.
- No removal or arranging of any clothing to provide a visual inspection of the underclothing, breast, buttocks, or genitalia of a pupil is permitted.

### V. **District Employee Named as Alleged Perpetrator**

- District officials may temporarily reassign an employee who has been named as an alleged perpetrator in a report of suspected child abuse.
- A District employee who is temporarily transferred or reassigned will be presumed innocent pending the outcome of the investigation and will have all appropriate due process rights.

### VI. **Consequences for Reporting or Failing to Report**

- A violation of these policies and the law may lead to disciplinary action, up to and including dismissal from the District. Also, failure to report suspected child abuse is a misdemeanor punishable by imprisonment in the county jail for a maximum of six months, a fine up to $1,000, or both.
- Generally, District employees are immune from civil and criminal liability when reporting suspected child abuse as required by law.

FOR FURTHER ASSISTANCE, PLEASE CONTACT OFFICE OF THE GENERAL COUNSEL AT (213) 241-7600
CHILD ABUSE AND NEGLECT REPORTING PROCEDURES SITE PLAN

Once a District employee reasonably suspects that conduct may be an indication of suspected child abuse, the employee must: (1) make a telephone report of the suspected child abuse immediately, or as soon as practically possible, to an appropriate child protective agency, either local law enforcement agency serving the school or Department of Children and Family Services (DCFS); and (2) file a suspected child abuse report to the agency called within 36 hours of receiving the information.

Complete Suspected Child Abuse Report (SCAR) (Form SS 8572) prior to making the telephone report. (Available on-line @ District website - http://achieve.lausd.net/Page/1604 or DCFS website - http://dcfs.co.la.ca.us/contactus/childabuse.html or in Main Office or Health Office)

a) For physical or sexual abuse and/or life-threatening/endangering situations, call immediately:
   LA Police Department, Child Abuse Unit - (213) 486-0530 (call DCFS if after hours), LA County Sheriff’s Department __________________________________________
   Or City Police Department serving the school ________________________________

b) For neglect, endangerment, or emotional abuse, call immediately:
   DCFS - (800) 540-4000 (24 hours/7 days per week)

An employee may disclose to the Principal or Site Administrator that the employee filed a SCAR; however, informing the Principal or Site Administrator of the alleged inappropriate conduct is mandatory when the alleged perpetrator of the suspected child abuse is another employee, school related adult or a student. An employee informing an administrator or other person of the alleged inappropriate conduct has not fulfilled their individual responsibility to make a mandated telephone and written report of suspected child abuse to local law enforcement or DCFS.

Document the date and time call is made, record the contact person’s name, title, and ID number, as well as the agency response or directive.

Date__________Time____________Contact Person______________________________
Title_________________________________________ID Number____________________
Agency Response or Directive ________________________________________________

DISTRIBUTION OF SCAR (Form SS 8572)

Reporter may retain a copy as documentation that a report was made in a timely manner.

Send a copy of SCAR (SS 8572) within 36 hours of knowledge of the conduct to the child protective agency (local law enforcement or DCFS) that was called. An employee making a telephone report to DCFS may file the written report on the DCFS website at http://dcfs.co.la.ca.us/contactus/childabuse.html.
LOS ANGELES UNIFIED SCHOOL DISTRICT

EMPLOYEE ACKNOWLEDGEMENT
OF SUSPECTED CHILD ABUSE REPORTING
DISTRICT POLICY AND LEGAL
REQUIREMENTS

1. I have been fully informed of my individual responsibility to report suspected child abuse as specified by District policy and state law.

2. I have received training on suspected child abuse reporting laws, child abuse reporting procedures, and my duties as a mandated reporter.

3. I understand that reporting suspected child abuse is my individual responsibility and that my failure to comply with child abuse reporting laws and/or LAUSD child abuse reporting procedures may subject me to professional liability, which may include discipline, demotion, dismissal, and the possible suspension or revocation of credentials, and criminal and/or civil liability.

4. I understand that, if I reasonably suspect that conduct by another LAUSD employee, other school related adult, or a student to another student may be an indication of suspected child abuse, I must report the suspected child abuse to an appropriate child protective agency **and** I must inform my supervising administrator of the alleged inappropriate conduct.

5. I have been provided with a copy of the Child Abuse Reporting Information Sheet (Attachment B of District policy, BUL-1347.3, “Child Abuse and Neglect Reporting Requirements”) which summarizes my suspected child abuse reporting responsibilities as a LAUSD employee.

6. I further understand that if, at any time during the course of my employment with LAUSD, I make a report of suspected child abuse consistent with District suspected child abuse reporting policy and procedures, I will be defended by the District against any actions or claims that may be made as a result of the report and that the District will pay all expenses associated with such defense.

I hereby certify that I have knowledge of the suspected child abuse reporting legal mandates, LAUSD child abuse reporting procedures, and that I will comply with them.

Name: ___________________________ Signature: ___________________________

(Please Print)

Employee Number: _______________ Position: ___________________________

School or Office Location: ___________________________ Date: _______________

A COPY OF THIS CERTIFICATION WILL BE RETAINED BY YOUR SCHOOL OR SITE ADMINISTRATOR

Policy BUL – 1347.3
Office of the General Counsel

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August 19, 2016
LOS ANGELES UNIFIED SCHOOL DISTRICT

REQUIREMENT TO ANNUALLY COMPLETE THE
CHILD ABUSE AWARENESS TRAINING ASSESSMENT (CAAT)

1. Child Abuse Training Requirement
   a. All District employees must annually complete the Child Abuse Awareness Training (CAAT) by September 30th of every school year. This training consists of viewing the District’s “Child Abuse Awareness Training” video and completing the online CAAT Assessment through the District’s Learning Zone, using the employee’s Single-Sign-On.
   b. Employees hired after the September 30th date are expected to complete the CAAT within 30 days of employment and annually by September 30th thereafter.

2. Child Abuse Awareness Training Video
   The Child Abuse Awareness Training Video is approximately 15 minutes long. The video can be viewed online from any computer. The video is also available on DVD in the CAAT Kit provided to each school. To access the video online, the following steps are to be followed:
   a. From the District’s website, click on “Offices,” then click on the “Child Abuse Awareness Training” link.
   b. On Child Abuse Awareness Training webpage, click on “Child Abuse Awareness Training Video.”

3. Child Abuse Awareness Training Assessment
   After an employee has viewed the CAAT video, the following steps are to be followed:
   a. From the District’s website, click on “Offices,” then click on the “Child Abuse Awareness Training” link.
   b. On Child Abuse Awareness Training webpage, click on “Learning Zone (CAAT Assessment).”
   c. Enter employee’s Single Sign-on. (If experiencing difficulty with username or password, contact ITD at 213-241-5200)
   d. Once in the Learning Zone, click on the “My Assessments” tab.
   e. Click on the “Start” link to the right of the “Child Abuse Awareness Training” class.
   f. Once an employee passes the CAAT Assessment (100%), a District Certificate will be able to be printed.
   g. Employees should retain a copy of the CAAT Assessment certificate and provide a copy to their principal or site administrator.
TITLE: Injury and Illness Prevention Program Requirements

ROUTING
All Schools and Offices

NUMBER: BUL-3772.3

ISSUER: John Sterritt, Director
Office of Environmental Health and Safety

Enrique G. Boull’t, Chief Operating Officer
Office of the Chief Operating Officer

DATE: August 26, 2013

POLICY: California Code of Regulations and Board Rule 2351 mandate that the District maintain a safe and healthy workplace for employees. These regulations require that each work location have a written Injury and Illness Prevention Program (IIPP) with specific responsibilities and procedures to prevent employee injuries and illnesses. As a result, each District site must have a written IIPP that is reviewed bi-annually and revised whenever there is a change in the site administrator or other personnel listed in the IIPP, there is a change in operations, or when new regulations have been issued. The IIPP must be available for review by an Occupational Safety and Health Administration (OSHA) Compliance Officer during an inspection or accident investigation conducted at their facility.

MAJOR CHANGES: This Bulletin replaces Bulletin No. BUL-3772.2, “Illness and Injury Prevention Program Requirements,” issued by the Office of Environmental Health and Safety (OEH) dated June 4, 2012. The requirements to review bi-annually (in alignment with the Administrators Certification On-line System) and to require employees to attend periodic safety meetings have been added.

BACKGROUND: Since 1991, employers in California have been required to have an effective written IIPP. The benefits of an effective IIPP include improved workplace safety and health, better morale, increased productivity, and reduced costs of doing business.

The Corporate Criminal Liability Act (California Penal Code Section 387) holds managers and corporations liable for concealing knowledge of a serious danger to employees. The failure to warn employees and to report it to regulatory agencies within 15 days of awareness, or immediately if there is imminent risk of great bodily harm or death, may result in assessment of personal fines up to $25,000 and/or imprisonment for up to three years. California Labor Code Section 6423 deems it a misdemeanor for managers or supervisors to willfully violate a safety order or standard, with penalties of up to a year in jail and fines up to $15,000, or both.
GUIDELINES:  I. RESPONSIBILITIES OF SITE ADMINISTRATOR

1. Each site administrator must develop and implement a written IIPP specific to their site. An IIPP template has been developed to assist in compliance with this requirement. To access the template follow the link http://www.lausd-oehs.org/injury-illness.asp and click on the link IIPP Template (*.doc). Fill out the requested site specific information and print a completed copy of the IIPP to be kept in the main office with other District policies.

2. Training specific to the IIPP must be conducted for all employees annually and as new employees are hired. An IIPP PowerPoint Presentation has been developed to assist with the training requirements. To access the file follow the link http://www.lausd-oehs.org/injury-illness.asp and click on the link IIPP Training (PowerPoint). Training must be documented on sign-in sheets which can be found in the IIPP Template (Attachment D). Site administrators must not only provide health and safety training, but shall require all employees to attend periodic safety training.

3. A copy of the IIPP or a summary must be posted in the main administration building or other prominent location available to employees where notices are regularly posted regarding rules, regulations, and procedures (Attachment B in the IIPP Template).

4. The IIPP must be available for review by an Occupational Safety and Health Administration (OSHA) Compliance Officer during an inspection or accident investigation conducted at their facility. It is also subject to review by Office of Environmental Health and Safety staff.

5. The IIPP must be reviewed bi-annually by the site administrator and updated if there have been changes in personnel listed in the IIPP or changes in operations. These reviews must be conducted in accordance with the most current on Administrator Certification On-line System Memorandum. The Administrator Certification On-line System is designed to assist schools and offices to electronically certify that the required actions and activities have been completed in accordance with District nondiscrimination and safety mandates, policies, and procedures. Compliance with IIPP requirements are tracked through the Administrator Certification On-line System.

6. Accident investigations must be documented and submitted electronically using the Incident System Tracking Accountability Report (ISTAR) within 24 hours.

7. Serious employee injuries must be reported to Cal/OSHA within 8 hours
of the incident. The site administrator shall also notify OEHS of these incidents within the same time frame.

II. MANDATORY ELEMENTS OF AN IIPP

Each site administrator is responsible for preparing, maintaining and implementing an IIPP at their location which must include each of the eight requirements listed below:

1. The identity of the person(s) at a specific site with authority and responsibility for implementing the program.
2. A system for ensuring that employees comply with safe and healthy work practices including training programs, disciplinary action, recognition, or other means.
3. A system for communicating with employees on matters relating to occupational safety and health including meetings, training programs, postings, safety committees or other means.
4. A system for identifying and evaluating workplace hazards, including written scheduled periodic inspections at least twice each year to identify unsafe conditions and work practices.
5. A procedure to investigate occupational injuries and illnesses.
6. A system for correcting unsafe or unhealthy conditions, work practices, or work procedures in a timely manner based on the severity of the hazard.
7. Training and instruction for new employees; when new hazards are introduced; employees given new job assignments, and for supervisors based on job specific hazards.
8. A system for recordkeeping and documenting each of the above requirements.

III. MONITORING

1. The OEHS representative assigned to each site will review the written IIPP during periodic visits to ensure that all required elements are included and have been implemented. A comprehensive review of the site specific program is also conducted during routine Safe School Inspections.
2. An OEHS representative will provide site administrators with IIPP implementation assistance if requested.
3. OEHS will issue a written Corrective Action Notice (CAN) to the site administrator for any requirement that has not been implemented.
4. Site administrators are responsible for ensuring their written IIPP is completed and on file. Failure to do so may result in fines or other legal sanctions which are payable by the facility cited and potential disciplinary action against the site administrator.
AUTHORITY:
• Board Rule 2351
• California Code of Regulations, Title 8, Section 3203

RELATED RESOURCES:
• Accident Investigating & Reporting, Safety Alert #04-14 dated April 12, 2012, issued by the Office of Environmental Health and Safety.
• Administrator Certification On-line System, Memorandum No. MEM-4207, issued annually by the Office of General Counsel
• Injury & Illness Prevention Plan, issued by the Office of Environmental Health and Safety.
• Safe School Inspection Guidebook, issued by the Office of Environmental Health and Safety.
• Safe School Plan Updates, Reference Guide No. REF-5511 issued annually by the Office of School Operations.

ASSISTANCE: For assistance or further information, contact the Office of Environmental Health and Safety at 213-241-3199 or at http://www.lausd-oehs.org.
TITLE: Uniform Complaint Procedures (UCP)  
NUMBER: BUL-5159.5  
ISSUER: David Holmquist, General Counsel  
Office of the General Counsel  
DATE: February 22, 2016  

POLICY: The Los Angeles Unified School District (District) has the primary responsibility to ensure compliance with applicable state and federal laws and regulations, and shall investigate complaints alleging failure to comply with those laws and regulations, including allegations of discrimination, harassment, intimidation, and/or bullying; unauthorized charging of pupil fees for educational activities; noncompliance with physical education instructional minutes at specified grade levels; noncompliance with education provisions for pupils in foster care and pupils who are homeless; provision of courses without educational content and previously completed/graded courses sufficient for satisfying requirements/prerequisites for postsecondary education and receipt of a diploma, except under specified conditions; failure to reasonably accommodate lactating students; or alleging failure to comply with legal requirements under the Local Control and Accountability Plan (LCAP). The District shall seek to resolve those complaints of noncompliance in accordance with the procedures set out in §§4600-4687 of Title 5 of the California Code of Regulations and the District’s policies and procedures under the UCP, including allegations of retaliation for participation in the UCP process and/or to appeal District decisions regarding such complaints.

UCP brochures are available at all schools and on the District’s website in the primary languages of the school community. A written notice regarding UCP must be disseminated annually to staff, students, parents/guardians, appropriate private school officials or representatives, District advisory committee, school advisory committees, and other interested school parties. Distribution may be in any form (brochure, newsletter, memorandum, staff/parent/student handbook, etc.) that will reach the school community. A copy of this UCP policy bulletin shall be available free of charge. Complainants are encouraged, where possible, to try to resolve their complaints directly at the school, work site or with their Local District.

MAJOR CHANGES: This Bulletin replaces BUL-5159.4, “Uniform Complaint Procedures (UCP),” issued November 14, 2014, by Office of the General Counsel. It includes updated information and procedures to ensure compliance with legal requirements regarding provision of physical education instructional minutes at specified grade levels, education provisions for pupils in foster care and pupils who are homeless, provision of courses without educational content and previously completed/graded courses sufficient for satisfying requirements/prerequisites for postsecondary education and receipt of a diploma, except under specified conditions, and provision for reasonable accommodations for lactating students.
On February 10, 2015, the District Board of Education ratified a delegation of its authority for approval of the District’s UCP policy and procedures to the District’s Superintendent of Schools to remain in force until the delegation is rescinded.

GUIDELINES: I. BACKGROUND

A UCP complaint regarding noncompliance with various state and federal programs that use categorical funds must be filed by way of the Uniform Complaint Procedures as written in Title 5 of the California Code of Regulations §§4600-4687.

The UCP complaint is a written statement that may allege discrimination, harassment, intimidation, and/or bullying of a student as identified in Education Code §200 and 220 and Government Code §11135, including any actual or perceived characteristics set forth in Penal Code §422.55, to include 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, or a violation of a federal or state law or regulation.

Additional new legislation requires schools with at least one lactating pupil on campus, to provide reasonable accommodations to a lactating pupil on campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. The law prohibits the lactating pupil from incurring an academic penalty as a result of her use, during the school day, of reasonable accommodations and affords that she shall be provided the opportunity to make up any work missed due to such use. A complaint of noncompliance with the requirements of Education Code §222 may be filed under the District’s UCP.

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 §49011. "Pupil fee" means a fee, deposit, or other charge imposed on pupils, or a pupil's parents/guardians, in violation of Education Code §49011 and §5 of Article IX of the California Constitution. A UCP complaint of noncompliance should be filed first with the school principal. A complainant not satisfied with the school’s decision may appeal the decision to the District’s UCP Coordinator and shall receive a written appeal decision within 60 days of receipt of the complainant’s appeal request. A pupil fee complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees. The complaint shall be filed no later than one year from the date the alleged violation occurred. If merit is found in a pupil fee compliant the public school shall provide a remedy to all
affected pupils, parents, and guardians that where applicable includes reasonable efforts by the school to ensure full reimbursement to all affected pupils, parents and guardians, subject to procedures established through regulations adopted by the State board. The District will attempt in good faith by engaging in reasonable efforts to identify and fully reimburse all pupils, parents/guardians who paid a pupil fee within one year prior to the filing of the complaint.

Existing law requires the adopted course of study for grades 1 to 6, inclusive, to include instruction in specified areas of study, including physical education for a total period of time of not less than 200 minutes each 10 school days, exclusive of recesses and the lunch period. Instruction in physical education in an elementary school maintaining any of grades 1 to 8, inclusive, shall be for a total period of time of not less than 200 minutes each 10 school days, exclusive of recesses and the lunch period. A complaint that the District has not complied with instructional minute requirements of the physical education adopted course of study for pupils in those grades may be filed under the District’s UCP.

Education Codes §§48853, 48853.5, 49069.5, 51225.1 and 51225.2, which address educational rights of pupils in foster care and pupils who are homeless to immediate enrollment, remaining in the school of origin, being enrolled in their local comprehensive school, obtaining partial credits, graduating with the State’s minimum requirements, and access to academic resources, services, and extracurricular activities, have been amended to allow that a complaint of noncompliance with the requirements of the sections may be filed under the District’s UCP.

Commencing with the 2016-17 school year, the District is prohibited from assigning a pupil enrolled in grades 9 to 12 to a course without educational content. Students may not be enrolled in courses without educational content for more than one week in any semester or to a course the pupil has previously completed and received a grade determined by the District to be sufficient to satisfy requirements and prerequisites for admission to the California public institutions of postsecondary education and the minimum requirements for receiving a diploma of graduation from high school, except under specified conditions. A complaint of noncompliance with the requirements of Education Code §51228.1 or §51228.2 may be filed under the District’s UCP.

A complaint that a district has not complied with requirements of the LCAP may also be filed using UCP. (Education Code §52075). LCAP requirements are found in Education Code §§§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, 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 to 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 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 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.

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 enrollment of a district includes at least 15% English learners and the district enrolls at least 50 pupils who are English learners. Districts are not required to establish a new ELPAC if they already have established an English learner parent committee). PACs shall include parents/
legal guardians of low income students, English learner students and foster youth.

Each district is 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 process, districts must present their proposed plans to the PAC and ELPAC. The advisory committees can review and comment on the plan. Districts must respond in writing to the comments of the PAC and ELPAC. Districts are also required to notify members of the public that they may submit written comments regarding specific actions and expenditures proposed in the LCAP.

Districts are also 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 its website the LCAP approved by the Board of Education and any updates or revisions to it.

II. UNIFORM COMPLAINT PROCEDURES PROCESS JURISDICTION

A. Complaints Under the Jurisdiction of the District’s UCP Process:

1. Discrimination, Harassment, Intimidation, and/or Bullying
   a. Employee-to-student, student-to-student, and third party to student
   b. May include allegations of failure to provide reasonable accommodations for lactating students

2. Various Programs that Use Categorical Funds
   a. Adult Education
   b. After School Education and Safety
   c. Agricultural Vocational Education
   d. American Indian Education Centers and Early Childhood Education Program Assessments
   e. Career Technical Education
   f. Child Care and Development
   g. Child Nutrition
   h. Foster and Homeless Youth Services
   i. Consolidated Categorical Aid Programs
   j. No Child Left Behind Act (2001) programs, including improving academic achievement, compensatory education, limited English proficiency, and migrant education
   k. Special Education
   l. Tobacco-Use Education
3. Unauthorized Charging of Pupil Fees, per Education Code §49011 and §5 of Article IX of the California Constitution, for Educational Activities
   a. A District pupil shall not be required to pay a pupil fee for participation in an educational activity.
   b. All supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge.

4. Elementary School Adopted Course of Study for Physical Education

5. Failure to Comply with Legal Requirements Pertaining to LCAP

6. Enrollment in Courses without Educational Content and Previously Completed or Graded Courses Sufficient for Satisfying Requirements or Prerequisites for Postsecondary Education and Receipt of a Diploma

B. Complaints Not Under the Jurisdiction of the District’s UCP Process:

1. Allegations of employment/work, employee-to-employee discrimination, harassment, intimidation, and/or bullying may be referred to the District’s Equal Opportunity Section at (213) 241-7685.

2. Allegations of suspected child abuse shall be referred to Los Angeles County Department of Children and Family Services or an appropriate city or county law enforcement agency, as applicable.

3. Allegations of fraud may be referred to Office of the Inspector General.

4. Personnel action complaints may be referred to the responsible administrator in the division/branch/department/unit/Local District.

5. Health and safety complaints regarding a Child Development Program may be referred to Department of Social Services, for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.

6. Bullying complaints not based on protected classes may be referred to the school’s Title IX/Bullying Complaint Manager, Principal/Designee, or Administrator of Operations in the Local District.

7. Complaints involving classroom assignments, common core, grades, graduation requirements, hiring and evaluation of staff, homework policies and practices, provision of core curricula subjects, public meeting laws (Brown Act, Greene Act), student advancement and retention, student discipline, students’ records, and other general education requirements may be referred to the appropriate
Principal/Desigee, Administrator of Operations or responsible administrator in the division/branch/department/unit/Local District.

III. RELATED DEFINITIONS

Title 5, California Code of Regulations provides the following definitions:

A. Appeal: A request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body’s decision.

B. Complainant: An individual, including a person’s duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging a violation of federal or state laws or regulations, including allegations of discrimination in programs and activities funded directly by the state or receiving any financial assistance from the state.

C. Complaint: A written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of discrimination, harassment, intimidation and/or bullying. If the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, the public agency shall assist the complainant in the filing of the complaint.

D. Complaint Investigation: Administrative process used by the District, the California Department of Education (CDE) or local educational agency for the purpose of gathering data regarding the complaint.

E. Complaint Procedure: An internal process used by the CDE or local educational agency to process and resolve complaints.

F. Compliance Agreement: An agreement or plan, following a finding or District noncompliance with state laws and regulations, which has been developed by the District and approved by the CDE to resolve a noncompliance issue.

G. Days: Calendar days, unless designated otherwise.

H. Direct State Intervention: The steps taken by the CDE to initially investigate complaints or effect compliance.

I. Local Agency: A school district governing board or a local public or private agency which receives direct or indirect funding or any other financial assistance from the state to provide any school programs or activities or special education or related services.
J. **Mediation**: A problem-solving activity whereby a third party assists the parties to the dispute in resolving the compliant.

K. **State Mediation Agreement**: A written, voluntary agreement, approved by the CDE, which is developed by the parties to the dispute, which resolves the allegations of the complaint.

IV. **NOTIFICATION – DISSEMINATION**

A. **Employees**

This UCP bulletin is to be provided annually to all District employees at the beginning of each school year.

B. **Students**

The District’s formal complaint procedures are provided in the Parent Student Handbook, which all schools are required to distribute annually to every student upon initial enrollment in any District school and at the beginning of each subsequent school year.

C. **Parents/Guardians**

The District’s Parent Student Handbook should be used to provide parents and guardians notification of the District’s formal complaint procedures.

D. **District/School Advisory Committees, Appropriate Private School Officials or Representatives - Other Interested Parties**

The UCP notice brochure is used to provide the required annual distribution of information regarding the District’s formal complaint procedures to District/School Advisory Committees, and appropriate private school officials or representatives, as well as other interested parties.

V. **CONFIDENTIALITY AND NON-RETALIATION**

Complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Every effort shall be made to limit the distribution of information to those persons with a need to know within the confines of the District’s reporting procedures and investigative process.

The District prohibits retaliation in any form for filing of a complaint or an appeal, reporting instances of noncompliance, discrimination, harassment, intimidation, and/or bullying, or for participation in the complaint-filing or investigation process. These confidentiality and non-retaliation requirements
extend to all parties involved.

VI. FORMAL COMPLAINT PROCEDURES

A. Complaint Filing

1. Any individual, public agency or organization may file a written complaint, alleging a matter which, if true, would constitute a violation by the District of federal or state laws or regulations governing the programs and activities as well as allegations of discrimination, harassment, intimidation, and/or bullying identified in the Uniform Complaint Procedures Jurisdiction section of this policy.

2. Any parent/guardian/individual/organization has the right to file a written complaint of discrimination, harassment, intimidation, and/or bullying within six months from the date the alleged incident occurred or the complainant first obtained knowledge/facts of the alleged incident.

3. A complaint may be filed anonymously if it provides evidence or information leading to evidence to support an allegation of noncompliance.

4. Complainants making a verbal complaint shall be referred to an administrator/designee who will assist any person with a disability or unable to prepare a written complaint.

5. The complainant will submit a written complaint to:

   Julie Hall-Panameño, Director
   Los Angeles Unified School District
   Educational Equity Compliance Office (EECO)
   333 South Beaudry Avenue - 20th Floor
   Los Angeles, California 90017
   Facsimile: (213) 241-3312

This individual/office shall be considered the representative of the District for purposes of receiving and coordinating responses to complaints and correspondence related to this policy.

The District ensures the administrator/designee assigned to investigate complaints is knowledgeable of the laws/programs assigned to be investigated and is responsible for compliance. In addition, the administrator/designee responsible for providing a written report should be trained in the UCP investigative process. As such, this designee must have knowledge of federal and state laws/regulations pertaining to UCP.
6. The District shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of noncompliance with state and federal laws and/or regulations. Refusal by the complainant to provide the investigator with documents or other evidence related to the complaint allegations, or to otherwise fail or refuse to cooperate in the investigation or engage in any obstruction of the investigation, may result in dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the District to provide the investigator with access to records and/or other information related to the complaint allegation, or to otherwise fail or refuse to cooperate in the investigation or engage in any obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in imposition of a remedy in favor of the complainant.

B. Complaint Receipt

The District administrator/designee shall:

1. Acknowledge receipt of the complaint and review it to determine whether it meets the criteria for filing under the procedures or falls within the exceptions listed in the Uniform Complaint Procedures Jurisdiction section of this policy.

2. Inform the complainant of the District policy and appeal procedures in those instances when a complaint may be filed directly with the State Superintendent of Public Instruction or another appropriate state or federal agency.

3. Determine whether the complainant and District representative will participate in mediation to resolve the complaint prior to formal investigation. If the complainant agrees to mediation, the complainant must be informed that the mediation process may be terminated at any time and may proceed directly to an investigation. Mediation may not extend the timeline for investigation and resolution of the complaint unless the complainant agrees, in writing, to the extension. Upon reaching resolution or a remedy that satisfies the complainant, the District will present the complainant with an opportunity to withdraw or proceed with the formal complaint investigation.

4. Determine whether a discrimination, harassment, intimidation, and/or bullying complaint has been filed within six months from the date the alleged incident occurred or the date the complainant first obtained
knowledge of the facts of the alleged incident. Confidentiality of complaints alleging discrimination, harassment, intimidation, and/or bullying will be observed to the maximum extent possible.

5. Deny the discrimination, harassment, intimidation, and/or bullying complaint if it has not been filed in a timely manner, and notify the complainant of the right to appeal to the State Superintendent of Public Instruction for an extension of time in which to file the complaint.

6. Refer the complaint for investigation to the appropriate District office/division/branch/unit/Local District.

7. Ensure that, within 60 days of receipt of the written complaint, the complaint has been resolved and/or investigated and that a written report of findings is issued to the complainant. The written report of the investigative findings must contain the allegations, method of investigation, policy, findings, conclusions, and corrective actions, if applicable.

8. Obtain an extension of time, if appropriate, to conduct the investigation.

C. Complaint Timeline

1. Each complaint shall be resolved and a written report of investigative findings issued within 60 days of receipt of the written complaint unless the complainant agrees in writing to an extension of time.

2. If the complainant agrees to mediation, it may not result in an extension of the investigation timeline and complaint resolution unless the complainant agrees, in writing, to the extension.

D. Complaint Investigation

Complaints shall be investigated by the appropriate District office/unit/division/branch/Local District office. The District office/unit/division/branch/Local District shall:

1. Adhere to a 30 day timeline to request additional information from the complainant as necessary, conduct the investigation, and prepare the final written report of findings.

2. Provide an opportunity for the complainant and/or complainant’s representative and District’s representative to present information relevant to the complaint during the mediation or investigative process. Refusal by the complainant to provide the investigator with evidence
related to the complaint allegations, or to otherwise fail or refuse to cooperate in the investigation or engage in obstruction of the investigation may result in dismissal of the complaint because of lack of evidence to support the allegations.

3. Obtain statements from individuals/witnesses who can provide relevant information concerning the alleged violation.

4. Review documents that may provide information relevant to the allegation. When necessary, request clarification on specific complaint issues from District offices (e.g., Parent Community Services Branch, Federal and State Education Programs Branch, Division of Special Education, etc.).

5. Have access to applicable District records and/or information related to the complaint allegations. District staff who refuse or fail to cooperate in the investigation or engage in any obstruction of the investigation, may cause a finding, based on evidence collected, that a violation has occurred and may result in imposition of a remedy in favor of the complainant.

6. Prepare a written report (in English and in the language of the complainant) of the investigative findings which contains the following elements:
   a. Findings of fact based on evidence gathered
   b. Conclusion of law
   c. Disposition of complaint
   d. Rationale for the disposition
   e. Corrective actions, if any warranted
   f. Notice of complainant’s right to appeal the District’s decision to CDE
   g. Procedures to be followed for initiating an appeal to CDE

7. Within 30 days of receipt of the complaint, forward the draft report of investigative findings to EECO for review and final disposition.

E. Complaint Response

1. The EECO UCP Coordinator will coordinate completion and provision of the closing letter and the written report of investigative findings, to the complainant and to the appropriate administrator/designee.

2. The closing letter includes an assurance the District will not tolerate retaliation against the complainant for opposing District actions, reporting, or threatening to report such actions or for the complainant’s
participation in an investigation of District actions.

3. The closing letter also includes notice of the complainant’s right to appeal the District’s decision. Local District decisions regarding programs listed in the Uniform Complaint Procedures Jurisdiction sections may be appealed within 15 days to EECO and/or to the CDE.

VII. APPEALS

A. Appeals of Local District or District Decisions Regarding Allegations of Discrimination, Harassment, Intimidation, and/or Bullying

1. Appeals of Local District decisions/findings involving allegations of discrimination, harassment, intimidation, and/or bullying may be filed in writing within 15 days to the EECO:

   Julie Hall-Panameño, Director
   Educational Equity Compliance Office
   Los Angeles Unified School District
   333 South Beaudry Avenue - 20th Floor
   Los Angeles, California 90017
   Facsimile: (213) 241-3312

   a. The complainant shall specify reasons for appealing and include a copy of the Local District decision. The Local District will provide the EECO with access to records/information related to the complaint allegation and information obtained as part of the Local District’s investigation. A final written letter of findings will be provided to the complainant with the disposition of the appeal and rationale for the disposition.

2. Appeals of District decisions/findings regarding discrimination, harassment, intimidation, and/or bullying allegations, as well as findings regarding provision of accommodations to lactating students, may be appealed to CDE’s Education Equity UCP Appeals Office by filing a written appeal within 15 days of receipt of the District’s decision.

   a. The written appeal should specify reasons for appealing the decision and include a copy of the District’s decision.

   b. The appeal may be sent to:

      California Department of Education
      Education Equity UCP Appeals Office
      1430 N Street, Suite 5405
      Sacramento, CA 95814
B. **Appeals of District Decisions Regarding Educational Program Complaints**

Appeals of District decisions/findings regarding educational programs listed in the Uniform Complaint Procedures Jurisdiction section of this policy, including foster/homeless youth services, pupil fees, elementary physical education instructional minutes, and enrollment in courses without educational content and previously completed/graded courses sufficient for satisfying requirements/prerequisites for postsecondary education and receipt of a diploma, may be appealed to CDE’s Categorical Programs Complaints Management Office by filing a signed written appeal within 15 days of receipt of the District’s decision.

1. The written appeal should specify reasons for appealing the decision and include a copy of the District’s decision.

2. The appeal may be sent to:

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

C. **Appeals of District Decisions Regarding Special Education Compliance**

Appeals of District decisions/findings regarding special education compliance may be filed with CDE’s Special Education Division by sending a written appeal within 15 days of receipt of the District’s decision.

1. The written appeal should specify reasons for appealing the decision and include a copy of the District’s decision.

2. The appeal may be sent to:

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

D. **Appeals of District Decisions Regarding Legal Requirements Pertaining to LCAP**

Appeals of District decisions/findings regarding legal requirements pertaining to LCAP may be filed with the CDE by sending a written appeal within 15 days of receipt of the District’s decision.

1. The written appeal should specify reasons for appealing the decision and include a copy of the District’s decision.
2. The appeal may be sent to:

California Department of Education  
Local Agency Systems Support Office  
1430 N Street, Suite 6400  
Sacramento, CA 95814

VIII. CIVIL REMEDIES

Pursuant to Education Code §262.3, persons who have filed a UCP complaint should be advised that civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available under California or federal discrimination, harassment, intimidation and/or bullying laws.

AUTHORITY: This is the policy of the District Superintendent of Schools. The following legal standard is applied in this policy:

California Code of Regulations, Title 5, §§4600 - 4687

ASSISTANCE: For further information or assistance:

Educational Equity Compliance Office; 213-241-7682; http://achieve.lausd.net/eeco  
Julie Hall-Panameño, Director/District Title IX Coordinator/Section 504 Coordinator

Complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or misassignment are addressed in District bulletin, BUL-4759.3, “Williams Complaint Procedures.”

ATTACHMENTS:

- Attachment A - UCP Complaint Form – English
- Attachment B - UCP Complaint Form – Spanish
- UCP Notice Brochure - English
- UCP Notice Brochure - Spanish

Translations of the above documents are also available in Armenian, Chinese, Farsi, Korean, Polish, Russian, and Tagalog. To obtain these translations, please contact EECO at (213) 241-7682 or access the website at http://achieve.lausd.net/eeco.
Los Angeles Unified School District
Uniform Complaint Procedures Form

Last Name__________________________________  First Name_____________________________

Student Name (if applicable)_____________________________  Grade____  Date of Birth_________

Address_____________________________________________  Apt. #_________

City__________________________________________________  State______  Zip Code_________

Home Phone__________________  Cell Phone________________  Work Phone_________________

Email Address___________________________

Date of Alleged Violation_________  School/Office of Alleged Violation _________________________

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☐ Adult Education     ☐ Consolidated Categorical Aid     ☐ Migrant Education
☐ Career/Technical Education   ☐ Child Care & Development  ☐ Child Nutrition
☐ Special Education   ☐ Pupil Fees for Educational Activities  ☐ Foster/Homeless
☐ After School Education/Safety  ☐ Agricultural Vocational Education  ☐ NCLB
☐ Tobacco-Use Education     ☐ Local Control Accountability Plan  ☐ Physical Education Minutes
☐ Courses without Educational Content/Already Satisfied for Graduation/Postsecondary Education
☐ American Indian Education Centers & Early Childhood Education Program Assessments

For complaints of discrimination, harassment, intimidation and/or bullying (employee-to-student, student-to-student, and third party to student), please check which of the actual or perceived protected characteristics upon which the alleged conduct was based:

☐ Sex     ☐ Sexual Orientation     ☐ Gender
☐ Gender Identity     ☐ Gender Expression     ☐ Ancestry
☐ Ethnic Group Identification  ☐ Race or Ethnicity  ☐ Religion
☐ Nationality     ☐ National Origin     ☐ Age
☐ Color     ☐ Mental or Physical Disability  ☐ Lactating Student
☐ Association with a person or group with one or more of the actual or perceived categories listed above

For complaints of bullying that are not based on the above listed protected characteristics, and other complaints not listed on this form, please contact your school Title IX/Bullying Complaint Manager, School Principal or Administrator of Operations in your Local District.

Local Districts:

☐ Northeast (818) 252-5400  ☐ Northwest (818) 654-3600  ☐ South (310) 354-3400
☐ East (323) 224-3100  ☐ West (31) 914-2100  ☐ Central (213) 241-0126

If you have contacted your school and Local District and still require assistance, referrals or resources, please contact the Educational Equity Compliance Office at (213) 241-7682.
1. Please give the facts about your complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Have you attempted to discuss your complaint with any Los Angeles Unified School District personnel? If so, with whom and what was the result?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes___ No___

Signature _____________________________________________ Date ______________

Mail or fax your complaint/documents to:

Julie Hall-Panameño, Director
District Title IX Coordinator/Section 504 Coordinator
Educational Equity Compliance Office
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, CA 90017
Fax: (213) 241-3312

For more information, please contact Dr. Joseph Green, UCP Coordinator, at (213) 241-7682.
Distrito Escolar Unificado de Los Ángeles
Formulario del Procedimiento Uniforme para Presentar Quejas

Apellido __________________________________ Nombre _____________________________

Nombre del estudiante (si corresponde)_________________ Grado____ Fecha de nacimiento ________

Dirección ____________________________________________ Apt. _________

Ciudad __________________________________________ Estado ______ Código postal ________

Teléfono del hogar _____________ Teléfono celular ____________ Teléfono del trabajo ___________

Dirección de email ___________________________

Fecha de la supuesta acusación _________ Escuela/Oficina de la supuesta acusación ____________

Para acusaciones por incumplimiento, por favor marque el programa o la actividad a la que se refiere su queja, si corresponde:

☐ Educación para Adultos     ☐ Asistencia Categoría Consolidada     ☐ Educación para Migrantes
☐ Educación Vocacional/Técnica   ☐ Cuidado y Desarrollo Infantil     ☐ Nutrición Infantil
☐ Educación Especial          ☐ Tarifas por Actividades Educativas     ☐ Niños de Crianza/Sin Hogar
☐ Educación/Seguridad después de la Escuela ☐ Educación Vocacional de Agricultura ☐ NCLB
☐ Educación sobre el Uso del Tabaco ☐ Plan de Responsabilidad de Control Local ☐ Minutos de Educación Física
☐ Cursos sobre Contenido Educativo/ Cumplidos para la Graduación/Educación Postsecundaria
☐ Centros de Educación para Indoamericanos & Evaluaciones del Programa de Educación Preescolar

Para quejas sobre discriminación, acoso, intimidación o “bullying” (empleado a estudiante, estudiante a estudiante, y terceros a estudiantes), por favor marque cuál de las características protegidas reales o percibidas en la cual se basó la supuesta conducta:

☐ Sexo          ☐ Orientación sexual       ☐ Género
☐ Identidad de género ☐ Expresión de género ☐ Ascendencia
☐ Identificación con grupos étnicos ☐ Raza o grupo étnico ☐ Religión
☐ Nacionalidad ☐ Nacionalidad ☐ Edad
☐ Color ☐ Discapacidad Mental o Física ☐ Estudiante en periodo de lactancia de su bebé
☐ Asociación con una persona o grupo con uno o más de las categorías reales o percibidas enumeradas anteriormente

Para quejas sobre intimidación o “bullying” que no se basen en las características protegidas de la lista que consta más arriba, y otras quejas no enumeradas en este formulario, por favor comuníquese con el administrador de su escuela a cargo del Título IX/intimidación, el director de la escuela o el administrador de operaciones de su Distrito Local.

Distritos Locales:

☐ Noreste (818) 252-5400      ☐ Noroeste (818) 654-3600      ☐ Sur (310) 354-3400
☐ Este (323) 224-3100          ☐ Oeste (31) 914-2100          ☐ Central (213) 241-0126

Si se ha comunicado con la escuela y con el Distrito Local y aún necesita asistencia, referencias o recursos, por favor, comuníquese con la Oficina de Equidad Educativa al (213) 241-7682.
1. Por favor, proporcione los hechos referentes a su queja. Proporcione detalles como los nombres de las personas involucradas, fechas, si los testigos estaban presentes, etc., que puedan ser de utilidad para el investigador de la queja.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

2. ¿Trató de discutir su queja con algún miembro del personal del Distrito Escolar Unificado de Los Ángeles? Si fue así, ¿con quién, y cuál fue el resultado?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

3. Sírvase proporcionar copias de todos los documentos escritos que puedan ser relevantes o que apoyen a la queja.

He adjuntado documentos de apoyo a la queja. Sí ___ No___

Firma __________________________________________ Fecha ______________

Envíe por correo o por fax su queja/documentos a:

Julie Hall-Panameño, Director
District Title IX Coordinator/Section 504 Coordinator
Educational Equity Compliance Office
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, CA 90017
Fax: (213) 241-3312

Para obtener más información, comuníquese con Dr. Joseph Green, Coordinador de UCP, (213) 241-7682.

BUL-5159.5
Office of the General Counsel

February 22, 2016
How to Submit a Complaint:

Any person, organization, or public agency may mail or fax a written complaint to:

Julie Hall-Panameño, Director
Educational Equity Compliance Office
Los Angeles Unified School District
333 South Beaudry Avenue - 20th Floor
Los Angeles, CA 90017
Fax: (213) 241-3312

Any person with a disability or who is unable to prepare a written complaint can receive assistance from the site administrator/designee or by calling the Educational Equity Compliance Office at (213) 241-7682.

The District assures confidentiality to the maximum extent possible. The District prohibits retaliation against anyone who files a complaint or participates in the complaint investigation process.

Pursuant to Education Code §262.3, Complainants are advised civil law remedies may also be available under state or federal discrimination, harassment, intimidation, and/or bullying laws.

A copy of the District’s UCP policy and complaint procedures shall be available free of charge.

For questions regarding UCP, contact Dr. Joseph Green, UCP Coordinator at (213) 241-7682.

Complaint Investigation and Response:

Each complaint is investigated by the appropriate District office, unit, division, branch, or Local District. The investigation and District response:

1. Provides an opportunity for complainant and District personnel to present information relevant to the complaint
2. Obtains relevant information from other persons or witnesses who can provide evidence
3. Reviews related documents
4. Results in a written Report of Findings in English, or in the primary language of the complainant, which contains the investigative findings and District’s decision, including corrective action(s), if any, and suggested remedies, if applicable
5. Concludes the investigation within 60 days from the date of receipt of the written complaint, unless the complainant agrees in writing to extend the investigative timeline
6. Notifies the person or organization of appeal procedures

How to Appeal:

Persons or organizations disagreeing with the investigative findings and District’s decision, or local site decisions involving Title VI or Title IX, have 15 days after receipt of the Report of Findings to file an appeal.

The appeal must be in writing and include a copy of the original complaint, as well as a copy of the District’s decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

The 60-day timeline for investigation and District response shall begin when the written complaint is received.
Why This Brochure?

The Los Angeles Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations, and shall investigate complaints alleging failure to comply with those laws and regulations including those alleging discrimination, harassment, intimidation, and/or bullying; unauthorized charging of pupil fees for educational activities; noncompliance with physical education instructional minutes at specified grade levels; noncompliance with education provisions for pupils in foster care and pupils who are homeless; provision of courses without educational content and previously completed/graded courses sufficient for satisfying requirements/prerequisites for postsecondary education and receipt of a diploma, except under specified conditions; failure to reasonably accommodate lactating students; and failure to comply with legal requirements pertaining to the Local Control Accountability Plan (LCAP). The District shall seek to resolve those complaints in accordance with the procedures set out in California Code of Regulations §§4600-4687 and the policies and procedures of the District, including allegations of retaliation for participation in the UCP process and/or to appeal District decisions regarding such complaints.

Protected Characteristics Covered under UCP:

Allegations of discrimination, harassment, intimidation, and/or bullying of students based on protected characteristics, set forth in Penal Code §422.55 and Education Code §220, include 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.

Complaints of discrimination, harassment, intimidation, and/or bullying must be filed within six months from the date the alleged incident occurred or the date when knowledge of the facts of the alleged incident was first obtained.

Programs under UCP:

1. Discrimination, harassment, intimidation, and/or bullying
   a. Employee-to-student, Student-to-student, Third party to student
   b. May include allegations of failure to provide reasonable accommodations for lactating students

2. Programs that use categorical funds
   a. Adult Education
   b. After School Education and Safety
   c. Agricultural Vocational Education
   d. American Indian Education Centers and Early Childhood Education Program Assessments
   e. Career Technical Education
   f. Child Care and Development
   g. Child Nutrition
   h. Foster and Homeless Youth Services
   i. Consolidated Categorical Aid Programs
   j. No Child Left Behind Act (2001) programs, including improving academic achievement, compensatory education, limited English proficiency, and migrant education
   k. Special Education
   l. Tobacco-Use Education

3. Unauthorized Charging of Pupil Fees, per Education Code §49011 and §5 of Article IX of the California Constitution, for Educational Activities

4. Elementary School Adopted Course of Study for Physical Education

5. Failure to comply with legal requirements as to development, adoption and annual update of the LCAP, which includes identification of annual goals, actions to implement goals, and measuring student subgroup progress across indicators based on the States’ eight priorities and aligned with the District’s spending plan

6. Enrollment in Courses without Educational Content and Previously Completed or Graded Courses Sufficient for Satisfying Requirements or Prerequisites for Postsecondary Education and Receipt of a Diploma

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 §49011. A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred. The District will attempt in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents/guardians, who paid a pupil fee within one year prior to the filing of the complaint.
Cómo presentar una queja:

Cualquier persona, organización o entidad pública puede enviar por correo o fax una queja escrita por escrito a:

Julie Hall-Panameño, Directora
Oficina de Equidad Educativa y Cumplimiento
Distrito Escolar Unificado de Los Ángeles
333 South Beaudry Avenue - 20th Floor
Los Angeles, CA 90017
Fax: (213) 241-3312

Cualquier persona con una discapacidad, o que no pueda preparar una queja por escrito, podrá recibir ayuda del administrador del plantel o la persona designada por él/ella, o podrá llamar a la Oficina de Equidad Educativa y Cumplimiento al (213) 241-7682.

El Distrito garantiza al máximo posible la confidencialidad. El Distrito prohíbe las represalias contra cualquier persona que presente una queja o que participe en el proceso de investigación de una queja.

De conformidad con el Artículo 262.3 del Código de Educación, se informa que quienes presenten quejas también podrían tener disponibles los recursos para la reparación de agravios de la ley civil estatal o federal contra discriminación, acoso, intimidación o “bullying.”

Una copia de los procedimientos de política y de presentación de quejas del Distrito (UCP) estará disponible de forma gratuita.

Para preguntas sobre el Procedimiento Uniforme para Presentar Quejas (UCP), comuníquese con el Dr. Joseph Green, Coordinador de UCP al (213) 241-7682.

Investigación y respuesta a las quejas:

Cada queja es investigada por la oficina, unidad, subdivisión, o división correspondiente del distrito, o la oficina del Distrito Local. La investigación y respuesta del Distrito:

1. ofrece a quien presentó la queja y al personal del Distrito una oportunidad para que presenten información relevante sobre la queja;
2. obtiene información de importancia que otras personas o testigos puedan proporcionar;
3. examina los documentos relacionados;
4. resulta en un Informe de los Hallazgos, escrito en inglés o en el idioma natal de quien presentó la queja, con las conclusiones de la investigación, las disposiciones del Distrito, e incluyendo las medidas para corregirlo, si las hubiere, y la reparación de agravios sugerida, si correspondiera;
5. concluye la investigación dentro de los 60 días a partir de la fecha en que se recibió la queja escrita, excepto si quien presentó la queja expresara por escrito que está de acuerdo con una extensión de este plazo;
6. notifica a la persona u organización sobre los procedimientos de apelación.

Cómo apelar:

Las personas u organizaciones que no estén de acuerdo con las conclusiones de la investigación por el Título VI o Título IX y la decisión del Distrito, o las decisiones del Distrito Local, tendrán 15 días después del recibir el Informe de los Hallazgos para presentar una apelación.

La apelación deberá presentarse por escrito e incluir una copia de la queja original, y también una copia de la decisión del Distrito. La apelación se deberá enviar a:

Departamento de Educación de California
1430 N Street
Sacramento, CA 95814

El plazo de sesenta (60) días para que la investigación y respuesta del Distrito comenzará cuando se reciba la queja.
¿Por qué existe este folleto?

El Distrito Escolar Unificado de Los Ángeles tiene la principal responsabilidad de garantizar el cumplimiento de las leyes y de las normas estatales y federales pertinentes, e investigará las quejas denunciando el incumplimiento de dichas leyes y normas. Se incluyen acusaciones por discriminación, acoso, intimidación o “bullying”; cobro no autorizado a un estudiante de tarifas para actividades educativas; incumplimiento de los minutos de instrucción de educación física en niveles de grado específicos; incumplimiento de las disposiciones educativas para los estudiantes en hogares de crianza y estudiantes sin hogar; prohibición de cursos sin contenido educativo y cursos previamente completados/calificados que son suficientes para satisfacer los requisitos / pre-requisitos para la educación superior y la obtención de un diploma, excepto bajo condiciones específicas; no acomodar de manera razonable a una estudiante durante el período de lactancia de su bebé; e incumplimiento con los requisitos legales pertinentes al Plan de Rendición de Cuentas del Control Local (LCAP). El Distrito deberá tratar de resolver dichas quejas de acuerdo con los procedimientos establecidos en los Artículos 4600-4687 del Código de Regulaciones de California, y las normas y procedimientos del Distrito, incluyendo acusaciones de represalias por participar en el proceso UCP y/o por apelar las decisiones del Distrito sobre dichas quejas.

Categorías protegidas cubiertas bajo UCP:

Las acusaciones por, acoso, intimidación o “bullying” de estudiantes basados en las categorías protegidas que establece el Artículo 422.55 del Código Penal y el Artículo 220 del Código de Educación, incluyen: sexo real o percibido, orientación sexual, género, identidad con un género, expresión de género, raza u origen étnico, identificación con un grupo étnico, ascendencia, nacionalidad, nación de origen, religión, color, discapacidad mental o física, edad; o que se basen en la asociación de una persona con una persona o grupo con una o más de estas características reales o percibidas, en cualquier programa o actividad que conduce o en el cual ofrece asistencia de manera significativa.

Las quejas por discriminación, acoso, intimidación o “bullying” se deberán presentar dentro de los seis meses desde la fecha en que ocurrió el supuesto incidente o la fecha en que se tuvo conocimiento por primera vez de los hechos del supuesto incidente.

Programas bajo UCP:

1. Discriminación, acoso, intimidación o “bullying”
   a. Empleado a estudiante, estudiante a estudiante, tercero a estudiante.
   b. Puede incluir acusaciones por incumplimiento de proporcionar adaptaciones razonables a una estudiante durante el periodo de lactancia de su bebé

2. Programas que usan fondos categóricos
   a. Educación para Adultos
   b. Educación y Seguridad después de la Escuela
   c. Educación Vocacional de Agricultura
   d. Centros de Educación para Indoamericanos y Evaluaciones del Programa de Educación Preescolar
   e. Educación Técnica y Vocacional
   f. Cuidado y Desarrollo Infantil
   g. Nutrición Infantil
   h. Servicios para Niños de Crianza y Sin Hogar
   i. Programas de Asistencia bajo la Solicitud Consolidada
   j. Programas bajo la Ley Ningún Niño Quedará Rezogado en la Educación (2001), incluyendo mejoramiento del logro académico, educación compensatoria, dominio limitado del Inglés, y estudiantes migrantes
   k. Educación Especial
   l. Educación sobre el Uso del Tabaco

3. Cobro no autorizado de tarifas a un estudiante para actividades educativas, según el Artículo 49011 del Código de Educación y el Artículo 5 de la Sección IX de la Constitución de California.

A un alumno no se le requerirá que pague una tarifa para participar en una actividad educativa, excepto cuando el cargo de esa tarifa esté autorizado específicamente por ley y no infrinja el Artículo 49011 del Código de Educación. Las quejas sobre las tarifas cobradas a los estudiantes deberán presentarse antes de que se cumpla un año desde la fecha en que ocurrió la supuesta infracción. El Distrito intentará, de buena fe, hacer todos los esfuerzos posibles para identificar y reembolsar plenamente a todos los alumnos, padres/tutores que hayan pagado una tarifa de estudiante en el periodo de un año anterior a la presentación de la queja.

4. Curso de Estudio de Educación Física Adoptado para las Escuelas Primarias

5. Incumplimiento de los requisitos legales con respecto al desarrollo, la adopción y la actualización anual del LCAP, que incluye la identificación anual de las metas, las acciones para implementar las metas, y la medida de los indicadores del progreso de los subgrupos de estudiantes basados en las ocho prioridades del Estado e integrados con el plan de gastos del Distrito.

6. Inscripción en Cursos sin un contenido educativo y en cursos previamente completados o calificados que son suficientes para satisfacer los requisitos o pre-requisitos para la educación post-secundaria y el otorgamiento del Diploma.
TITLE: Policy Regarding Internet Safety for Students

NUMBER: BUL-5181.2

ISSUER: Ronald S. Chandler, Chief Information Officer

DATE: June 1, 2013

POLICY: All students who are provided access to the Internet must participate in an Internet Safety Education Program. Teachers, administrators, and staff are responsible to provide Internet safety education and must comply with this policy.

MAJOR CHANGES: Changes have been made to accommodate and clarify more strict Federal laws around accountability.

BACKGROUND: The use of the Internet in schools and at home can have a major positive impact on a student’s education. The use of the Internet also presents certain risks, which can be reduced greatly when students learn how to use their online access safely and appropriately.

State and Federal laws require K-12 institutions to provide a safe learning environment, which includes Internet use at schools. The Protecting Children in the 21st Century Act was signed into law in October 2008 as part of the Broadband Data Improvement Act. In November 2009, the Federal Communications Commission (FCC) proposed rules and procedures for implementing this legislation, including the following:

- “The Internet safety policy adopted and enforced pursuant to 47 U.S.C. 254(h) … must educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.”
- “A recipient of E-rate funding for Internet access and internal connections should be required to certify, on its FCC Form 486 for funding year 2010, that it has updated its Internet safety policy to include plans for educating minors about appropriate online behavior … as required by the Protecting Children in the 21st Century.

PROCEDURES: LAUSD’s network infrastructure that provides Internet access to students is supported in large part through the Federal E-rate program. Participating in E-rate as well as other Federal funds requires all schools to comply with Bulletin 999.5: Acceptable Use Policy (AUP) for District Computer and Network Systems (May 1, 2012).

Schools providing Internet access to students must educate their students in accordance to the Protecting Children in the 21st Century Act, described above.

In an effort to make compliance with the law and provide a safe online environment for students and staff, several free resources that can be used by elementary, middle, and high schools. These resources can be found at
http://edtech.lausd.net/safety.

School site principals must certify that education was provided to all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response to assure compliance with Federal law.

Using the age appropriate resources available at http://edtech.lausd.net/safety, principals may:

- Hold a school assembly (or set of assemblies)
- Ask teachers that educate their students

**RELATED RESOURCES:**

- Administrator Certification Online System – 2012-13, MEM-4207.6, dated August 13, 2013, issued by the Senior Deputy Superintendent, School Operations
- Anti bullying policy (In Schools, at School-Related Events, and Traveling to and from School), Bulletin No. BUL-1038.1, dated August 16, 2004, issued by the Office of the Chief Operating Officer
- Social Media Policy for Employees and Associated Persons, Bulletin No. BUL-5688.0, dated February 1, 2012, issued by the Office of the Superintendent
- http://edtech.lausd.net/safety
- http://www.lausd.net/lausd/techplan
- http://edtech.lausd.net

**CONTACTS:**

For further information, please contact Dr. Themy Sparangis (themy.sparangis@lausd.net), Chief Technology Director by email at themy.sparangis@lausd.net or by telephone at (323) 224-2240
TITLE: Abolition of Corporal Punishment

NUMBER: BUL-5747.1

ISSUER: Earl R. Perkins, Assistant Superintendent
School Operations

Michelle King, Senior Deputy Superintendent
School Operations

DATE: December 20, 2013

PURPOSE: The purpose of this Bulletin is to restate and reaffirm the importance of the District’s policy against the use of corporal punishment. By action taken on October 15, 1984, the Board of Education determined that the use of corporal punishment as a disciplinary option at any grade level and with any student was abolished. Corporal discipline, in any form, is not to be used within this District.

MAJOR CHANGES: This Bulletin replaces BUL-5747.0, of the same subject, dated July 5, 2012. The content has been updated to include clarification on corporal punishment and reflects changes in the issuing office.

GUIDELINES: The following guidelines apply.

Under the law, “corporal punishment” is defined as willful infliction of, or willfully causing the infliction of, physical pain on a pupil.

Corporal punishment does not include the amount of force that is reasonable and necessary for a person employed by or engaged in a public school to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil. In addition, physical pain or discomfort caused by athletic competition or other such recreational activity, voluntarily engaged in by the pupil, is not corporal punishment.

Corporal punishment refers to the intentional application of physical pain as a method of changing behavior. District employees are directed to not engage in the use of corporal punishment, which includes but is not limited to engaging in a mutual physical altercation, food deprivation, hitting, painful body postures, pinching, pushing, shaking, slapping, tripping, use of excessive exercise drills, or prevention of use of restrooms.
District employees are reminded that corporal punishment may also result in child abuse and, as such, must be reported in accordance with mandatory child abuse reporting laws.

In considering responses to behavior issues, schools, employees, contractors, and volunteers should refrain from physical consequences, which may be construed as corporal punishment. The Superintendent encourages the use of positive approaches to student discipline and classroom management to ensure that students conform to expected behavior norms permitting them to derive greater benefits from the educational program.

**AUTHORITY:** California Education Code Sections 44807, 49000, 49001  
California Penal Code Sections 273d, 11165.4

**RELATED RESOURCES:**  


**ASSISTANCE:** For assistance or further information, please contact your Educational Service Center Operations Coordinator. For further assistance, please call the Office of School Operations at (213) 241-5337.
The Los Angeles Unified School District is committed to providing a safe and civil working environment. In order to fulfill the District's mission, it is essential that all LAUSD employees are able to work in an environment that is safe and free from acts of intimidation, threats of violence or actual violence. No employee shall be subjected to retaliation, reprisal, or disciplinary action for reporting acts pursuant to this policy.

All District employees and associated persons are expected to adhere to the Board of Education’s Resolution to enforce the Respectful Treatment of All Persons (October 10, 1988):

“The Los Angeles Unified School District reaffirms its policy that students and adults in both schools and offices should treat all persons equally and respectfully and refrain from the willful or negligent use of slurs against any person on the basis of race, language spoken, color, sex, religion, handicap, national origin, immigration status, age, sexual orientation, or political belief…” (see Attachment G, Board Resolution)

Any individual who commits acts of violence or threatening or disruptive behavior in the workplace may be subject to removal from the premises, subject to disciplinary action and/or subject to criminal penalties. Non-staff members who engage in violent, threatening or disruptive behaviors may forfeit permission to remain on-site. This action may be taken when there is reasonable cause to believe that such person has willfully disrupted the orderly operation of such campus or facility.

This policy encompasses behaviors or actions by District employees and associated adults (e.g., parents, campus volunteers, and vendors). The policy is applicable to all schools, at District and school related activities and at all areas within the District’s jurisdiction.
MAJOR CHANGES: This Bulletin replaces BUL-5610.0, titled “Workplace Violence, Bullying and Threats (Adult-to-Adult),” issued by the Office of School Operations and the Office of Curriculum, Instruction and School Support on September 29, 2011. It reflects the new reorganization of local districts into Educational Service Centers (ESC) and provides updates in protocol and resource contact information.

PURPOSE: The purpose of this bulletin is to outline administrative procedures governing workplace violence, bullying and threats involving employees and associated adults. The District prohibits violence, bullying and threats by or against any District employees, parents, or persons doing business with or for the District.

BACKGROUND: Workplace violence disrupts the learning and working environment, undermines productivity, and results in significant human and fiscal costs. Threat assessment and threat management in the workplace is recognized as a challenging and dynamic process that calls for responses and interventions from administration, staff, law enforcement and the school community.

GUIDELINES: The following guidelines apply:

I. DEFINITIONS

Workplace Violence (WPV)
Workplace Violence falls on a continuum that recognizes severity, frequency, and recency. WPV can be impacted by individual characteristics, environmental stressors, and/or the relationship between involved parties. Any act of physical, verbal or emotional aggression, and represents a continuum of behaviors that includes threats, violence, harassment, bullying, stalking, vandalism, emotional abuse, intimidation, and other forms of conduct that create anxiety, fear, and a climate of distrust in the work/educational setting.

Threats
The expression of a willful intent or desire to inflict harm that would likely result in death, bodily injury, physical damage to property, or disruption to institutions or District-sponsored activities. A threat may be direct, indirect, verbal, non-verbal, written, or electronic and may target an individual, a particular group on campus, the entire school, or the community.

Associated Person
Includes but is not limited to parents/guardians, campus volunteers, vendors, former students, former employees, domestic partners and relatives or friends of employees or students.

Bullying
Any severe or pervasive physical or verbal act or conduct, including electronic communications, and including one or more acts committed by an
individual or group, directed toward one or more adults that has or can be reasonably predicted to have one or more of the following effects on a reasonable person:

1. Reasonable fear of harm to person or property of the target(s)
2. Substantially detrimental effect on physical or mental health of the target(s)
3. Substantial interference with work performance
4. Substantial interference with ability to participate in or benefit from school services, activities, or privileges

**Discrimination/Harassment**

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

Discriminatory Harassment is where (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment was both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics in the same circumstances; and (3) harassment was 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 school.

**Hate Violence**

Any act punishable as a hate crime under the Penal Code, including a criminal act (threat, injury, use of force, damage or destruction of property) committed, in whole or in part, because of one or more actual or perceived characteristics of the victim: (1) disability; (2) gender; (3) nationality; (4) race or ethnicity; (5) religion; (6) sexual orientation; and/or (7) association with a person or group with one or more of these actual or perceived characteristics.

**II. RESPONSIBILITIES OF DISTRICT EMPLOYEES**

All District employees are expected to:

- Adhere to the WPV policy and act in accordance with the policy.
- Promptly report any suspected WPV behaviors to your site administrator or designee by completing the Workplace Violence Complaint Form, Attachment D.
- Cooperate in the investigation of employee WPV complaints by providing relevant information.
Additional responsibilities apply as follows:

A. Administrator/Designee must:
   1. Establish a safe and respectful school or workplace environment.
   2. Ensure that the WPV policy is implemented.
   3. Investigate and respond to any verbal or written reports of violence, bullying or threatening behavior (see Attachment D).
   4. Monitor and follow-up to ensure that the behavior has stopped.

B. Educational Service Center (ESC) Administrators and Staff must:
   1. Be responsible for enforcing the WPV policy.
   2. Designate administrators to ensure the implementation of this policy.

C. Central Office Staff must:
   1. Support this policy by assisting schools and work sites.
   2. Align this policy with related District initiatives.

III. GENERAL PROTOCOL FOR RESPONDING TO COMPLAINTS

The following are general procedures for the administrator/supervisor to respond to any complaints (See Attachment A for a checklist of the general procedures indicated below.):

A. Secure campus/office safety.
B. Assure involved parties that allegations are taken seriously.
C. Investigate promptly and thoroughly.
D. Request a factual written statement from the involved parties and, if appropriate, witnesses.
E. Consult with ESC, Staff Relations and other offices, as appropriate.
F. Take action to stop the behavior.
G. Document actions taken.
H. Implement disciplinary action as needed.
I. If appropriate, the victim may file a criminal complaint with law enforcement.
J. Continue to monitor behavior and address inappropriate behaviors.
K. Document the incident in the Incident System Tracking Accountability Report (iSTAR).

*If the allegation is against an administrator/supervisor, that administrator’s supervisor shall respond to the complaint (see Attachment D, Workplace Violence Complaint Form).*

IV. PROTOCOL FOR RESPONDING TO BULLYING

The following are general procedures for the administrator/supervisor to respond to any complaints of bullying (see Attachment A for a checklist of
the general procedures indicated below):

A. Secure campus/office safety.
B. Assure involved parties that allegations are taken seriously.
C. Investigate promptly and thoroughly.
D. Request a factual written statement from the involved parties and, if appropriate, witnesses.
E. Consult with ESC, Staff Relations and other offices, as appropriate.
F. Take action to stop the behavior.
G. Document actions taken.
H. Implement disciplinary action, if needed.
I. If appropriate, the victim may file a criminal complaint with law enforcement.
J. Continue to monitor behavior and address bullying behaviors.
K. Document the incident in iSTAR.

If the allegation is against an administrator/supervisor, that administrator’s supervisor shall respond to the complaint.

V. RESPONDING TO HARASSMENT AND DISCRIMINATION

For matters of harassment and discrimination in employment, based on age, color, disability, national origin, race, religion, marital status, veteran status, sex (including sexual harassment), sexual orientation, gender identity or political affiliation contact the Equal Opportunity Section at (213) 241-7685.

VI. PROTOCOL FOR RESPONDING TO WORKPLACE VIOLENCE AND THREATS

The following are general procedures for the administrator/supervisor to respond to any reports of workplace violence or threats. The urgency of the situation will dictate the order in which the subsequent steps are followed. (See Attachment A for an abbreviated version of the general procedures indicated below.)

A. Secure Campus/Office Safety
   1. Call 911 for immediate, emergency life threatening situations.
   2. Call Los Angeles School Police Department (213) 625-6631 or local law enforcement for assistance at the worksite.
   3. Secure site and/or implement lockdown, if necessary.
   4. Contact the Los Angeles County Department of Mental Health ACCESS (800) 854-7771 for a mental health evaluation to determine risk to self or others and possible hospitalization (see Section VI, G3).
   5. Warn the intended victim(s) of the threat and/or take reasonable steps to protect the threatened individual(s) in the workplace.
6. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services at (213) 241-2174 or (213) 241-3841.

B. Notify
1. ESC Operations Staff, ESC Instructional Staff, Unit Supervisor.
2. Staff Relations.
3. Other offices, as appropriate (see Attachment E, Resource List).
4. Document the incident in iSTAR.

D. Investigate
Prior to convening a multi-disciplinary threat assessment team, designated staff from the team should gather background information that includes:
1. Employee information (e.g., name, date of birth, employee number, address, make/model/license plate number of vehicle)
2. Emergency card information (e.g., family contact, health care provider information)
3. Attendance record
4. Review of District computers and property
5. Any history or discipline indicating concerning behaviors or related to the incident
6. Statements from witnesses (e.g., teachers, other staff, students), may be taken on the Workplace Violence Complaint Form (see Attachment D)
7. Family situation information
8. Triggering events or other personal stressors (e.g., mental/physical health, death, divorce, economic or family stressors, legal matters)
9. Access to weapons
10. Other pertinent information (e.g., written material, e-mails, pictures, social network postings)

The privacy of the employee should be protected at ALL times, divulging information only on a need to know basis.

C. Convene a Threat Assessment Team
The multi-disciplinary team may include, but not be limited to, an Administrator, a Los Angeles School Police Department Officer, and a School Mental Health Administrator. The person making the threat, the targeted individual(s), or witness(es) should not be part of the threat assessment team meeting.

Critical roles of effective teams include:
1. Communication among all key stakeholders. The administrator/supervisor shall coordinate and document all actions.
2. Collaboration across institutional boundaries, including law enforcement and mental health.
3. Coordination of services for prevention, early identification, and interventions.
4. Sharing of information shall be restricted to those persons with a need to know. Information must not be discussed or divulged concerning any involved parties to any other person(s).
5. Consultation with other resources may include: ESC Administrator of Operations, ESC Operations Coordinator; Office of General Counsel; Equal Opportunity Section; Staff Relations; School Mental Health, Crisis Counseling and Intervention Services; Human Relations, Diversity and Equity.

E. Assess for Risk to Self or Others
1. The administrator/designee will meet with the person making the threat to complete a risk assessment using Attachment B, Workplace Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist. The questions should not be read to the person, but rather should be used as a guide while assessing the individual.
2. The administrator/designee collaborates with the multi-disciplinary threat assessment team to determine the level of risk by reviewing Attachment B, Workplace Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist, as needed:
   - **Low Risk** - Does not pose imminent danger to self or others; insufficient evidence for violence potential.
   - **Moderate Risk** - May pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
   - **High Risk** - Poses imminent danger to self or others with a viable plan to do harm and exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

F. Determine Appropriate Action Plan
Interventions will be based upon the severity and potential risk of the behaviors. The action plan determined by the team should be documented and managed by the school site administrator/designee. Actions may include:
1. Contact with and/or apprehension of person(s) who initiated the threat.
2. Removal of employee or person from premises.
3. Conference with person(s) initiating the threat and consider
appropriate interventions and other actions, including discipline and change of work location.

4. There are circumstances that might increase the likelihood of an attack. Examples of triggers may include employment action, significant loss, or interpersonal conflict.

5. Warn and protect the targeted victim(s) of the threat and/or take reasonable steps to protect the threatened individual(s) in the workplace, when appropriate.

6. Design support system for the targeted individual and/or person who initiated the threat, if appropriate.

7. Send a disruptive person letter or obtain a restraining order, when appropriate.

8. Monitor progress toward reestablishing workplace safety.

G. Additional Actions

Additional actions may be required if the behavior falls under any of the following categories:

1. Criminal Threat (bodily harm or an immediate physical threat)
   a. Call Los Angeles School Police Department or local law enforcement.
   b. Warn the intended victim(s) of the threat and/or take reasonable steps to protect the threatened individual(s) in the workplace.
   c. Notify the ESC Operations Staff, ESC Instructional Staff, and/or Unit Supervisor, and Staff Relations.

2. Disciplinary Action
   a. Contact Staff Relations or Human Resources to discuss procedures for discipline and/or intervention (include appropriate district representative(s) as deemed necessary to implement intervention plan).
   b. Notify the ESC Operations Staff, ESC Instructional Staff, and/or Unit Supervisor, and Staff Relations.

3. Mental Health Evaluation
   a. Adults who present with severe mental health/behavior issues, such as depression or suicidal ideation, should be addressed by the administrator/designee to discuss any concerns for their safety and health/mental health well-being.
      (1) Determine the level of risk by reviewing Attachment B, Workplace Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist, as needed. If the behaviors are determined to be high risk, secure emergency services by calling 911, Los Angeles County Department of Mental Health ACCESS (800) 854-7771, and/or School Police (213) 625-6631.
Monitor the situation until appropriate assistance arrives.

b. Contact law enforcement to implement a welfare check, as appropriate.

c. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services at (213) 241-2174 or (213) 241-3841.

4. Employee Medical Issues
Contact Employee Health Services (213) 241-6326 for assistance and consultation on medical aspects that may be present in cases.

a. If the employee is moderate/high risk appropriate action steps should take place to mitigate the risk prior to referring to Employee Health Services.

b. If the employee is low risk and there are still concerns regarding ability to perform duties, this individual may be referred to Employee Health Services for a Fitness for Duty Evaluation.

c. If the employee has been off work for any length of time, including hospitalization, the individual may be referred to Employee Health Services for a Return to Work Clearance.

H. Provide Resources (see Attachment E, Resource List)

1. Refer the employee to their health care provider for mental/physical health services.

2. If the employee does not have a health care provider, refer to the Employee Assistance Program (800) 285-7717 for limited clinical support services.

3. Associated persons may be provided with community resources.

4. Provide the 24/7 Suicide Prevention Crisis Line (877) 727-4747.

I. Monitor and Manage

1. The administrator/designee will monitor and manage the case as it develops and until it has been determined that the individual no longer poses an immediate threat to self or others.

2. Communication with appropriate parties on a need to know basis. This may include when the employee/adult has moved to a different worksite.

3. Update iSTAR, as needed.

J. Document All Actions

1. Each administrator/designee shall maintain records and documentation of actions taken in the worksite for each case by completing an incident report in the iSTAR.

2. The administrator/designee notes taken during the threat assessment meeting are for use by Los Angeles Unified School District attorneys. No copies of the notes shall be furnished to anyone including employees, students, or parents without permission from
the Office of General Counsel. Attachment F, Inter-office Correspondence, may be used to document notes during a threat assessment meeting.

3. Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the employee’s personnel file.

VII. CONFIDENTIALITY

All personnel matters are confidential and may not be shared, except with those persons who need to know. Information sharing should be within the confines of the District’s reporting procedures and investigative process. The District will not tolerate retaliation against anyone for filing a complaint or participating in the complaint investigation process.

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

California Constitution Article 1, §28(c)
California Civil Code §43.92
California Code of Civil Procedure §527.6
California Education Code §32210 et seq.
California Education Code §35160 et seq.
California Penal Code §422
California Penal Code §626 et seq.
Los Angeles Municipal Code §63.94
Tarasoff v. Regents of the University of California (1976) 17 Cal. 3d 425, 551 P.2d 334, 131 Cal. Rptr. 14

RELATED RESOURCES:

Acceptable Use Policy (AUP) For District Computer and Network Systems, BUL-999.5, dated May 1, 2012.

Activities of Outsiders, Board Rule 1265, Amended 4-16-90.

Bullying and Hazing Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult), BUL-5212.0, dated August 27, 2010.


Incident System Tracking Accountability Report, BUL-5269.0, dated November 12, 2012.

Information Protection Policy, BUL-1077.1, dated December 5, 2006.

Lockdown Procedures for All Schools, BUL-5469.0, dated May 4, 2011.


Records Retention and Destruction (Other than Pupil Records), BUL-5503.0, dated July 1, 2012.

Responding to and Reporting Hate-Motivated Incidents and Crimes, BUL-2047.0, dated October 10, 2005.

Safe School Plans Update for 2012-2013, REF-5511, Revised Annually.

Sexual Harassment Policy (Employee-to-Employee), BUL-1893.1, dated August 1, 2005.

Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult), BUL-3349.0, dated November 29, 2006.

Title XI Policy/Complaint Procedures, BUL-2521.1, dated June 7, 2006

Uniform Complaint Procedures (UCP), BUL-5159.1, dated July 1, 2011.

Visitors, Board Rule 2002, Amended 6-26-78.

Visitors To School Campuses and Locked Campuses During Class Hours at All Schools, BUL-1325.1, dated December 7, 2009.

ASSISTANCE: For assistance and information, please contact any of the following offices:

LAUSD RESOURCES

School Mental Health, Crisis Counseling and Intervention Service (213) 241-2174 or (213) 241-3841 - for assistance with threat assessments, suicide prevention and mental health issues.

Employee Assistance Program (800) 285-7717 - clinical support services for active LAUSD employees who do not have a medical plan through LAUSD.
**Employee Benefits** - clinical support for issues such as stress, depression, family/relationship issues for active LAUSD employees with a medical plan.
- Anthem Blue Cross Customer Service (800) 700-3739
- Health Net (888) 426-0030
- Kaiser Permanente (800) 954-8000

**Employee Health Services** (213) 241-6326 - for assistance and consultation on medical aspects that may be present in cases.

**Equal Opportunity Section** (213) 241-7685 - for assistance with alleged adult-to-adult discrimination and sexual harassment complaints.

**Employee Relations** (213) 241-6591 - for assistance with employee records and personnel files.

**Human Relations, Diversity and Equity** (213) 241-5337 - for assistance with issues of bullying, conflict resolution, and diversity trainings.

**Los Angeles School Police Department** (213) 625-6631 - for assistance with any law enforcement matters.

**Office of General Counsel** (213) 241-7600 - for assistance/consultation regarding legal issues.

**School Operations Division** (213) 241-5337 - for assistance in school operations and procedures concerning students and employees.

**Staff Relations** (213) 241-6056 - for assistance with employee disciplinary action.

**NON-LAUSD RESOURCES**

**Los Angeles County Department of Mental Health ACCESS** (800) 854-7771 - collaborates with Crisis Counseling & Intervention Services for the administration and coordination of all mental health and law enforcement mobile response services in the event of a critical incident, including Psychiatric Mobile Response Teams (PMRT) and School Threat Assessment Response Teams (START). These teams respond to schools, offices, and homes.

**Mental Evaluation Unit (MEU), including Staff Management Advisory and Response Team (SMART)** (213) 996-1300 or 1334 - for law enforcement and mental health response, when an individual is a flight risk, violent, or high risk for harm to self or others.

**Suicide Prevention Crisis Line** (877) 727-4747 - a 24 hour crisis line for individuals who are contemplating, threatening, or attempting suicide, including their family and friends.
PROTOCOL FOR RESPONDING TO WORKPLACE VIOLENCE AND THREATS

The following is a summary checklist of general procedures for the administrator/supervisor to respond to any reports of workplace violence or threats (adult-to-adult). The urgency of the situation will dictate the order in which the subsequent steps are followed.

For a complete description of each procedure, refer directly to the Bulletin 5798.0, Guidelines Section, VI. Protocol for Responding to Workplace Violence and Threats.

A. □ SECURE CAMPUS/OFFICE SAFETY (This may include calling law enforcement, the Los Angeles County Department of Mental Health, warning the intended victim(s), and/or consulting with School Mental Health, Crisis Counseling and Intervention Services.)

B. □ NOTIFY (ESC Operations Staff, ESC Instructional Directors; Unit Supervisor; Staff Relations; Other; document in iSTAR)

C. □ INVESTIGATE
   Prior to convening a multi-disciplinary threat assessment team, designated staff from the team should gather background information that includes:
   □ Employee information (e.g., name, date of birth, employee number, address)
   □ Emergency card information (e.g., family contact, health care provider information)
   □ Attendance record
   □ Review of District computers and property
   □ Any history or discipline related to the incident
   □ Statement from witnesses (e.g., teachers, other staff, students)
   □ Family situation
   □ Triggering events or other personal stressors (e.g., mental/physical health, death, divorce, economic or family stressors, legal matters)
   □ Access to weapons
   □ Other pertinent information (e.g., written material, e-mails, pictures, social network postings)

D. □ CONVENE A THREAT ASSESSMENT TEAM (The multi-disciplinary team may include, but not be limited to, an Administrator, a Los Angeles School Police Department Officer, and a School Mental Health Administrator. The person making the threat, the targeted individual(s), or witness(es) should not be part of the threat assessment team meeting.)

E. □ ASSESS FOR RISK TO SELF OR OTHERS (see Attachment B, Workplace Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist)
   □ Administrator/designee meets with the person making the threat.
   □ Multi-disciplinary threat assessment team determines the level of risk.

F. □ DETERMINE APPROPRIATE ACTION PLAN (Interventions will be based upon the severity and potential risk of the threat. The action plan determined by the team should be documented and managed by the school site administrator/designee.)
G.  ADDITIONAL ACTIONS
    May be required if the behavior falls under any of the following categories:
    1. Criminal Threat (bodily harm or an immediate physical threat)
    2. Disciplinary Action
    3. Mental Health Evaluation
    4. Employee Medical Issues

H. PROVIDE RESOURCES (see Attachment E, Resource List).

I. MONITOR AND MANAGE (Monitor until it is determined that the individual no longer
   poses an immediate threat to self or others; update iSTAR.)

J. DOCUMENT ALL ACTIONS (Maintain records and document in iSTAR.)

GENERAL PROTOCOL FOR RESPONDING TO COMPLAINTS, INCLUDING BULLYING

The following is a checklist of general procedures for the administrator/supervisor to respond to any
complaints, including bullying:

A. Secure campus/office safety.
B. Assure involved parties that allegations are taken seriously.
C. Investigate promptly and thoroughly.
D. Request a factual written statement from the involved parties and, if appropriate, witnesses.
E. Consult with ESC, Staff Relations and other offices, as appropriate.
F. Take action to stop the behavior.
G. Document actions taken.
H. Implement disciplinary action as needed.
I. If appropriate, the victim may file a criminal complaint with law enforcement.
J. Continue to monitor behavior and address inappropriate/bullying behaviors.
K. Document the incident in iSTAR.

If the allegation is against an administrator/supervisor, that person’s supervisor shall respond to the
complaint.

RESPONDING TO HARASSMENT AND DISCRIMINATION

For matters of harassment and discrimination in employment, based on age, color, disability, national
origin, race, religion, marital status, veteran status, sex (including sexual harassment), sexual
orientation, gender identity or political affiliation, contact the Equal Opportunity Section at (213) 241-7685.
In assessing for workplace violence, the following should be considered to determine low, moderate or high risk:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ASSESSMENT QUESTIONS</th>
<th>YES</th>
<th>NO</th>
<th>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Motive, Justification</td>
<td>The individual has motive(s) or feels justified in carrying out an act of violence.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Communication of Intent</td>
<td>The individual has directly or indirectly communicated ideas or intent to harm.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Communications may be verbal, non-verbal, electronic, written.</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>3. Preoccupation with Violence</td>
<td>The individual has demonstrated inappropriate interest in any of the following:</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td></td>
<td>• School/terrorist attacks or attackers</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td></td>
<td>• Incidents of mass violence such as terrorism, workplace violence, mass murderers</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td></td>
<td>• The individual views violence as an acceptable or only way to solve the problem</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>4. History of Violence/Threats</td>
<td>The individual has engaged in any attack-related behaviors.</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>5. Means and Access</td>
<td>The individual has the capacity to carry out an act of targeted violence. This may include possession or access to weapons.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Suicidal Ideation</td>
<td>The individual is experiencing hopelessness, desperation or despair. If yes, refer to Attachment B - Suicide Assessment Checklist.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. Evidence of Increasing Violence Potential</td>
<td>The individual’s conversation and “story” are consistent with his or her actions. Consider frequency (how often); recency (how recent); and intensity (how severe).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. Impact on Others</td>
<td>Other people are concerned about the individual’s potential for violence.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. Triggers</td>
<td>There are circumstances that might increase the likelihood of an attack. Examples may include employment action, significant loss, or interpersonal conflict.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10. Substance Use</td>
<td>The overindulgence in and dependence of a drug or other chemical leading to effects that are detrimental to the individual’s physical and mental health.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11. Protective Factors</td>
<td>The individual has positive professional, home, religious, or community relationships.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td></td>
<td>The individual desires a positive resolution.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td></td>
<td>The individual exhibits appropriate coping and problem-solving skills.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td></td>
<td>The individual understands and respects guidelines, policies, and directives.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

* = NEED MORE INFORMATION

<table>
<thead>
<tr>
<th>12. Other Relevant Factors</th>
</tr>
</thead>
</table>

**ASSESSMENT RESULTS:**

- **Low Risk** - Does not pose imminent danger to self or others; insufficient evidence for violence potential.

- **Moderate Risk** - May pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.

- **High Risk** - Poses imminent danger to self or others with a viable plan to do harm; exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

**SUICIDE RISK ASSESSMENT CHECKLIST**

Work Location: ___________________________ Date: _____________

In assessing for suicide risk, the following should be considered to determine low, moderate or high risk. Categories and questions should be used as a guide and not read directly to the person being assessed.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ASSESSMENT QUESTIONS</th>
<th>YES</th>
<th>NO</th>
<th>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication of Intent</td>
<td>Has the individual communicated directly or indirectly ideas or intent to harm themselves? (Communications may be verbal, non-verbal, electronic, written.)</td>
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<tr>
<td>2. Ideation</td>
<td>Has the individual ever had thoughts of suicide?</td>
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<tr>
<td>3. Attempts</td>
<td>Has the individual ever tried to kill themselves (i.e. previous attempts, repetitive self-injury)?</td>
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<tr>
<td>4. Plan</td>
<td>Does the individual have a plan to harm/kill themselves now?</td>
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<tr>
<td>5. Means and Access</td>
<td>Does the individual have the means/access to kill themselves?</td>
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<tr>
<td>6. Changes in Mood / Behavior</td>
<td>In the past year, has the individual ever felt so sad he/she stopped doing regular activities?</td>
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<td></td>
<td>Has the individual demonstrated abrupt changes in behaviors?</td>
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<tr>
<td></td>
<td>Has the individual demonstrated recent, dramatic changes in mood?</td>
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<tr>
<td>7. Stressors</td>
<td>Has the individual ever lost a loved one by suicide?</td>
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<td></td>
<td>Has the individual had a recent death of a loved one or a significant loss (i.e. breakup of a romantic relationship)?</td>
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<td></td>
<td>Has the individual experienced a traumatic/stressful event (i.e. domestic violence, community violence, natural disaster)?</td>
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<td></td>
<td>Has the individual experienced victimization or been the target of bullying/harassment/discrimination?</td>
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<tr>
<td>8. Mental Illness</td>
<td>Does the individual have a history of mental illness (i.e. depression, conduct or anxiety disorder)?</td>
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<tr>
<td>9. Substance Use</td>
<td>Does the individual have a history of substance abuse?</td>
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<tr>
<td>10. Protective Factors</td>
<td>Does the individual have a support system of family or friends?</td>
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<td>Does the individual have a sense of purpose in his/her life?</td>
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<td>Can the individual readily name plans for the future, indicating a reason to live?</td>
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</tbody>
</table>

* = NEED MORE INFORMATION
11. Other Relevant Factors

ASSESSMENT RESULTS:

☐ Low Risk - Does not pose imminent danger to self; insufficient evidence for suicide potential. Low risk indicators may include: thoughts of suicide only in the past; history of depression; no previous attempts; no plan; no access to weapons or means; no recent losses; support system in place; no alcohol/substance abuse; positive coping skills.

☐ Moderate Risk - May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.

☐ High Risk - Poses imminent danger to self with a viable plan to do harm; exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization. High risk indicators may include: current thoughts of suicide; current sense of hopelessness; previous attempts; has a plan; access to weapons or means; recent losses; no support system; alcohol/substance abuse; mental health history; precipitating events, such as loss of loved one, traumatic event, or bullying.
Los Angeles Unified School District

WORKPLACE VIOLENCE COMPLAINT FORM

Work Location: _______________________________ Telephone No. _______________________
Educational Service Center/Office: ___________________________________________________

Name: ___________________________________________ Employee #: __________
Job Title: ______________________________________________________________________
Home Address: __________________________________________________________________
City: ___________________________________________________________________________ Zip Code: _________
E-mail Address: __________________________________________________________________
Telephone: ______________________________________________________________________  Cell Phone: ____________________

1. Date of the alleged workplace violence incident: ______________________

2. Name(s), Title(s), Work Location(s) and Telephone Number(s) of the accused:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Location</th>
<th>Tel. No.</th>
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</thead>
<tbody>
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</table>

3. Present the facts of the alleged workplace violence act (FOR EXAMPLE: How did this affect you? Describe completely the reason(s) for your complaint. You must include the date(s) and relevant circumstance underlying your allegation. Give the names of all persons involved. ATTACH ADDITIONAL SHEETS AS NEEDED).
4. Do you have witnesses that can corroborate your allegations?  
   ☐ Yes  ☐ No  
   If yes, please identify: 

5. Please supply supporting evidence that you may have to document the basis for the alleged  
   practice that you are claiming, e.g., copies of any written material that you believe support your  
   allegation. I have attached supporting evidence:  
   ☐ Yes  ☐ No  
   Please list the documents you have attached: 

6. Have you filed any other claim, complaint or grievance related to this matter?  
   ☐ Yes  ☐ No  
   If yes, please describe: 

7. What remedy are you seeking to resolve your complaint? 

Complainant’s Signature ___________________________ Date__________________

Submit this Workplace Violence Complaint Form  
and any attachments to your immediate supervisor.  
Keep a copy for your records.
**RESOURCE LIST**

This list includes selected offices and community resources that can be helpful before, during and after a crisis. **Remember that your first call in a life-threatening emergency should be to 911.** To reach specific personnel, refer to the LAUSD Guide to Offices at [www.lausd.net](http://www.lausd.net), under “Offices”.

### EMERGENCY RESOURCES

<table>
<thead>
<tr>
<th>Resource</th>
<th>Phone Number</th>
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</thead>
<tbody>
<tr>
<td>LA County Department of Mental Health ACCESS (Psychiatric Mobile</td>
<td>(800) 854-7771</td>
</tr>
<tr>
<td>Response Team) - 24/7</td>
<td></td>
</tr>
<tr>
<td>LA County INFO Line (24 hour hotline)</td>
<td>211</td>
</tr>
<tr>
<td>Mental Evaluation Unit (MEU), including SMART</td>
<td>(213) 996-1300 / 1334</td>
</tr>
<tr>
<td>National Suicide Prevention Lifeline</td>
<td>(800) 273-8255</td>
</tr>
<tr>
<td>Suicide Prevention Crisis Line</td>
<td>(877) 727-4747</td>
</tr>
</tbody>
</table>

### LAUSD RESOURCES

<table>
<thead>
<tr>
<th>Resource</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisis Counseling &amp; Intervention Services, School Mental Health</td>
<td>(213) 241-3841</td>
</tr>
<tr>
<td>Employee Assistance Program</td>
<td>(800) 285-7717</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td></td>
</tr>
<tr>
<td>- Anthem BlueCross Customer Service</td>
<td>(213) 241-4262</td>
</tr>
<tr>
<td>- Health Net</td>
<td>(800) 700-3739</td>
</tr>
<tr>
<td>- Kaiser Permanente</td>
<td>(888) 426-0030</td>
</tr>
<tr>
<td>- (800) 954-8000</td>
<td></td>
</tr>
<tr>
<td>Employee Health Services</td>
<td>(213) 241-6326</td>
</tr>
<tr>
<td>Equal Opportunity Section</td>
<td>(213) 241-7685</td>
</tr>
<tr>
<td>Employee Relations</td>
<td>(213) 241-6591</td>
</tr>
<tr>
<td>Human Relations, Diversity and Equity – School Operations</td>
<td>(213) 241-5337</td>
</tr>
<tr>
<td>Educational Service Center (ESC) Operations Coordinators</td>
<td>Check ESC Directory</td>
</tr>
<tr>
<td>Los Angeles School Police Department (LASPD)</td>
<td>(213) 625-6631</td>
</tr>
<tr>
<td>- Watch Commander (24/7-entire year)</td>
<td></td>
</tr>
<tr>
<td>Office of General Counsel</td>
<td>(213) 241-7600</td>
</tr>
<tr>
<td>School Operations Division</td>
<td>(213) 241-5337</td>
</tr>
<tr>
<td>Staff Relations</td>
<td>(213) 241-6056</td>
</tr>
</tbody>
</table>
These are CONFIDENTIAL NOTES for use by Los Angeles Unified School District attorneys. No copies of these notes shall be furnished to anyone including employees, students, or parents without permission from the Office of General Counsel.
Los Angeles Unified School District

BOARD OF EDUCATION RESOLUTION

TO ENFORCE THE RESPECTFUL TREATMENT OF ALL PERSONS

Motion Presented by
Board President, Jackie Goldberg

MOTION:

Whereas, Good human relations are essential to the goal of achieving a democratic society;

Whereas, The number of hostile acts against various groups of people have dramatically increased in recent years;

Whereas, Students learn from what they hear from peers and adults on the playground and in school; and

Whereas, Reducing tensions among students and school personnel is highly desirable, therefore, be it

Resolved, That the Los Angeles Unified School District reaffirm its policy that students and adults in both schools and offices should treat all persons equally and respectfully and refrain from the willful or negligent use of slurs against any person on the basis or race, language spoken, color, sex, religion, handicap, national origin, immigration status, age, sexual orientation, or political belief; and be it further

Resolved, That the District further ask that a school-wide code of discipline regarding name-calling be developed at each school, and enforced by teachers, administrators, and other staff members; and be it further

Resolved, That District administrators bring this policy to the attention of all employees and students, and to constructively administer its enforcement.

October 1988
TITLE: Social Media Policy for Students

NUMBER: BUL-6399.2

ISSUER: Frances Gipson, Ph.D. Chief Academic Officer Division of Instruction
Sophia Mendoza, Director Instructional Technology Initiative

DATE: July 18, 2018

POLICY: The Los Angeles Unified School District is committed to providing a safe and secure learning and working environment for its students, employees and associated persons. The Los Angeles Unified School District encourages positive relationships between students, employees and associated persons. There is, however, a distinction between being supportive of students and the real or perceived breach of confidentiality or misconduct, especially online. Students are expected to follow all District policies, including BUL–999.12, Responsible Use Policy (RUP) For District Computer Systems, BUL–6231.0, Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support, and BUL–5212.1, Bullying and Hazing Policy (Student-to-Student and Student-to-Adult) when using social media as a form of communication.

MAJOR CHANGES: This revision replaces BUL-6399.1, of the same title, dated August 10, 2017, to reflect updated guidelines and definitions regarding students’ social media use.

PURPOSE: The purpose of this bulletin is to provide policies and guidelines regarding student’s social media use; to prevent unauthorized access and other unlawful activities by students online; to prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children’s Internet Protection Act (CIPA). All social media on a District device and on the District’s Network is always subject to District policies. Social Media is more than just social networking - blogs, wikis and messaging services are also classified as social media. At all times, in and out of school, social media use on District devices is covered by the RUP and this bulletin.

BACKGROUND: The use of the Internet in schools and at home can have a major positive impact on a student’s education. For example, participating online with an audience beyond the classroom provides an opportunity to engage with others and experience diverse perspectives. The use of the Internet
also presents certain risks, which can be reduced greatly when students learn how to participate safely and appropriately online.

Teaching students to be critical consumers and creators of online material will help them be better positioned for college and career success. Thus, when students are not aware of the implications of their social media behavior and engagement, it can influence their future, disrupt the learning environment and potentially affect other students, staff, and administrators. Social media systems are designed around gathering, storing, and sharing information about their users. Students need guidance on how to responsibly and productively participate online to begin establishing a positive digital footprint. As stated in BUL–5181.1, Policy Regarding Internet Safety for Students, all students who are provided access to the Internet must participate in an Internet safety education program. As social media use continues to grow, social media awareness and education is crucial to effectively navigating and productively participating in such online spaces.

GUIDELINES: I. DEFINITIONS

DEFINITIONS: Social media is comprised of online platforms where users engage one another and share information and ideas through text, video, or pictures. To be a responsible social media user, students shall understand the different types of social media available and ways to engage in safe and productive ways online. For more information about adolescents and social media, or applications and platforms, visit Common Sense Media.

The following terms provide a general overview of common social media tools, practices, and features:

Apps are applications used to post media and are accessed primarily through mobile devices. Apps can access the user’s pictures, personal information, and GPS location.

Associated Persons includes, but is not limited to, parents, parent-elected leaders of school committees, representatives and volunteers, consultants, contracted employees, walk-on coaches, child care/enrichment program providers, vendors and after-school youth services providers.

Blogs are web logs or online journals where authors and users can post textual, audio, or video content, and where some permit others to post comments on their blogs. Some websites use blog tools and message forums to engage users.

Confidential data refers to District-related content such as (but not limited to) grade and exam information, attendance data and behavior incidents.
Cloud Computing, otherwise known as ‘using the cloud,’ requires an Internet connection and is the practice of accessing files across multiple devices over the Internet.

Digital Citizenship is the practice of critical engagement and respectful behavior online, which is demonstrated through the digital content a student posts.

Digital Footprint is determined/defined by an individual’s choice of content to post and profiles made across multiple websites, apps, and other platforms.

Media Sharing Sites are websites where users post and share videos, audio files and/or photos as well as tag them to enable searchability. Examples include Instagram, YouTube, and Flicker.

Social Media, also referred to as social networking, is a form of electronic communication through which users create online communities to share and view information, ideas, personal messages, and other content.

Microblogs are online spaces that allow users to post blog entries of limited length or characters. Twitter is an example as well as other sites that invite users to post short status and location updates such as Facebook.

Tagging is the practice of identifying and assigning information to a digital artifact such as a website, blog post, photo, video, or article for the purpose of easy identification, organization, aggregation, and searching. Tagging helps users find content they are looking for through across online platforms.

Wikis are resources or documents edited collaboratively by a community of users with varying levels of editorial control by the website publisher.

II. SOCIAL MEDIA GUIDELINES FOR STUDENTS

District electronic devices are provided for educational purposes, including the use of social media. Approved social media is to be used at school for educational purposes only and under the direction of a teacher or school leader. Home use of social media on District or personal electronic devices is limited to only sites approved by the district’s web filtering system. According to the Children's Online Privacy Protection Rule ("COPPA"), it is illegal for companies to collect user information and track the online usage of children under 13.

Therefore, the only appropriate social media for children 12 and under is designed specifically for that age group. (Refer to BUL–999.12, Responsible Use Policy (RUP) For District Computer Systems)

All existing policies and behavior guidelines that cover student conduct on the school premises and at school-related activities similarly apply to the
online environment in those same venues.

1. Students shall consider their behavior and engagement when communicating with others and sharing content in social media spaces. Students must be aware that any content or information shared privately through social media on electronic devices can still be viewed, accessed, and distributed by others—even their peers. When using District network and/or electronic devices, students should expect the District to be able to access, view, record, check, receive, monitor, track, and log any social media activity.

2. Students shall engage in privacy practices and respect the privacy of others. Students shall exercise good judgment when using the built-in camera and recording capabilities of electronic devices. Students must always obtain permission before taking pictures, recording video, or recording audio of any person. Permission must be obtained before posting such material online. Be aware that parent permission is required before posting material that includes any student under the age of 18. Remember that a signed Los Angeles Unified School District Parent/Guardian Publicity Authorization and Release is required to post any images or video of any student under 18 on school property or at school-sponsored activities. When signing a Publicity Authorization and Release form, parents should receive explicit notification if such material will be posted on a social media platform.

3. Students shall not share confidential information about themselves or others. Sharing personal information about oneself, family, peers or other scan lead to safety and privacy concerns. Personal information includes (but is not limited to) one’s full name, address, phone number, school, and birthday. (Refer to BUL–999.12, Responsible & Acceptable Use Policy (RAUP) For District Computer Systems and BUL–2469, Pupil Records: Access, Confidentiality, and Notice of Educational Rights, August 25, 2017).

4. Students must represent themselves honestly and ethically online and are not to mislead others by impersonating another person (student, staff, or any other person). (Refer to BUL–999.12, Responsible Use Policy (RUP) For District Computer Systems).

5. Students should be aware that all District employees are mandated reporters of suspected child abuse, BUL-1347.3, Child Abuse and Neglect Reporting Requirements, dated August 19, 2016. Should information posted on social media suggest that a minor is being abused or involved in sexual exploitation, or of danger to him/herself or others District
employees are required to report this information to the appropriate authorities, BUL-1347.3, \textit{Child Abuse and Neglect Reporting Requirements}, dated August 19, 2016, and BUL-5799.0, \textit{Threat Assessment and Management (Student-to-Student, Student-to-Adult)}, dated July 16, 2012.

6. Students must restrict their access to age-appropriate, educational content when using District electronic devices or network resources. Accessing, producing, or posting inappropriate material may lead to serious consequences. The posting and sharing of sexually explicit images of minors (for example, sexting) is a serious crime and may constitute child abuse. Refer to BUL-6231.0, \textit{Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support}, dated February 14, 2014 and BUL-1347.3, \textit{Child Abuse and Neglect Reporting Requirements}, dated August 19, 2016.

7. Students must always behave lawfully and refrain from encouraging others to act unlawfully. Refer to BUL-6231.0, \textit{Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support}, dated July 1, 2011 and BUL-5799.0, \textit{Threat Assessment and Management}, dated July 16, 2011. Unlawful activities that can be conducted through social media includes (but is not limited to):
    - Threats
    - Drug Sale
    - Criminal Activity
    - Gang Activity and Communications
    - Cheating and Plagiarism
    - Forgery and Falsification
    - Sexual Harassment
    - Sexual Exploitation
    - Blackmail and Extortion
    - Prejudice and Hate Crimes

8. Students must take responsibility for helping to create a safe school environment on and offline by reporting bullying or hazing to a trusted District teacher or administrator. Students must refrain from participating or contributing to cyber bullying, which is bullying through digital means such as via text, image, video, message, website post, social media activity, or other form of communication sent by an electronic device. Refer to BUL-5212.2, \textit{Bullying and Hazing Policy: Student-to-Student and Student-to-Adult}, dated November 26, 2014; and BUL-3349.1, \textit{Sexual Harassment Policy (Student-to-}
Student, Adult-to-Student, and Student-to-Adult), dated August 6, 2014.

9. Students must produce original work and not misrepresent the work of others as their own. Students must use materials covered by a copyright only with permission. File sharing software and sites that encourage the illegal downloading of media are forbidden. Refer to BUL-999.12, Responsible Use Policy (RUP) For District Computer System, dated November 27, 2017.

10. All District students are expected to:
   - Be familiar with and follow the guidelines and the provisions of this policy
   - Adhere to this Social Media Policy for Students

III. ADMINISTRATOR/DESIGNEE RESPONSIBILITIES

A. Administrator/Designee will:

1. Distribute and communicate this Social Media Policy for Students to all employees.

2. Investigate reported incidents of employee or students’ misconduct or violations of appropriate conduct. Refer to BUL-999.12, Responsible Use Policy (RUP) For District Computer Systems, dated November 27, 2017 and BUL-5212.2, Bullying and Hazing Policy (Student-to-Student and Student-to-Adult), dated November 26, 2014 and other related District policies.

3. Report inappropriate postings may warrant additional reporting to District Operations or Local District Operations and the appropriate reporting agency:
   a. Threats (contact Los Angeles School Police Department (LASPD), School Operations, and Crisis Counseling and Intervention Services).
   b. Inappropriate or sexualized images of minors (contact law enforcement and LASPD),
   c. Child pornography (contact law enforcement and LASPD Police),
   d. Raise a reasonable suspicion of child abuse (contact Child Protective Services). Refer to the attached Behavior Intervention Matrix, BUL-5799.0, Threat Assessment and management (Student-to-Student,
4. Document inappropriate postings by taking and printing screen shots or downloading them for evidence. Evidence should be collected with the permission of the site administrator for the sole purpose of the investigative process and stored in a secured location. This evidence may be used in conference with the employee(s) or associated persons in question. **Caution: Do not download or print images of minors or any content that may be considered pornographic images of children.** Law enforcement will gather evidence of pornography, not a District employee.


6. The target of online harassment can request removal of objectionable postings by reporting the abuse to the Internet service provider or webmaster. Most social networking sites have the capacity to flag objectionable postings with “report abuse” button. The target should document the postings prior to their removal.

7. Monitor and follow-up to ensure that the inappropriate online behavior has stopped.

**B. Staff should:**

1. Share responsibility for modeling appropriate behavior and creating an online environment where mutual respect, tolerance, civility, and acceptance among students and staff are promoted.

2. Discuss all aspects of the Social Media Policy for Students before using social media for instructional purposes.

3. Monitor online learning platforms used in instructional activities.

4. Encourage students to report violations of the Responsible and Acceptable Use Policy and the Social Media Policy for Students.

5. Provide instruction to ensure that students are educated about appropriate online behavior, including cyberbullying.
awareness and response and how to interact with others on social networking platforms. See BUL-999.12, Responsible Use Policy, dated November 27, 2017.

6. Report any complaints or incidents involving social media to the site administrator.

C. Local District Superintendents should:

1. Communicate this Social Media Policy for Students to administrators, employees and associated persons.

2. Designate administrators to ensure the implementation of this policy.

D. Instructional Technology Initiative/Division of Instruction staff should:

1. Support this policy by assisting schools and worksites via trainings, consultation, and distribution of resources.

2. Align this policy with related District initiatives.

IV. GENERAL PROTOCOL FOR RESPONDING TO COMPLAINTS

The following are general procedures for the administrator/supervisor to respond to any complaints:

A. Secure campus/office safety by ensuring all school site protocols are being followed.

B. Assure involved parties that allegations and complaints are taken seriously.

C. Investigate.

D. Take action to stop the behavior.

E. Request a factual written statement from the involved parties, to include witnesses if available.

F. Consult with the Local District, Staff Relations and other offices, as appropriate.

G. Document actions taken.
H. Implement disciplinary action as needed.

I. If appropriate, the victim may file a criminal complaint with law enforcement.

J. Continue to monitor and address inappropriate behaviors.

K. If appropriate, complete the Incident System Tracking Accountability Report (iSTAR).

L. Information about allegations of misconduct or investigations should be handled within the confines of the District’s reporting procedures and investigative process. The District will not tolerate retaliation against anyone for filing a complaint or participating in the complaint investigation process.

*If the allegation is against one’s administrator or supervisor, that person’s supervisor must respond to the complaint (see Attachment D, Workplace Violence Complaint Form).*

**AUTHORITY:** This is a policy of the Superintendent of Schools.

**RELATED RESOURCES:**

- BUL-5212.2, *Bullying and Hazing Policy (Student-to-Student and Student-to-Adult)*, dated November 26, 2014
- BUL-5688.2, *Social Media Policy for Employees and Associated Persons*, dated October 5, 2017
- BUL-5799.0, *Threat Assessment and Management (Student-to-Student, Student-to-Adult)*, dated July 16, 2012
ASSISTANCE: For assistance and information, please contact any of the following offices:

**LAUSD Resources**

To obtain approval to use District logos and general District communication - Communications Office (213) 241-6766

For assistance with threat assessment and mental health issues - Crisis Counseling and Intervention Service, School Mental Health (213) 241-2174 or (213) 214-3841

For assistance with bullying, cyber-bullying, conflict resolution, and diversity trainings - Human Relations, Diversity and Equity (213) 241-8719

For guidance with identifying and establishing appropriate educational websites and apps - Information Technology Division (213) 214-5200

For any law enforcement matters - Los Angeles School Police Department (213) 625-6631

For assistance/consultation regarding legal issues - Office of General Counsel (213) 241-6601

For guidance in school operations and procedures concerning students and employees - District Operations Division (213) 241-5337

**Employee Code of Ethics, LAUSD Ethics Office, dated July 8, 2014**

Los Angeles Unified School District Board Resolution, Respectful Treatment of All Persons, passed October 10, 1988, last modified on July 8, 2014

For further information regarding IT Security, please contact Joe Oliver Director, Office of Information Technology Division at (213) 241-1362

For further information regarding IT Security, please contact Soheli Katal IT Administrator, Office of Information Technology Division at (213) 241-5200.
For further information regarding this bulletin, please contact Sophia Mendoza, Director, Instructional Technology Initiative at (213) 241-5532
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, and any behavior that infringes on the safety or well-being of students, employees, or any other persons within the District’s jurisdiction or interferes with learning or the ability to teach. The District prohibits retaliation against anyone who files a complaint or participates in the complaint investigation process.

District policy requires all schools and all personnel to promote mutual respect, tolerance and acceptance among students and staff. “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]. Schools’ compliance with the Bullying and Hazing Policy and the Discipline Foundation Policy is to be referenced in their Safe School Plan, Volume 1.

This policy shall encompass behaviors or actions that occur among students, District employees and associated adults. The policy is applicable in all areas of the District’s jurisdiction, including school and District-related activities, events, programs and traveling to and from school.

This bulletin replaces Bulletin No. 5212.1, Bullying and Hazing Policy (Student-to-Student, Adult-to-Student and Student-to-Adult) dated September 17, 2012, issued by the Senior Deputy Superintendent School Operations. It reaffirms District policy against bullying in all areas of the District’s jurisdiction, updates the definition and types of bullying and provides recommendations on the investigations, monitoring, documentations and communications regarding incidents of bullying and hazing.

Bullying, harassment and hazing between employees, elected parent officials, contracted service providers and associated individuals are governed by BUL-5798.0, Workplace Violence, Bullying and Threats (Adult to Adult) and in BUL-1325.1, Visitors to School Campuses and Locked Campuses During Class Hours at All Schools.
GUIDELINES: Bullying and hazing are part of a continuum of aggressive or violent behaviors. Some acts of bullying or hazing may constitute other categories of misconduct, such as assault, battery, child abuse, hate-motivated incident, criminal activity, or sexual harassment and, as such, violate other District policies. In such cases, District personnel are obligated to follow appropriate District reporting guidelines as detailed in the Related Resources section of this policy bulletin.

I. DEFINITIONS

A. 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:

1. Reasonable fear of harm to person or property.
2. Substantially detrimental effect on physical or mental health.
4. Substantial interference with the ability to participate in or benefit from school services, activities, or privilege.

* "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication [CA Ed. Code § 48900 (2)(A)]. Impersonating a person through electronic means for purposes of harming, intimidating, threatening or defrauding a person is a violation of California Penal Code §§ 528.5 – 529.

B. Hazing is a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury, personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. Hazing does not include athletic events or school-sanctioned events [(CA Ed. Code § 48900(q, r), CA Penal Code § 245.6)].

C. Students are any person enrolled in a Los Angeles Unified School District school, including adult students. Adult students are also held to the guidelines associated with their enrollment in an adult education program.

D. Associated individuals are non-students who are affiliated with the District, including but not limited to parents/guardians, volunteers, vendors, contracted service providers, former students, former employees, spouses, domestic partners, and relatives or friends of employees or students.
II. TYPES OF BULLYING

All incidents must meet the impact criteria of bullying to be considered as such:

A. Cyberbullying is committed by means of an electronic communication device, such as a cellular phone, computer, or tablet. Cyberbullying may include messages, texts, sounds, images, posts on social network, Internet websites, and the creation of false profiles or credible impersonations of another actual person without their consent (CA Ed. Code § 32261 (a-g), CA Penal Code §§ 528.5 – 529).

B. Physical bullying includes intentional, unwelcome acts of beating, biting, fighting, hitting, kicking, poking, punching, pushing, shoving, spitting and tripping.

C. Social or relational bullying includes spreading rumors, manipulating relationships, exclusion, blackmailing, isolating, rejecting, using peer pressure and ranking personal characteristics.

D. Verbal and non-verbal bullying include gossiping, making rude noises, name-calling, spreading rumors, hurtful teasing and threatening gestures.

E. Playful teasing is good-natured joking and name-calling among friends with the intention of building closeness. By contrast, bullying is malicious teasing among individuals who are not friends with the intention of invoking harm, fear or humiliation. Teasing may have the unintended outcome of invoking embarrassment, whereas in bullying, invoking embarrassment is the intended goal. Teasing and bullying may appear similar, but the differentiating variables are the relationship between the parties and the intention of the perpetrators.

III. DISCRIMINATION AND HARASSMENT

All pupils have the right to participate in the educational process free from discrimination and harassment. 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, that interferes with or limits the ability of the student to participate in or benefit from the services, activities or privileges provided by the District. Protected categories include an individual's 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, or age, as well as a person’s association with a person or group of these protected categories, or any other basis protected by federal, state, local law, ordinance, or regulation.

A. Sexual Harassment is unwelcome conduct of a sexual nature directed at or about an individual on the basis of actual or perceived sex, sexual orientation, gender identity or gender expression. Anti-gay and sexist epithets are forms of sexual
harassment. Schools should investigate and respond to such incidents under the guidelines of the relevant policy (see BUL-3349.1, Sexual Harassment Policy; BUL-2047.0, Responding to and Reporting Hate-Motivated Incidents and Crimes and BUL-6224.1, Transgender Students – Ensuring Equity and Nondiscrimination).

B. Hostile Environment 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 objectively 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 the target’s ability to participate in or benefit from an educational program or activity.

IV. SCHOOL PRINCIPAL OR SITE ADMINISTRATOR(S) RESPONSIBILITIES

Safe campuses require a multi-faceted approach with strategies to prevent, respond to, and recover from incidents of bullying and hazing. The school principal and site administrators shall create an environment where the school community upholds the standards of respect and civility and understands that bullying and hazing are inappropriate, harmful and unacceptable. Toward this goal, schools shall:

A. Communicate with and ensure that all certificated and classified staff, activity directors, and volunteers on campus:

1. Understand school and District policies regarding bullying and hazing.
2. Recognize the indicators of bullying and hazing.
3. Understand their individual responsibilities to respond to, intervene, and report any act or incident of bullying or hazing.
4. Promote mutual respect and acceptance.

B. Provide instruction to ensure that students and staff are educated about appropriate online behavior and cyberbullying awareness (see BUL-999.9, Responsible & Acceptable Use Policy (RAUP) for District Computer and Network Systems; BUL-5688.0, Social Media Policy for Employees and Associated Persons, and BUL-6399.0, Social Media Policy for Students.)

C. Certify compliance with the Bullying and Hazing Policy and the Discipline Foundation Policy in their Safe School Plan and Administrator Certification Form. The District takes reported cases of bullying and hazing seriously and utilizes positive behavior support strategies, progressive discipline, interventions, and corrective measures to address inappropriate behaviors.

D. Identify the Title IX/Bullying Complaint Managers responsible for documenting and managing complaints of bullying or hazing. The Complaint Manager must maintain records of complaints of bullying or hazing (see Attachment M, sample
Bullying Complaint Log).

E. Ensure that all reports of bullying or hazing are investigated and documented and that appropriate interventions are implemented and monitored. There must be at least one documentation of monitoring within 30 days and resolution within 60 days. For incidents of student misconduct related to bullying or hazing, document the investigation, interventions, and resolution in the MiSiS Student Support Module. Incidents that substantially disrupt school operations, require additional resources or sustained monitoring, should also be documented in iSTAR (see BUL-5269.2, Incident System Tracking Accountability Report).

F. Ensure that disciplinary actions are in compliance with District guidelines. Bullying or hazing that warrants suspension or expulsion must be reviewed by the standards set forth in BUL-5655.2, Guidelines for Student Suspension and BUL-6050.1, Expulsion of Students - Policy and Procedures.

G. Peer-to-peer bullying typically does not rise to the level of suspected child abuse. However, if child abuse is reasonably suspected, it must be reported to the appropriate child protective agency (see BUL-1347.2, Child Abuse and Neglect Reporting Requirements).

H. Display the English and Spanish Title IX/Bullying Complaint Manager posters (Attachments E-H) in prominent locations such as in offices and classroom where notices regarding rules, regulations, procedures, or standards of conduct are regularly posted.

I. Post expectations of positive behavior throughout the school to communicate norms of socially appropriate behavior for classrooms, restrooms, yard, eating areas, and other school activities.

V. STAFF RESPONSIBILITIES

A. Model and enforce appropriate behavior by creating an environment where mutual respect, tolerance, civility, and acceptance among students and staff are promoted, and students understand that bullying and hazing are inappropriate, harmful, and taken seriously.

B. Be familiar with the indicators of and appropriate responses to bullying and hazing.

C. Communicate and reinforce positive behavior expectations and norms for classrooms, restrooms, yards, eating areas, and other school activities.

D. Discuss all aspects of the Bullying and Hazing Policy with students including strategies to prevent, respond to, and report bullying and hazing (see Attachment G-L, Title IX/Bullying Complaint Manager posters and BUL-999.9, Responsible
& Acceptable Use Policy (RAUP) for District Computer and Network Systems).

E. Intervene immediately and safely with any act of discrimination, harassment, intimidation, hazing or bullying.

F. Document incidents of bullying and hazing in MiSiS and/or iSTAR. Incidents that exceed classroom management protocols should be referred to the Title IX/Bullying Complaint Manager for follow up.

G. Report any complaints or incidents of bullying or hazing involving a District employee to the site administrator immediately.

VI. TITLE IX/BULLYING COMPLAINT MANAGER RESPONSIBILITIES

A. The Title IX/Bullying Complaint Manager must ensure that the school employs a comprehensive system through which allegations of bullying and hazing can be safely and easily reported, and that the ensuing investigations, interventions, monitoring, and resolution are documented (Attachment M, sample Bullying Complaint Log). The principal or designee has the authority to delegate the tasks of investigating, responding, documenting, and monitoring alleged bullying and hazing. For incidents of student misconduct related to bullying or hazing, document the investigation, interventions, and actions taken in the MiSiS Student Support Module. Incidents that substantially disrupt school operations or require additional resources or sustained monitoring should also be documented in iSTAR (see BUL-5269.2, Incident System Tracking Accountability Report).

B. Ensure that the English and Spanish Title IX/Bullying Complaint Manager posters (Attachments E-H) are displayed in prominent locations such as in offices and classroom where notices regarding rules, regulations, procedures, or standards of conduct are regularly posted.

VII. STUDENT RESPONSIBILITIES

Students are significant contributors toward creating a safe school environment. Students should:

A. Be safe, respectful, and responsible for their actions at all times, during, before, and after school, and during school-related events and activities.

B. Treat everyone with respect. Participate in school-wide efforts to celebrate diversity. Be sensitive as to how others might perceive actions or words.

C. Practice safe and respectful behavior while on-line and while using electronic devices. Electronic behavior that causes a substantial disruption to school, even if it occurred during non-school hours, may be subject to disciplinary action, including
suspension and expulsion as described in CA Ed. Code § 48900 (r).

D. Report bullying or hazing to the Title IX/Bullying Complaint Manager or a District staff person.

E. Never engage in retaliatory behavior or ask, encourage, or consent to anyone to retaliate on their behalf.

VIII. RESPONDING TO BULLYING AND HAZING

It is imperative that schools investigate to determine if the behavior meets the criteria of bullying and hazing, make efforts to prevent its recurrence, and provide appropriate responsive actions. The following procedures should be followed in addressing incidents:

A. Secure student safety.

B. Assure involved parties that allegations are taken seriously.

C. Obtain factual written statements from the involved parties and if appropriate, witnesses (see Attachments A and B, Bullying and Hazing Complaint Form).

D. Provide the Title IX/Bullying Complaint Manager with copies of the complaint and supportive documentation.

E. Investigate promptly and thoroughly.

F. Develop an action plan to respond to and monitor the behavior. An Individual Student Safety Plan (Attachment D) and the No Bullying and Hazing Contract (Attachments G and H) are resources to assist in documenting agreements and interventions for the parties involved but are not required for all situations.

G. California Education Code Section 48900 stipulates that schools may respond to bullying that is created by electronic means (i.e., cyberbullying) that originated on or off of the school site if the incident meets the impact criteria of bullying and can be reasonably predicted to have the effect of one or more of the following:

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

H. For student misconduct related to bullying or hazing, document the
investigation, interventions, and actions taken in the MiSiS Student Support Module. Incidents that substantially disrupt school operations, or require additional resources or sustained monitoring, should also be documented in iSTAR (see BUL-5269.2, Incident System Tracking Accountability Report).

I. Consult with Administrator of Operations or Operations Coordinator in the Educational Service Center (ESC) or Intensive Support and Innovation Center (ISIC); Human Relations, Diversity and Equity; Educational Equity Compliance Office; Student Discipline and Expulsion Support Unit; and other offices as appropriate.

J. Confidentiality laws prohibit the sharing of information about a child to persons other than the custodial parents/guardians and authorized staff. The determination of findings and resolution must be documented and communicated to the complainant (see Attachments E and F, sample Letter of Findings). Upload any supportive documentation (e.g., Letter of Findings, minutes from a meeting, or an Individual Student Safety Plan) to iSTAR or MiSiS and give a copy to the Title IX/Bullying Complaint Manager.

K. Monitor to ensure that the misconduct has ceased. If there is a possibility that the incident has not been resolved, document at least one follow-up within 30 days of the initial filing to indicate the status of the investigation and actions taken. Within 60 days, document how the incident has been resolved.

L. Targets and perpetrators of bullying and hazing may benefit from support to re-engage with the school community (see BUL-6231.0, Discipline Foundation Policy: School Wide Positive Behavior Intervention and Support). Interventions should be reasonable, fair, age-appropriate, match the severity and nature of the misbehavior, and be paired with meaningful instruction and guidance.

M. Bullying, hazing or harassment that is based on the person’s actual or perceived characteristics or association with any protected classes, may also constitute discrimination or a hate-motivated incident and must be investigated (see BUL-2047.0, Responding to and Reporting Hate-Motivated Incidents and Crimes). The school will follow its standard procedures of documenting its investigation, intervention, and monitoring. The Educational Equity Compliance Office can provide technical assistance as needed.

N. Peer-to-peer bullying typically does not rise to the level of suspected child abuse. However, if child abuse is reasonably suspected, it must be reported to the appropriate child protective agency (see BUL-1347.2, Child Abuse and Neglect Reporting Requirements).

O. The determination of findings and resolution must be documented and communicated to the complainant (see Attachments E and F).
P. Complainants who disagree with the outcome of a bullying or hazing complaint may appeal the decision with the ESC or ISIC Administrator of Operations. Complainants who are still dissatisfied with the response may appeal at the central office level through Human Relations, Diversity and Equity. Hate-motivated incidents and bullying or harassment on the basis of a protected class can be appealed to Educational Equity Compliance through the Uniform Complaint Procedure.

IX. MONITORING AND EVALUATION
Data collection and analysis are critical tools that can inform efforts to create and refine school wide, classroom and individual student interventions to promote a positive school culture.

Every school has a School Safety Committee that is “accountable for writing, implementing, monitoring, and evaluating a comprehensive, integrated plan unique to its health and safety needs” (Safe School Plan, Volume 1). Schools also have a discipline review team “to support and monitor the implementation of the school-wide positive behavior intervention and support policy; to evaluate the outcomes; and to modify strategies as needed” (see BUL-6231.0, Discipline Foundation Policy: School Wide Positive Behavior Intervention and Support).

The Safe School Committee and the Discipline Review Team examine bullying and hazing from the lenses of prevention and intervention/response. They recognize that bullying and hazing are important indicators of school safety evaluate the efficacy of the school’s bullying and hazing prevention and response efforts.

Numerous metrics can be considered in an evaluation of positive school engagement. The Safe School Committee and the Discipline Review Team must maintain minutes of their meetings with an agenda, sign-in sheet, a log of the data they reviewed and next steps. External variables can inflate or suppress the number of bullying reports. Improved accuracy in reporting is a more reliable measure than a change in the number of reports. The following indicators may be considered in evaluating school climate:

1. Reporting patterns of allegations of bullying and hazing
2. Decrease of chronic bullying and/or hazing
3. Disciplinary office referrals, interventions and disciplinary action generated from the MiSiS Student Support Module
4. Incident reports generated from iSTAR
5. Title IX/Bullying Complaint Manager complaint logs
6. School Experience Survey
7. Overall climate for traditionally stigmatized or vulnerable populations, such as lesbian, gay, bisexual, transgender students, and students with disabilities, as evidenced through bias-related incidents on campus.
8. School-wide efforts to increase student engagement, such as Gay Straight
Alliances, restorative justice practice, and student-led social justice campaigns

X. RESOLUTION OF INCIDENTS OF BULLYING

Reported allegations of bullying must be investigated, monitored, and documented within 30 calendar days and resolved within 60 calendar days. “Resolution” means that an incident has been investigated and appropriate interventions have been taken to reasonably ensure that the specific behavior has ceased. A new incident should be regarded as a new report and investigated accordingly, unless it is determined to be a continuation of the initial complaint, in which case, the initial complaint could be reopened.

The determination of findings and resolution must be documented and communicated to the complainant (see Attachments E and F).

XI. CONFIDENTIALITY AND NON-RETAILIATION

The reports and investigations of bullying or hazing shall respect the privacy of all parties to the fullest extent possible. Every effort shall be made to limit the distribution of information to those personnel who need to know within the confines of the District’s reporting procedures and investigation process.

The District will not tolerate retaliation against anyone who reports suspected bullying or hazing or participates in the investigation process. Confidentiality and non-retaliation requirements extend to all parties involved.

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

California Constitution, Article I § 28(c)
California Education Code §§ 200, 220, 233, 234.1
California Education Code §§ 32228 et seq.
California Education Code §§ 32260 et seq.
California Education Code §§ 35160 et seq.
California Education Code §§ 35294.1 et seq.
California Education Code §§ 48900 (q - r)
California Penal Code § 245.6
California Penal Code §§ 422.55-422.57
California Penal Code §§ 528.5 – 529
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB256

RELATED RESOURCES: Board Resolution, Development of Bullying Policy, passed November 27, 2001
Board Resolution, To Enforce the Respectful Treatment of All Persons, passed October
10, 1988

Administrator Certification, Memorandum issued annually by the Office of the Superintendent

Child Abuse and Neglect Reporting Requirements, BUL-1347.2, dated July 1, 2011

Code of Conduct with Students- Distribution and Dissemination Requirement, BUL-5167.0, dated July 1, 2010

Discipline Foundation Policy: School-Wide Positive Behavior Support, BUL-6231.0 dated February 14, 2014

Employee Inappropriate Conduct Allegation Policy and Procedures, BUL-6211.0, dated December 20, 2013

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

Guidelines and Procedures Relating To Student Behavior On School Bus, BUL-6385.0, dated September 29, 2014

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

Incident System Tracking Accountability Report, BUL-5269.2, July 10, 2013

LAUSD MAX Discipline Module Required Usage, BUL-5808.2, dated September 27, 2013

Name and/or Gender of Pupils for Purposes of School Records, BUL-5703.2, dated July 17, 2014

Nondiscrimination Required Notices and Ordering of Student Brochures, issued annually

Opportunity Transfer (OTs) - Policy and Procedures, BUL-6362.0, dated August 14, 2014

Policy Regarding Internet Safety for Students, BUL-5181.2, dated June 1, 2013

Responding to and Reporting Hate-Motivated Incidents and Crimes, BUL-2047.0, dated October 10, 2005

Responsible & Acceptable Use Policy (RAUP) for District Computer and Network Systems, BUL-999.9, dated November 3, 2014

Safe School Plan - Volume 1 (CSHS Plan, Prevention Programs), issued annually

Sexual Harassment Policy (Student-to-Student, Adult-to-Student and Student-to-Adult), BUL-3349.1, dated August 6, 2014

Social Media Policy for Employees and Associated Persons, BUL-5688.0, dated February 1, 2012

Social Media Policy for Students, BUL-6399.0, dated October 9, 2014

Suicide Prevention, Intervention and Postvention (Students), BUL-2637.1, dated July
16, 2012

Threat Assessment and Management, (Student-to-Student, Student-to-Adult), BUL-5799.0, dated July 16, 2012

Title IX Policy/Complaint Procedures, BUL-2521.1, dated June 7, 2006

Transgender Students-Ensuring Equity and Nondiscrimination, BUL-6224.1, dated August 15, 2014

Uniform Complaint Procedures (UCP), BUL-5159.3, dated May 15, 2014

Use of Cellular Telephones and Other Electronic Devices by Students, BUL-5468.0, dated May 4, 2011

Visitors To School Campuses and Locked Campuses During Class Hours at All Schools, BUL-1325.1, dated December 7, 2009

Workplace Violence, Bullying and Threats (Adult to Adult), BUL-5798.0, dated July 16, 2012

ASSISTANCE: For further information, to ask questions, to seek assistance, or for related resources, contact any of the following District offices:

Crisis Counseling and Intervention Services - (213) 241-8264
Division of Special Education, Behavior Support Office - (213) 241-8051
Educational Equity Compliance Office - (213) 241-7682, http://achieve.lausd.net/eeco
Educational Service Center Operations Coordinators
Health Education Programs Office - (213) 241-3508
Human Relations, Diversity and Equity - (213) 241-5337 http://achieve.lausd.net/human-relations
Interscholastic Athletics Office - (213) 241-5847
Los Angeles School Police Department - (213) 625-6631
Office of General Counsel - (213) 241-7600
Office of School Operations - (213) 241-5337
School Mental Health - (213) 241-3841
Student Discipline and Expulsion Support Unit - (213) 202-7555

ATTACHMENTS:

Attachment A: Bullying and Hazing Complaint Form, English
Attachment B: Bullying and Hazing Complaint Form, Spanish
Attachment C: Bullying and Hazing Complaint Response Worksheet
Attachment D: Sample Individualized Student Safety Plan
Attachment E: Sample Response Letter to Complainant, English
Attachment F: Sample Response Letter to Complainant, Spanish
Attachment G: No Bullying or Hazing Contract, English
Attachment H: No Bullying or Hazing Contract, Spanish
Attachment I: Title IX/Bullying Complaint Manager Poster, Secondary, English
Attachment J: Title IX/Bullying Complaint Manager Poster, Secondary, Spanish
Attachment K: Title IX/Bullying Complaint Manager Poster, Elementary, English
Attachment L: Title IX/Bullying Complaint Manager Poster, Elementary, Spanish
Attachment M: Sample Bullying Complaint Log
Attachment N: Together We Stand Against Bullying Brochure, English
Attachment O: Together We Stand Against Bullying Brochure, Spanish
PURPOSE:
The Los Angeles Unified School District is committed to providing all students with a rigorous educational program, which prepares them to be college or career ready and productive members of society. All LAUSD students will attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student, preschooler through adult, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning.

This bulletin provides guidelines and procedures for a consistent framework for developing, refining, and implementing a culture of discipline built on positive behavior support and interventions. It incorporates changes in the District policy relating to school discipline resulting from the Board Resolution-2013 School Discipline Policy and School Climate Bill of Rights.

MAJOR CHANGES:

GUIDELINES:
I. BACKGROUND

In 2007, the District adopted the Discipline Foundation Policy that resulted from a Board Resolution directive. The Discipline Foundation Policy served as the framework under which all District practices relating to discipline and school safety were to be applied.

On May 14, 2013, the Board of Education adopted the Board Resolution-2013 School Discipline Policy and School Climate Bill of Rights. This resolution requested that staff review current policies related to discipline, utilize alternatives to school suspension to correct student misconduct, and by 2020, develop and implement Restorative Justice practices as an alternative to traditional school discipline. This bulletin, in accordance to
related bulletins, reference guides, Board Resolutions, and other relevant District materials, reflects the requirements of the newly adopted Board Resolution.

II. A CULTURE OF POSITIVE BEHAVIOR SUPPORT AND INTERVENTION

School-wide positive behavior intervention and support fosters a culture of discipline grounded in positive behavior intervention. Positive behavior support is a systems approach for establishing the social culture and individualized behavioral supports needed for schools to achieve both social and academic success for all. It is based on research that indicates the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior.

In the event of misconduct, there are appropriate consequences. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner. School-site procedures and practices must be consistent not only with the tenets of this policy, but also with state and federal laws. These require school administrators to utilize positive interventions and means of correction for students in a consistent and age-appropriate manner prior to any suspension, expect those offenses under E.C. 48915(c), (Category I offenses of the Matrix for Student Suspension and Expulsion Recommendation) or when safety is at risk.

A. Guiding Principles for the School Community (Attachment A) establishes a standard for all schools. All District schools are required to align their discipline plans and rules to this District standard. The goal is maximum consistency in school-site practice, while allowing schools to personalize rules, provided they are consistent with the tenets and content of this bulletin. All students, parents, teachers, school administrators, school support personnel, school staff, visitors and community members are expected to implement them at every institutional level.

B. Culture of Discipline: Student Expectations (Attachment B) provides additional guidance to students regarding appropriate behavior. Section 300 of Title 5 of the California Code of Regulations requires that “every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his teacher and others in authority; observe good order and propriety of deportment; be diligent in study; respectful to his teacher and others in authority; kind and courteous to schoolmates;
and refrain entirely from the use of profane and vulgar language.”

C. Prevention and Intervention
Modeling appropriate behavior should be embraced by all staff, students and parents for creating a positive school climate. The most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid a negative behavior.

Creating a school-wide positive behavior intervention and support system provides the foundation to prevent misbehavior from occurring. Expectations must be clear, positively stated and taught to all students. There must be a clear system to recognize students for meeting the expectations and a clear system to correct student misconduct. This plan should be consistent with Guiding Principles for the School Community and Culture of Discipline: Student Expectations. Some students need additional support and intervention and some require the most intensive level of intervention (see Three-Tiered Approach diagram in Attachment E)

Schools will monitor and evaluate the effectiveness of the school-wide positive behavior intervention and support and discipline plan at all three levels using school data. This allows schools to use data that identifies areas of need; targets areas of concern; accesses professional development; revises school-wide procedures as needed.

1. Establish Rules Consistent with Guiding Principles for the School Community and Culture of Discipline: Student Expectations
Appropriate behavior must be reinforced school-wide. There must also be firm, fair and consistent discipline, providing all staff and students a consistent, unifying message on what is safe, respectful and responsible. This forms a powerful foundation for prevention of misconduct.

2. Provide for Effective Intervention
Some students require intensive intervention. Effective intervention includes: 1) identifying at-risk students; 2) developing strategies for implementing programs and resources, e.g. conflict-resolution, opportunities to develop social and emotional skills, and mentoring; 3) matching student needs to the appropriate resources; and 4) using age-appropriate consequences. Staff must have information and resources available in order to effectively build these necessary skills.
3. Use a Team Approach for Intensive Intervention:
   A few students require the highest level of intensive intervention. In their job-related roles, responsibilities and on-site obligations, appropriate school staff, support personnel, and parents will collaborate to address individual student needs. This intensive intervention includes individualized behavior support planning, implementation and monitoring. Support and training will be provided when necessary. In addition, there may also be a need for multi-agency partnerships and intensive skills training.

D. Consequences for Student Misconduct

Consequences paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning. They can contribute back to the school community, and re-engage in learning. Any consequence should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Consequences should be reasonable, fair and age-appropriate. Positive consequences, including recognition for appropriate behavior, frequently lead to improved student behavior. Negative consequences provide feedback to the student that their behavior is unacceptable. Refer to *Guide To Tier II and Tier III Intervention Supports and Alternatives to Suspension* (Attachment D); *School-Wide Positive Behavior Intervention and Support and Restorative Justice practices* (Attachment E); and applicable District discipline policies and guides.

It is only through cooperation from everyone who has a stake in educating youth that learning environments that lead to optimum academic achievement can be created for all students.

III. RESPONSIBILITIES

A. Central Office Staff Responsibilities

The Superintendent communicates to all District staff, using a variety of means that creating a positive school culture, improving behavior and developing appropriate student discipline practices are top District priorities. All Central office staff will support the teaching, enforcing, advocating, communicating and modeling this policy by playing an active, supportive role in assisting schools and Educational Service Centers by implementing this policy including, but not limited to:

1. Developing and coordinating training for parents, and professional development for employees.
2. Ensuring appropriate attendance, suspension and Rubric of Implementation data collection, monitoring and evaluation systems.

3. Using effective communication strategies.

4. Coordinating and providing technical assistance, including the proactive alignment of instructional supports with behavioral supports.

5. Using systematic data analysis to determine trends.

6. Ensuring alignment with all District offices, programs, policies and initiatives.

B. Educational Service Center (ESC) Responsibilities

Each ESC Instructional Superintendent and Administrator of Operations is responsible for teaching, enforcing, advocating and modeling this policy to ESC staff and school administrators. The Administrator of Operations will designate a team of ESC staff who will ensure the successful implementation of this policy through support and guidance.

The ESC Operations staff, along with the Instructional Director, are responsible for providing appropriate support and technical assistance to schools for successful implementation and compliance with this policy by:

1. Assisting schools with identifying, developing and maintaining prevention, intervention and alternatives consistent with Guiding Principles for the School Community.

2. Analyzing data, monitoring and supporting school practices to address situations where practices need to be strengthened.

3. Regularly reviewing the online Rubric of Implementation (ROI) (see Attachment E for list of ROI key features) with the site administration and providing targeted assistance to schools that have not or have partially implemented the Discipline Foundation Policy.

4. Supporting and assessing school practices in order to make suggestions to address situations where practices need to be modified. School support should include a regular review of the goals listed in the Safe School Plan.

5. Ensuring that all deans participate in mandatory District training on discipline and alternatives to suspension.

6. Assisting with developing on-site procedural steps that align Restorative Justice approaches to assist with alternatives when addressing individual student misconduct.

7. Supporting schools’ efforts to maintain relationships with outside community partners.

8. Providing professional development in school-wide positive
behavior intervention and support and Restorative Justice approaches for new staff.

9. Assisting schools with resolving complaints from all stakeholders regarding the implementation of school-wide positive behavior support and intervention.

C. Charter Schools Responsibilities

Charter schools are to abide with the Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support.

1. Affiliated Charter Schools
   Affiliated charter schools, under the governance of the LAUSD Board of Education, are to implement this policy as outlined in this Bulletin.

2. Independent Charter Schools
   Independent charter schools are expected to comply with this policy bulletin and ensure their staff is knowledgeable about the Discipline Foundation Policy. Charter schools are generally exempt from complying with the Education Code (including statutory provisions for pupil suspension and expulsion) unless otherwise provided in their charter. Charter schools are not exempt from other laws governing public schools, including but not limited to state and federal constitutions, all federal laws (e.g., Individuals with Disabilities Education Improvement Act, Americans with Disabilities Act, and the Rehabilitation Act, No Child Left Behind, any requirements that are a condition of receiving federal funding), and state pupil testing programs. For those reasons, charter schools are not expected to comply with the references in this bulletin to Education Code (unless stated in their charter and to ensure compliance with other applicable laws), District office responsibilities (e.g. Central Office, Educational Service Center), District councils and committees (e.g. Discipline Review Team, School Leadership Council, School Wide Positive behavior and Intervention Task Force), professional development, and state-mandated curriculum.

   Governing boards of independent charter schools shoulder the ultimate responsibility of ensuring that this policy is implemented, including but not limited to the following items:
   a. Adopting procedures for putting this policy into place that are consistent with the charter petition and the School Climate Bill of Rights.
   b. Ensuring that the *Guiding Principles for the School Community* is taught, communicated and modeled to the school community and that school practices are consistent
with the tenets of this policy.

C. Implementing a method for recording, collecting, and analyzing behavior/discipline information to monitor and evaluate data for ongoing decision making, from the individual student through the school-wide student population.

Ensuring that information and/or training is provided to parents, students, staff and other stakeholders.

D. School Administrator Responsibilities

Each school’s success requires excellent leadership qualities of a school administrator. Their leadership is key to the academic achievement and pro-social development of our students. In order to establish a safe and welcoming school environment, the school administrator is responsible for the following:

1. Ensure that the **Guiding Principles for the School Community** be taught, enforced, advocated, communicated and modeled to the entire school community and that school practices are consistent with the tenets of this policy.

2. Develop and implement a school-wide positive behavior intervention and support and discipline plan consistent with the principles of the **School Climate Bill of Rights** (Attachment C); **Guide To Tier II and Tier III Intervention Supports and Alternatives to Suspension** (Attachment D); **School-Wide Positive Behavior Intervention and Support and Restorative Justice practices** (Attachments F1 and F2); and applicable District discipline policies and guides. The emphasis of the developed plan is to increase achievement, attendance, reduce suspension and office discipline referrals. Has buy-in and support from the school personnel and community.

3. Include the school-wide positive behavior intervention and support, discipline plan, and **Guiding Principles for the School Community** in school communications for students, parents/guardians, staff and community.

4. Post and make available necessary materials such as the **School Climate Bill of Rights** (Attachment C) poster and **Complaint Form** (Attachment J) at each school site visible to staff, students and parents/guardians.

5. Use the LAUSDMAX Discipline module and approve authorization for appropriate staff to effectively record and monitor student behavior, provide data-driven interventions, and develop solutions and strategies to create safe and caring learning environments.

6. Implement a method for analyzing behavior/discipline information in order to monitor and evaluate data for ongoing decision making.
decision making, from the individual student through the school-wide student population.

7. Establish a school Discipline Review Team to support and monitor the implementation of the school-wide positive behavior intervention and support policy; to evaluate the outcomes; and to modify strategies as needed.

8. Comply with the goals established in the Safe School Plan, for implementing and monitoring the school-wide positive behavior intervention and support policy.

9. Provide routine training and support for staff and parents/guardians in maintaining an environment conducive to learning.

10. Implement the District or state-approved violence prevention curriculum in elementary and middle schools.

11. Utilize appropriate prevention and intervention approaches for all students in a consistent and age-appropriate manner prior to any suspension (see Attachment D-Guide to Tier II and Tier III Intervention Supports and Alternatives to Suspension), except those limited offenses under California Education Code §48915(c).

12. Use multi-disciplinary teams, including Student Success Team and Coordination of Services Team, to evaluate and recommend solutions to behavior problems and mitigate future incidents.

13. Partner with before and after-school programs and outside agencies, when appropriate.

14. Assemble a collaborative team with appropriate staff and parent/guardian(s) to design an individualized behavior support plan for a student who engages in ongoing misconduct, despite appropriate interventions. The support plan may include, but is not limited to:
   a. Intensive behavioral supports and strategies
   b. Adapted curriculum and instruction
   c. Communication strategies

E. School Staff Responsibilities

I. Teacher Responsibilities

Each teacher has a fundamental role in establishing a positive classroom climate and supporting a similar school wide culture. This includes utilizing effective classroom management strategies that create an environment conducive to learning for all students and prevent student misconduct. The teacher is responsible for:

1. Defining, teaching, reviewing and modeling Guiding Principles for the School Community and Culture of Discipline: Student Expectations and school rules.

2. Acknowledging and reinforcing appropriate student behavior.
3. Providing corrective feedback and re-teaching the behavioral skill when misconduct occurs.

4. Working with families in partnership to reinforce appropriate behavior (meeting, mailing correspondence, utilizing parent center as appropriate, etc.).

5. Teach the District or state approved violence prevention curriculum that promotes social-emotional skills in elementary and middle schools. These programs may be augmented by other programs selected by the School Leadership Council.

6. Following the Behavior Support Plan for students with disabilities, which is available to all staff working with that student.

7. Utilizing data in collaboration with administration and support personnel to monitor and provide age-appropriate supports to address student misconduct.

8. Supporting a student who persists in on-going misconduct, despite appropriate interventions in conjunction with school administrator or person responsible for discipline at the school.

9. Serving as a role model and maintain appropriate relations with all students.

10. For a student whose misconduct has escalated, the teacher is responsible for collaborating with appropriate staff and the parent/caregiver(s) to implement an effective individualized plan that may include, but not limited to:
   a. Intensive behavioral supports and strategies.
   b. Adapted curriculum and instruction.
   c. Communication strategies.

II. School Support Personnel

School support personnel are responsible for modeling, advocating and enforcing the Guiding Principles for the School Community and for supporting the implementation of a school wide positive behavior support and intervention to maintain a safe and nurturing school climate. School support personnel are responsible for monitoring, reinforcing, and acknowledging appropriate behaviors consistent with the Culture of Discipline: Student Expectations and the school rules. In addition, school support personnel will assist students in accessing appropriate resources, directly matching student needs to available resources. When student behavior disrupts the learning or working environment, the appropriate school support personnel will collaborate with teachers and other school and District personnel to develop and implement plans for more intensive instruction.
and support, including working with District and community resources.

F. Parent/Guardian Responsibilities

When schools and parents form strong partnerships, students’ potential for academic success improves significantly. The Parents’ Rights and Responsibilities to Ensure your Child’s Success (Attachment G) and Parent/Guardian Responsibilities (Attachment H) guide parents of their rights and responsibilities in their children’s education. Parents/guardians will take an active role in supporting the school’s efforts to maintain a welcoming school climate. This includes supporting the implementation of the School Wide Positive Behavior Intervention and Support. They are to be familiar with and model Guiding Principles for the School Community. They are to review, A Culture of Discipline: Student Expectations and school rules with their children, reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct. The parent/guardian will act as a collaborative partner with the school to address the student’s needs. Training on this policy should be available for parents/guardians.

G. Community Member and School Visitor Responsibilities

The community benefits from safe schools. Community members and school visitors are expected to follow Guiding Principles for the School Community when on school property. Community partnerships are encouraged and welcomed in the development of reinforcements for appropriate student behavior and recognition of safe school environments.

H. Student Responsibilities

Students are expected to learn and model Guiding Principles for the School Community and A Culture of Discipline: Student Expectations. Students are expected to learn and follow all school and classroom rules and to demonstrate appropriate social skills when interacting with both adults and peers. When behavioral expectations are not met, the student is expected to work to improve the behavior. Students are encouraged to take leadership roles in modeling appropriate behaviors for peers (see Student Tips – Attachment I).

IV. PROFESSIONAL DEVELOPMENT AND TRAINING

Professional development in the area of school-wide positive behavior
support must be mandated, broad-based and inclusive of all staff involved in supporting schools and students. While professional development begins with the Guiding Principles for the School Community and Culture of Discipline: Student Expectations, it must ensure that school staff can clearly identify and support behavioral expectations in classrooms and common areas of the school. Specifically, professional development must include ongoing classroom management workshops and training to help classroom staff meet the challenge of fully educating students, while teaching and modeling of appropriate behavior. Professional development must:

1. Support the different responsibilities of staff members, including the provision of mandatory training for all staff involved in discipline. That staff is to be named in the School Resource Survey.
2. Address preventive plans including strategies for insuring that social-emotional skills are taught consistently and with fidelity through the district or state adopted violence prevention curriculum, as well as strategies for classroom management, behavioral expectations and individual and group support.
3. Be ongoing and provide sufficient training and resources for school staff to understand the function of behavior and how to best support appropriate behavior.
4. Address how to develop and implement effective, individual, tailored behavior support plans for all students, those with or without disabilities.
5. Embed policy information and create alignment with all other professional development and training offered to administrators, teachers, support staff and parents.
6. Include centrally organized and implemented training for deans upon election. Such training for deans and other staff involved in student discipline includes the use of data analysis to differentiate what is offered to schools.

V. MONITORING AND EVALUATION

1. Central Office
   a. Will put systems in place to aid schools, Educational Service Centers and the central office in data collection, feedback and assessment to create a positive school culture that is conducive to optimal student learning. Such data will be utilized to provide professional development and support. These data allow schools to adjust school-wide, classroom and individual student intervention and prevention.

   b. Oversee ongoing and systematic review and evaluation of the following:
      - Policy implementation.
      - Communication mechanisms.
- Any adjustments or changes in school practices (determined through data collection) to ensure that school practices are strengthened and aligned with policy.

2. School-Wide Positive Behavior Intervention and Support Task Force and Independent Monitor

A District level school-wide positive behavior intervention and support Task Force with representatives including, but not limited to, students, parents, teachers, and principals, will be formed to collaborate with an independent auditor. The Task Force, with the independent auditor, will utilize current District systems to monitor this policy throughout the District. The responsibilities include:

a. Hear from individuals who have concerns about the policy and provide a forum to bring information or complaints to the task force.

b. Access and analyze data by school and ESC.

c. Review data including suspension, expulsion, opportunity transfer, and outside monitoring information.

d. Provide recommendations to the Superintendent or his designee.

e. Report on its finding related to full implementation at least once per year at a School Board meeting at which the item will be added to the agenda.

f. Review and make recommendations regarding the Guide to Tier II and Tier III Intervention Supports and Alternatives to Suspensions developed by the Superintendent and recommend approval prior to its implementation.

g. The independent auditor will provide an annual report to the Board about individual complaints and make broader recommendations regarding implementation and monitoring of the policy.

3. Educational Service Center

a. Regularly review monthly suspension data and school office referral data to identify schools that may benefit from additional support and guidance.

b. Resolve complaints submitted within a reasonable time period but not to exceed 60 working days from the date the complaint was received (Attachment J-Complaint Process and Form.).

c. Summarize how all complaints are resolved on a regular basis, or as requested by the Superintendent’s office.

VI. COMMUNICATION

Implementing this policy and its underlying philosophy requires ongoing communication to the entire LAUSD community by all stakeholders, including District officials, school administrators and employees at every
level.

District schools and offices should publish copies of *Guiding Principles for the School Community and Culture of Discipline: Student Expectations and School Climate Bill of Rights* for public view. Additionally, school staffs are strongly encouraged to develop their own innovative strategies for communicating and teaching this policy. Parents/guardians, students and school staff members should actively participate in this process.

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

California Education Code, Section 48900-48927

Board Resolution, “Comprehensive Discipline Policy,” passed May 24, 2005


**RESOURCES:** In addition to this policy, school administrators and employees must understand the relationship between sound behavior and discipline practices to other, related District policies, initiatives and practices. In order to have full knowledge of the District’s policies regarding behavior, safety and school climate, school administrators should familiarize themselves and their staffs with the following:

Board Resolution, “Resolution on Excellence and Equity in the Reduction of High School Drop-outs/Push-outs Through Prevention, Intervention and Recovery,” passed April 12, 2005

Board Resolution, “Resolution to Promote Safe Schools and Safe Neighborhoods by Implementing Violence Prevention Programs,” passed April 26, 2005

Board Resolution, “Reactivation of District’s Human Relations Education Commission,” passed May 10, 2005

Special Education Policies and Procedures (i.e., Modified Consent Decree) [http://sped.lausd.net/policies-and-procedures](http://sped.lausd.net/policies-and-procedures) of particular relevance to this Bulletin


Policy Bulletin No. BUL-5376.0, “Behavior Intervention Regulations for Students with Disabilities with Serious Behavior Problems,” issued January 17, 2011, by the Division of Special Education


Policy Bulletin No. BUL-5212.1, “Bullying and Hazing Policy (Student-to-Student and Student-to Adult),” issued September 17, 2012, by the Office of the Superintendent-School Operations


Policy Bulletin No. BUL-5799.0, “Threat Assessment and Management (Student-to-Student, Student-to-Adult),” issued July 16, 2012, by the Office of the Superintendent-School Operations and Student Health and Human Services


Policy Bulletin No. BUL-2047, “Responding to and Reporting Hate-Motivated Incidents and Crimes,” issued October 10, 2005, by the Office of the General Counsel

Policy Bulletin No. BUL-2075, “Establishment and Documentation of
Intervention for Students Suspected of Emotional Disturbances,” issued October 24, 2005, by the Office of Special Education


“Required Nondiscrimination Notices,” memorandum issued annually by the Office of the General Counsel

“Parent-Student Handbook,” issued annually by the Los Angeles Unified School District

“Visitors Handbook” issued by the Los Angeles Unified School District

ASSISTANCE: For assistance or further information please contact your ESC Operations Coordinator, Office of School Operations at (213) 241-5337 or the Charter Schools Division at 213-241-0399.

Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support information and materials may be accessed and downloaded from https://dfp.lausd.net.
The most important responsibility of the Los Angeles Unified School District (District) is the safety of our students. All employees, as well as all individuals who work with or have contact with students, are reminded that they must be mindful of the fine line drawn between being sensitive to and supportive of students and a possible or perceived breach of responsible, ethical behavior.

While the District encourages the cultivation of positive relationships with students, employees and all individuals who work with or have contact with students are expected to use good judgment and are cautioned to avoid situations including, but not limited to, the following:

1. Meeting individually with a student behind closed doors, regardless of gender.

2. Remaining on campus with student(s) after the last administrator leaves the school site. (There are exceptions, such as teachers rehearsing with students for a drama/music activity or coaching academic decathlon students, with approval of the site-administrator in advance.)

3. Engaging in any behaviors, either directly or indirectly with a student(s) or in the presence of a student(s), that are unprofessional, unethical, illegal, immoral, or exploitative.

4. Giving student(s) gifts, rewards, or incentives that are not school-related and for which it is directly or implicitly suggested that a student(s) is (are) to say or do something in return.

5. Making statements or comments, either directly or in the presence of a student(s), which are not age-appropriate, professional, or which may be considered sexual in nature, harassing, or demeaning.

6. Touching or having physical contact with a student(s) that is not age-appropriate or within the scope of the employee's/individual's responsibilities and/or duties.

7. Transporting student(s) in a personal vehicle without proper written administrator and parent authorization forms on file in advance.

8. Taking or accompanying student(s) off campus for activities other than a District-approved school journey or field trip.

9. Meeting with or being in the company of student(s) off campus, except in school-authorized and/or approved activities.

10. Communicating with student(s), in writing, by phone/Email/electronically, via Internet, or in person, at any time, for purposes that are not specifically school-related.

11. Calling student(s) at home or on their cell phone, except for specific school-related purposes and/or situations.

12. Providing student(s) with a personal home/cell telephone number, personal Email address, home address, or other personal contact information, except for specific school-related purposes and/or situations.

Even though the intent of the employee/individual may be purely professional, those who engage in any of the above behavior(s), either directly or indirectly with a student(s) or in the presence of a student(s), are subjecting themselves to all possible perceptions of impropriety. Employees/individuals are advised that, when allegations of inappropriate conduct or behavior are made, the District is obligated to investigate the allegations and, if warranted, take appropriate administrative and/or disciplinary action.

Employees/individuals who have questions or need further information should contact their site administrator or supervisor, or may call the Educational Equity Compliance Office at (213) 241-7682.

July 15, 2006
TITLE: A Multi-Tiered System of Support Framework for the Student Support and Progress Team

ROUTING
Local District Superintendents
Administrators of Instruction
Administrators of Operations
Directors
School Support Services
All District and Charter Operated Schools
Division of Instruction
Division of Special Education
Division of District Operations
Division of Health and Human Services
Division of Educational Services

NUMBER: BUL-6730.1

ISSUER: Frances M. Gipson, Ph.D., Chief Academic Officer
Division of Instruction

DATE: July 13, 2017

POLICY: This policy outlines district-wide procedures for the Student Support and Progress Team (SSPT), utilizing a Multi-Tiered System of Support (MTSS) framework. It consolidates the Coordination of Services Team (COST), Student Success and/or Student Study Team (SST) and the Language Appraisal Team (LAT). The SSPT uses a collaborative model to identify interventions for improved student performance. This policy also recognizes the alignment of MTSS with Culturally and Linguistically Responsive Pedagogical (CLRP) instruction and behavioral practices. These procedures combine the existing functions of the afore-mentioned teams into a single process through the SSPT. All schools shall establish an SSPT within the first six weeks of the school year.

PURPOSE: All schools, including Early Education Centers, are required to use MTSS for the early identification and provision of supports to students who are struggling academically, linguistically and/or behaviorally in the general education setting and to address disproportionate misidentification of African American students for special education and for disciplinary referrals. The purpose of the SSPT is to ensure students’ cultural, cognitive, and social emotional needs are addressed and provide a method to evaluate the effectiveness of school-wide Tier I systems and practices, including instruction and Positive Behavior Intervention Supports (PBIS). This approach involves a problem-solving process, data-driven decision making, implementation of targeted interventions that include CLRP instructional practices, and ongoing progress monitoring. The SSPT process emphasizes that early intervention for underachieving and struggling students is a function of the general education program.

MAJOR This policy is a revision of Bulletin 6730.0, A Multi-Tiered System of Support BUL-6730.1
**CHANGES:** Framework for the Student Support and Progress Team, *July 25, 2016*. All information in the previous policy remains the same. This policy revision reflects the following additions:

- Extends the SSPT process to Early Education/preschool programs.
- Outlines procedures for maintaining SSPT records for students under expulsion.
- Provides new procedures on monitoring the performance of Standard English Learners (SEL) students for accelerating literacy and language development using the new SEL Dashboard.
- Provides clarification on CLR and how it is used within the MTSS framework.
- Explains the SSPT certification process for PK-12 Principals.

**GUIDELINES:** The SSPT offers a systematic approach to close opportunity and achievement disparities among student subgroups by building on existing services that respond effectively to unique academic and cultural student needs using a whole child approach. The SSPT seeks to achieve the following goals:

1. Support students in acquiring linguistic, academic, behavioral, and social competencies
2. Assist schools in developing MTSS and enhancing culturally and linguistically responsive, collaborative and supportive cultures for all stakeholders

The SSPT process is designed to ensure that all students maximize their potential. It should be viewed neither as an obstacle to the special education identification process nor as a path for special education identification.

I. Multi-Tiered Systems of Support (MTSS)

All schools are required to develop MTSS that include three tiers of strategies and research-based interventions for service delivery, a problem-solving method, and an integrated data collection system that informs decisions at each tier of support. Strategic collaboration and coordination among the staff (general and specialized) is an essential component of MTSS.

Multi-Tiered Systems of Support address the needs of all student subgroups, including English Learners (EL), standard English learners (SEL), students with disabilities (SWD), expelled students, students in foster care and/or experiencing homelessness, socio-economically disadvantaged, and gifted and talented education (GATE) students. MTSS aligns the entire school-wide system of
initiatives, supports and resources, and implements continuous improvement processes at all levels of the system (i.e., school-wide, classroom, and individual students). (CA Dept. of Education)

Tier 1
Tier 1 requires high quality, culturally and linguistically responsive core instruction, ongoing assessments or universal screenings and incorporates intervention for academic, linguistic, behavioral, and social emotional learning as a school-wide foundation for all students. Tier 1 also includes PBIS and a social/emotional curriculum that provide a learning environment that focuses on the whole child. (Refer to BUL-6231.0, Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support.) Within Tier 1, students receive differentiated instruction and all supplementary aides and resources aligned to the core program.

Differentiation requires recognition of students’ varying levels of readiness, interest, background knowledge, language, learning preferences, and the use of culturally responsive pedagogy. It also occurs through modification of the content (what is taught), process (how it is taught), product (how learning is shown), and/or resources available in the classroom, the school, and/or the district. In order to differentiate instruction to maximize student growth and ensure grade level rigor, teachers can add depth and complexity to the curriculum, scaffold lessons, pre-assess students for cooperative learning opportunities, implement interest and/or learning centers, employ questioning strategies, allow for independent study, preview, review, reteach, and frontload.
A fundamental aspect of effective Tier 1 is validation and affirmation of students’ cultures and home (indigenous) languages to build on and bridge success in school through CRLP practices. Additionally, through a Universal Design for Learning (UDL) approach, teachers provide differentiated instruction to address the multiple learning styles of students through various modalities that allow for multiple means of representation, action and expression, and engagement. Universal Design for Learning acknowledges students’ strengths, primary language, and prior knowledge as assets in the learning process.

Tier I also provides high-quality first instruction in the area of behavior using PBIS. This includes defining, teaching, reinforcing, and monitoring school-wide and classroom behavior expectations by all school staff. Staff should maximize structure by developing predictable routines, using effective management strategies and actively teaching pro-social behaviors. Students actively engage in learning experiences that reinforce appropriate behaviors. Progress monitoring is required to determine if the instruction and intervention at Tier 1 are effective. (Refer to BUL 6231.0 and BUL 6269.1)

Effective first instruction is not complete without well-established academic, linguistic, behavioral and social emotional foundational practices. A disproportionate number of students referred to Tier 2 and 3 interventions may suggest need for a thorough evaluation of Tier 1 support systems. The SSPT will monitor the effectiveness of Tier 1 instruction and PBIS at key points throughout the school year through a data-driven process that guides and informs instruction and intervention. The SSPT also monitors and evaluates students’ response to effective Tier 1 instruction throughout the year. When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, then Tier 2 services are provided.

**Tier 2**

Tier 2 includes focused intervention for students not making adequate progress and who require a more targeted, intensive level of support that corresponds with their level of performance and rate of progress. Tier 2 requires a qualitatively different evidence-based instructional program, approach or strategy, additional time for intervention and smaller group size for instruction. The interventions may occur within or outside the classroom and the amount of time spent in Tier 2 is in addition to what is provided in Tier 1. For Tier 2 academic, linguistic, and behavioral supports, refer to the SSPT online resource Toolkit at [http://achieve.lausd.net/sspt](http://achieve.lausd.net/sspt).
Tier 3
Tier 3 is comprised of highly targeted and intensive interventions for a small number of students. Students at the Tier 3 level of support require daily intervention, in addition to what is provided in Tiers 1 and 2. Tier 3 services require a higher level of strategic collaboration and coordination among the staff (general and specialized) providing services to the student.

All levels of an MTSS must include:
- A direct link to the intensity of instructional and/or language need(s)
- Evidence-based instructional/behavioral programs at each level, increasing in intensity, as needed
- Augmented academic engaged time as the intensity of supports increases
- A seamless level of intervention support based on progress monitoring data

II. Establishing the Student Support and Progress Team
A. The previous functions of the COST, SST and LAT are now the responsibility of the SSPT.
   1. Coordination of Services Team
      The COST involved a tiered and coordinated approach that systematically identified at-risk students, developed comprehensive multidisciplinary intervention plans, and regularly monitored student progress.

   2. Student Success Team and/or Student Study Team
      The SST provided an early identification method to review student performance and early intervention planning and included a systematic problem solving approach that clarified concerns, developed strategies, mobilized and coordinated resources, and provided for a system of accountability and measurable outcomes.

   3. Language Appraisal Team
      The LAT process supported the instruction and progress of English Learners according to the English Learner Master Plan at http://achieve.lausd.net/Page/74#spn-content. This process included monitoring the instructional placement and progress of English Learners, Long-Term English Learners and Reclassified Fluent English Proficient students.

As part of the District’s efforts to capacitate all PK-12 schools with a coherent plan to provide excellence in instruction, opportunity, and access to each student, these teams have been combined into one uniform, district-wide pre-referral process.
B. All schools shall establish a Student Support and Progress Team within the first six weeks of the school year.
   1. Core Team members should have experience, knowledge, and/or training in the following:
      a. Analysis of student work and progress monitoring strategies to improve teaching and learning
      b. Intervention services and resources available to students (and families, where appropriate)
      c. Differentiated instruction strategies
      d. The California Content Standards and California English Language Arts /English Language Development (ELA/ELD) Standards
      e. California ELA /ELD Framework
      f. Knowledge of Universal Design for Learning
      g. Multi-Tiered System of Support
      h. Culturally and Linguistically Responsive instruction
      i. Student subgroups disproportionately referred to special education
      j. Language development (including Designated and Integrated ELD)
      k. Knowledge of the characteristics of various subgroups, including high achieving, GATE students, and students in foster care and/or experiencing homelessness
      l. Positive Behavioral Interventions and support
      m. Trauma informed practices
      n. Non-cognitive skills development
      o. Child Welfare and attendance policies/dropout prevention strategies

   2. The principal designates a member of the school staff to serve as the SSPT Designee.

   3. Core Team members shall be identified:
      a. Required team members (as staffed at each site)
         i. Administrator or Designee
         ii. General Education Teacher(s)
         iii. Discipline Review Team Member/Restorative Justice Teacher
         iv. Referring Person
         v. Targeted Student Population Advisor/EL Designee
         vi. LTEL Designee, if applicable
         vii. Instructional Coach (e.g., ELA, Math, Title III, SEL)
      b. Additional members, based on student need:
         i. Parent/Guardian
         ii. Student (if developmentally age appropriate)
ii. Resource Specialist Teacher

iv. School Psychologist

v. Data/Intervention Coordinator

vi. Elementary/Secondary Counselor

vii. Dual Language/Bilingual Programs Lead Teacher

viii. School Nurse

ix. Psychiatric Social Worker

x. Pupil Services and Attendance Counselor

xi. Occupational and/or Physical Therapist

xii. Speech and Language Pathologist

xiii. Secondary Dean of Students

xiv. GATE Coordinator

xv. SEL Coach or Coordinator

xvi. SDES Counselor, if the student is expelled

xvii. Section 504 Case Manager

C. SSPT Principal Certification

1. Within the first six weeks of the school year, PK-12 Principals must certify in the Principal’s Portal that their school has established an SSPT.

2. The Student Support and Progress Team Meeting Log (Attachment B) must be uploaded to the Principal Portal, twice per year in December and June.

D. Student Support and Progress Team Responsibilities

1. Establish a calendar of regularly scheduled meeting dates (e.g., weekly, biweekly, or monthly) to review initial referrals and follow-up meetings.

2. Develop a system for notifying the student’s parent/guardian of an SSPT meeting using the Parent Invitation Letter (Attachments C1-C5)

3. Maintain all SSPT forms and documentation on file at the school site for a minimum of five years, including the SSPT Sign-In Form (Attachment D) and SSPT Referral Log (Attachment E).

4. Maintain student-specific SSPT forms in the appropriate folder in the student’s cumulative record. Refer to the Cumulative Folder Handbook at http://achieve.lausd.net/sspt.

a. SSPT forms for English Only (EO), Initially Fluent (IFEP), and Reclassified Fluent English Proficient (RFEP) students must be
maintained in the student’s red intervention folder.

b. SSPT forms for English Learner students, including Long Term English Learners (LTELs), must be maintained in the student’s blue Master Plan folder.

5. Monitor placement, instruction and reclassification readiness for all EL students grades K-12 to ensure appropriate linguistic and academic progress, as outlined in the English Learner Master Plan. Refer to the EL Master Plan at http://achieve.lausd.net/mmed#spn-content.

6. Identify and monitor the progress of all SEL students in grades K-12, using Literacy assessments (e.g., DIBELS Next/TRC, LAS Links, and Reading Inventory-RI) and the SEL Dashboard.

7. Ensure RFEP students continue to make progress and achieve academic proficiency in all core subject areas.

8. Monitor the academic and linguistic achievement of historically underserved students (e.g., African American and Latino students) and ensure culturally and linguistically relevant practices are in place within Tier I instruction.

9. Monitor the performance and provide an early warning system for underachieving students in specific groups, such as students in foster care and/or experiencing homelessness.

10. Monitor the performance of pre-school aged students in Early Childhood Education Centers/preschool programs, using the Early Education Achievement Targets.

11. Collaborate, as needed, with support services programs (e.g., the Access, Equity and Acceleration Unit/Academic, English Master Program; the Foster Youth Achievement Program; Homeless Education Program; Juvenile Hall/Camp Returnee program; Diploma Project) for additional supports.

The SSPT designee will document the SSPT referral and meeting information in MiSiS.

Note: For expelled students, SSPT documents shall be stored in the expulsion file.
maintained at the Student Discipline Expulsion Support Unit office. At the school site, however, all completed SSPT forms must be maintained in a separate, alternative location to ensure confidentiality.

III. Student Support and Progress Team (Pre-Referral Activities). The pre-referral process pertains to school-wide data monitoring.

A. Ongoing School-Wide Monitoring (Pre-Referral)
   The SSPT conducts ongoing school-wide monitoring of Tier I instruction using multiple data sources. The purpose of this monitoring is to review data across a variety of measures, for student groups and subgroups and identify patterns and trends. Analysis of school-wide data must take place regularly, and at a minimum of eight times per year. From this analysis, the SSPT:
   - Determines areas of need to accelerate learning for all students, so as to ensure College and Career Readiness
   - Identifies achievement disparities (focus grade levels and focus academic, linguistic, culture, and/or social/emotional areas)
   - Recommends differentiated and systematic supports needed to close achievement gaps to promote success for all students
   - Identifies support needed to ensure CLR

1. As part of school-wide monitoring, the SSPT shall collect and review various forms of school-wide data to respond to the cultural and cognitive needs of struggling and underachieving students that includes, but is not limited to the following:
   a. California Content Standards-based measures
   b. Literacy assessments (e.g., DIBELS Next/TRC, IDEL-Spanish assessment, LAS Links, Reading Inventory-RI)
   c. SEL Dashboard
   d. District assessments
   e. California English Language Development Test/English Language Proficiency Assessment for California (ELPAC)
   f. Progress towards reclassification of English Learners
   g. Enrollment and Withdrawal
   h. Successful completion of A-G coursework
   i. Report card marks (including cooperation and work habits)
   j. Practice Scholastic Aptitude Test
   k. Advanced Placement Potential Reports
   l. Suspension
   m. Attendance
   n. MiSiS Counseling and Discipline Referrals
o. School Experience Survey
p. School Report Card

2. The SSPT shall review the progress of ELs and LTEls at least quarterly (i.e., four times per year) to determine supports needed and readiness for reclassification.

3. The SSPT shall monitor the progress of Reclassified Fluent English Proficient (RFEP) students at least twice per year and provide supports as needed.

4. The SSPT shall monitor the progress of SEL students at least quarterly (i.e., four times per year) to determine supports needed for accelerating literacy and language development.

5. As part of school-wide monitoring, the SSPT identifies students requiring additional supports to raise student achievement in one or more of the following areas:
   a. Academic Achievement
   b. College and Career Readiness
   c. Behavior
   d. Language Development
   e. School Attendance
   f. Health
   g. Social/Emotional Functioning

6. Conduct collaborative meetings (e.g., grade level meetings, departmental meetings) to review relevant student data with teachers and provide support.

7. Make recommendations regarding school-wide, classroom, individual interventions, professional development, and school-wide policies.

8. Implement interventions at targeted levels.

9. Collect ongoing progress monitoring data from interventions to make recommendations.
   a. If the student is making sufficient progress, the student should continue to receive this level of support.
   b. If the student is not responding to the intervention, an SSPT meeting should be initiated.
IV. Student Support and Progress Team Referral Process

A. A teacher, administrator, school staff member, parent/guardian (Educational Rights Holder), or community member (e.g., Department of Children and Family Services social worker) may initiate a request for an SSPT meeting.

Note: Students with disabilities are primarily supported through the IEP process. In the event that a non-IEP related issue arises, consultation with the Local District Administrative Coordinator, Special Education needs to occur prior to a referral to the SSPT for students with disabilities.

B. The SSPT Designee will schedule a consultation meeting with the referring person and enter the Referral information in MiSiS, or use Attachments G-1, G-2, G-3 (Elementary, Secondary, or Preschool Referral Form).

C. EL students should be referred to the SSPT to determine whether to recommend students for reclassification. The EL Progress Profile shall be reviewed for every EL student. Referrals must occur in the following cases:
   1. English language learners in grade K (2nd year) and grade one who meet all reclassification criteria
   2. English learners in grades 2-12 who meet all reclassification criteria except for grades

D. EL students identified as LTELs for the third consecutive year must be referred to the SSPT for review to determine appropriate supports and/or placement options.

V. Conduct the Student Support and Progress Team Meeting

A. Assign the team member roles for the meeting.

B. Structure the meeting according to the recommended 20 to 30 minute time-period.

C. Review referral data and documentation.

D. Develop targeted strategies, interventions, and goals aligned to student needs.

E. Complete the Student Intervention Plan or the Reclassification Meeting Form (Attachment J-1 or J-2). The completed Student Intervention Plan or
Reclassification Meeting Form serves as documentation of the initial meeting.

F. If the SSPT determines that a student should be recommended for reclassification, the team completes the appropriate Reclassification Recommendation Form (Attachments H1-H5), also available at http://achieve.lausd.net/Page/180. The SSPT should utilize the Elementary or Secondary Reclassification Checklist (Attachment I-1, I-2) and send the reclassification recommendation and supporting documentation to the Local District EL Coordinator.

G. Designate a member of the SSPT as the case manager to follow up with the implementation of interventions and act as a resource to the interventionist/teacher.
   Note: The case manager for all ELs should be the EL or LTEL Designee.

H. Schedule a follow-up meeting.

VI. Implement the Interventions
   Ideally, all students should receive a minimum of three (6-8 week) intervention intervals with ongoing progress monitoring. The number and length of intervals should be based on the student’s rate of improvement and his/her progress in meeting benchmark expectations. The SSPT shall hold a follow-up meeting at the conclusion of each intervention interval.

A. The case manager supports and consults with the interventionist/teacher to enhance the efficacy of the intervention.
   1. Modeling and coaching of instructional strategies and evidence-based approaches
   2. Modification of goal(s)
   3. Gathering data for follow-up meetings

VII. Progress Monitoring and Data-Based Decision Making

A. Progress Monitoring
   1. The intervention provider(s) are required to gather progress-monitoring data throughout the intervention interval. The intervention provider(s) may use the Universal Progress Monitoring (UPM) Data Tool to monitor student growth, available at the web address http://achieve.lausd.net/sspt.

   2. The intervention provider(s) shall document benchmark data for the individual or group and gather weekly or bi-weekly progress monitoring
The goal of progress monitoring is to collect student progress data at multiple points during the intervention interval and adjust instruction as needed. The information below may guide the frequency of progress monitoring activities.

a. For students at the Tier II level of support, progress monitoring should occur at least every other week.

b. For students at the Tier III level of support, progress monitoring should occur weekly.

c. Additional data may be collected as appropriate to the student’s needs and the intervention activities.

B. Data-Based Decision Making

The SSPT analyzes student performance at each follow-up meeting based on the progress monitoring data taken during the intervention period and determines need for the following actions:

1. Modify the intervention (i.e., instructional strategy, intervention program, goals, grouping, duration and frequency).

2. Continue the intervention.

3. Adjust the level of tiered support, based on student outcome data.

4. Review and consider a Section 504 Plan.

5. Exit the Student Support and Progress Team process and make data based decisions regarding educational needs and next steps.

When a student is not progressing based on progress monitoring data, the SSPT will use the information to evaluate the effectiveness of the intervention and/or need to modify the intervention plan, as noted above.

VIII. Follow-up Meetings

A. Occur at the conclusion of each 6- to 8-week intervention interval.

B. Review and document student progress on the Follow-up Meeting Notes in MiSiS, or using Attachment K.

AUTHORITY: This is a policy of the Superintendent of Schools.
RELATED RESOURCES:  

- *Individuals with Disabilities Education Improvement Act (IDEIA)*
  - Federal Code of Regulations, §300.309; Sections (b)(1) and (b)(2)

- California Department of Education, Multi-Tiered System of Support

- Language Appraisal Team Handbook 2013-14; LAUSD, Multilingual Multicultural Education Department

- Bulletin 5619.4 “Reclassification of English Learners”

- Strengthen Support for Standard English Learners (Res-097-13/14)

- Bulletin 6269.1 “Multi-Tiered System of Behavior Support for Students with Disabilities”

- Bulletin 6231.0 “Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support”

- Bulletin 6718, “Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved with the Juvenile Justice System”

“It is important to note that no intervention process may be used to delay or deny the provision of a full and individual evaluation that meets the requirements of 34 CFR §§300.304-300.311 to a child suspected of having a disability under 34 CFR §300.8”:

US Dept. of Education, Office of Special Education Programs, September, 10, 2013.

Related Resources are available at the following website:

SSPT online Resource Toolkit [http://achieve.lausd.net/sspt](http://achieve.lausd.net/sspt)

Universal Progress Monitoring Data Tool [http://achieve.lausd.net/sspt](http://achieve.lausd.net/sspt)

EL Reclassification Policy at [http://achieve.lausd.net/Page/181](http://achieve.lausd.net/Page/181)

EL Reclassification Data Drops [http://achieve.lausd.net/Page/180](http://achieve.lausd.net/Page/180)

SEL/AEMP Resources [http://achieve.lausd.net/AEMP](http://achieve.lausd.net/AEMP)

Cumulative Folder Handbook for Elementary Schools

 Cumulative Folder Handbook for Secondary Schools

**ASSISTANCE:**

For assistance or further information, please contact Annmarie Serrano, Intervention Coordinator at annmarie.serrano@lausd.net and Kirstin Summers at kms3113@lausd.net or the Local District English Learner Compliance Coordinator.
ATTACHMENTS:  The following attachments, along with additional resources, can be accessed in the online Resource Toolkit available at the website: http://achieve.lausd.net/sspt.

Attachment A: Student Support and Progress Team Membership Form
Attachment B: Student Support and Progress Team Meeting Log
Attachment C-1: Parent Invitation Letter, English
Attachment C-2: Parent Invitation Letter, Spanish
Attachment C-3: Parent Invitation Letter, Armenian
Attachment C-4: Parent Invitation Letter, Chinese
Attachment C-5: Parent Invitation Letter, Korean
Attachment D: Student Support and Progress Team Sign-In Form
Attachment E: Student Support and Progress Team Referral Log
Attachment F: Student Support and Progress Team Request Form
Attachment G-1: Elementary Referral
Attachment G-2: Secondary Referral
Attachment G-3: Preschool Referral
Attachment H-1: SSPT Reclassification Recommendation Form Grades K-1
Attachment H-2: Reclassification Recommendation Form, Grade 2
Attachment H-3: Reclassification Recommendation Form, Grades 3rd-5th
Attachment H-4: Reclassification Recommendation Form, Grades 6th-9th
Attachment H-5: Reclassification Recommendation Form, Grades 10th-12th
Attachment I-1: Elementary Reclassification Checklist
Attachment I-2: Secondary Reclassification Checklist
Attachment J-1: Student Intervention Plan
Attachment J-2: Reclassification Meeting Form
Attachment K: Follow-up Meeting Notes

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>COST</td>
<td>Coordination of Services Team</td>
</tr>
<tr>
<td>CLR</td>
<td>Culturally and Linguistically Responsive Pedagogy</td>
</tr>
<tr>
<td>EL</td>
<td>English Learner</td>
</tr>
<tr>
<td>ELA</td>
<td>English Language Arts</td>
</tr>
<tr>
<td>ELD</td>
<td>English Language Development</td>
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<tr>
<td>EO</td>
<td>English Only</td>
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<tr>
<td>GATE</td>
<td>Gifted and Talented Education</td>
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<tr>
<td>IFEP</td>
<td>Initial Fluent English Proficient</td>
</tr>
<tr>
<td>LAT</td>
<td>Language Appraisal Team</td>
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<tr>
<td>LTEL</td>
<td>Long Term English Learner</td>
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<tr>
<td>MTSS</td>
<td>Multi-tiered System of Support</td>
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</table>
Refer to [http://achieve.lausd.net/sspt](http://achieve.lausd.net/sspt) for Handbook.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>OLAS</td>
<td>Online Accountability System</td>
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<tr>
<td>PBIS</td>
<td>Positive Behavior Interventions and Support</td>
</tr>
<tr>
<td>RFEP</td>
<td>Reclassified Fluent English Proficient</td>
</tr>
<tr>
<td>SDES</td>
<td>Student Discipline and Expulsion Services</td>
</tr>
<tr>
<td>SEL</td>
<td>Standard English Learner</td>
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<td>SST</td>
<td>Student Success Team</td>
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<tr>
<td>SSPT</td>
<td>Student Support and Progress Team</td>
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<tr>
<td>SWD</td>
<td>Students with Disabilities</td>
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<tr>
<td>UDL</td>
<td>Universal Design for Learning</td>
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<tr>
<td>UPM</td>
<td>Universal Progress Monitoring</td>
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</table>
The following individuals have been designated and trained to serve as members on the School Support and Progress Team for the _____________ school year:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>1.</td>
<td>Administrator/Designee</td>
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<tr>
<td>2.</td>
<td>General Education Teacher</td>
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<td>3.</td>
<td>Instructional Specialist</td>
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<td>4.</td>
<td>Intervention/Healthy Start Coord.</td>
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<td>5.</td>
<td>EL Designee</td>
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<tr>
<td>6.</td>
<td>Other*:</td>
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<td>7.</td>
<td>Other:</td>
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<td>11.</td>
<td>Other:</td>
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<td>12.</td>
<td>Other:</td>
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</tbody>
</table>

Student Support and Progress Team meetings are held (specify how often):

________________________________     ______________________
Principal’s Signature       Date Submitted

* Additional members who should participate in meetings concerning EL students are the TSP Advisor/Instructional Specialist, the Title III Coach, and the student’s ELD or LTEL teacher.
Instructions: For each meeting, complete the sections corresponding to the meeting purpose and activities. For student referrals, specify the meeting type: Initial meeting, follow-up meeting (first, second, third), or reclassification review. The SSPT Meeting Log is uploaded twice per year to the English Learner Instructional Online Accountabilities System. The SSPT Meeting Log and supporting SSPT documentation are to be kept on file at the school for a minimum of 5 years.

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Location</th>
<th>School-Wide Monitoring</th>
<th>Student Referrals</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Data reviewed</td>
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<td></td>
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<td>Subgroups and/or Students Monitored</td>
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<td></td>
<td>Recommendations/Action Steps</td>
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<td>Student Name/ID Number</td>
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<td>Meeting Type (Initial, Follow-up, or Reclassification)</td>
<td>Recommendations/Action Steps</td>
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</tbody>
</table>
Student Support and Progress Team Parent Invitation Letter

Date: ________________

Dear ____________________________:

The goal of our school is to ensure that all students are successful learners and high achievers.

In an effort to ensure that _______________________ continues to have success in the classroom and at school _______________________ has been referred by ___________________ to the Student Support and Progress Team (SSPT). The SSPT is a teacher and student support system designed to problem-solve on how we can help _______________________ be more successful in school. Teachers, administrators and other school support personnel are members of the team.

As you know, you play an important role in your child’s education. The school welcomes and respects your input. We would like to invite you to join us as a member of the team to help find ways in which _______________________ can continue being successful in school.

We have scheduled a meeting on _______________ at _____________ to design a support plan for _________________________.

Please let us know if you are able to attend by checking one of the responses below:

___ I will attend the meeting as scheduled.
___ I will need the following accommodations so that I may attend the meeting:
   ____________________________________________________________________.
___ I would prefer to participate by telephone. Please contact me at _________________.
___ I will not attend the meeting, but would like a contact from the teacher or team.
___ I would rather come on _____________________________________________________________________.
___ Please contact me at _______________________________ to reschedule.

______________________________      _______________
Parent/Guardian Signature       Date

Please sign and return this letter to your child’s school. Please feel free to contact me if you have any questions. I may be reached at _________________________.

We look forward to hearing from you.

Sincerely,

__________________________________
Carta de Invitación para los Padres de parte del Comité de Apoyo y Progreso Estudiantil

Fecha: ______________

Estimado __________________________: 

La meta de nuestra escuela es asegurar que a todos los estudiantes les vaya bien en la escuela y tengan un buen desempeño.

_____________________ fue remitido por ____________________ al Comité de Apoyo y Progreso Estudiantil (SSPT, por sus siglas en inglés) para asegurar que él/ella continúe teniendo éxito en el aula/entorno escolar. El SSPTes un sistema de apoyo para el maestro y el estudiante diseñado para encontrar la mejor manera de ayudar a _____________________a tener más éxito en la escuela. Los maestros, administradores y otros miembros del personal de apoyo de la escuela integran a este comité.

Como sabe, usted cumple una función importante en la educación de su hijo. La escuela acoge y respeta sus sugerencias. Nos gustaríainvitarlo a formar parte de nuestro comité para ayudarnos a encontrar maneras para que a _____________________le siga yendo bien en la escuela.

Hemos programado una reunión tentativa para el __________ y ___________con el fin de crear un plan de apoyo para ______________________. Por favor infórmenos si puede asistir al marcar una de las respuestas a continuación.

___ Asistiré a la reunión programada.
___ Necesitaré las siguientes modificaciones para poder asistir a la reunión: ________________________________________________________________________.
___ Preferiría participar por teléfono. Por favor comuníquese conmigo al _________________.
___ No asistiré a la reunión pero quisiera que el maestro o el comité me contacten.
___ Preferiría venir el _________________.
___ Por favor comuníquese conmigo al ________________ para programar otra fecha para la reunión.

_____________________________                                          ___________________
Firma del padre de familia/tutor                                           Fecha

Por favor firme este documento y entréguelo en la escuela de su hijo. Por favor no dude en contactarme si tiene alguna pregunta. Me puede contactar al llamar al ___________________.

Esperamos que se comunique con nosotros,

Atentamente,
Սույն նամակը հայտարարվում է որպես կատարելի խնդիր իր գլխավոր հավակնածության համար:

Անամանը: ______________________________________

Հարկավոր: ____________________________

Մեր դպրոցի նպատակն է հոգալ այն մասին, որ բոլոր ուսանողները հաջողության և գերազանցության շրջանակներում սովորեն:

Որպեսզի ______________________________________, շարունակի հաջողությամբ սովորել դպրոցում ______________________________________

ՈւԱԱԽ ուսուցիչ-ուսանող աջակցության համակարգ է, որի նպատակն է աջակցել ______________________________________ ավելի շատ հաջողությունների հասնել դպրոցում:

Ուսուցիչները, ադմինիստրատորները և դպրոցի այլ աջակցող անձինք հանդիսանում են խմբի անդամներ:

Ինչպես գիտեք, Դուք կարևոր դեր ունեք Ձեր երեխայի կրթության հարցում:

Մենք հրավիրում ենք Ձեզ միանալ մեզ որպես մեր խումբի անդամ և օգնել մեզ միջոցներ գտնել, որպեսզի ______________________________________ շարունակի առաջադիմել դպրոցում:

Մենք կազմակերպել ենք հանդիպում __________    __________    ______________ համար աջակցություն կազմելու համար: Խնդրում ենք տեղեկացնել մեզ, եթե Դուք կարող եք ներկա գտնվել՝

.___ Ես ներկա կլինեմ հանդիպմանը նշված օրը
___ Ինձ անհրաժեշտ են ստորև նշված պարագաները հանդիպմանը ներկա լինելու համար՝ __________________________________________________________________.
___ Ես կնախընտրեի մասնակցել հեռախոսով: Խնդրում եմ կապվել ինձ հետ ______________________________ հեռախոսահամարով.
___ Ես կնախընտրեի ներկա լինել ____________________________________________, սակայն կցանկանայի ուսուցիչի կամ խմբի անդամից որևէ մեկի կոնտակտային տվյալներ ունենալ.
___ Ես կնախընտրեի ներկա լինել ____________________________________________

__ Խնդրում եմ կապվել ինձ հետ ______________    __________________

Ծնողի/Խնամակալի ստորագրությունը

Մինչև միայն առաջարկի վարկը նվաճվի ընդհանուր կառուցվածք, որը կարող է նորանվանել Հարցի իրավունքի համար: Այսօր հարցի իրավունքի համար մեզ: Դուք համարձակ եք, որ մեր կայինքի համար ____________________________________________ հեռախոսահամարով:

Ակնկալում ենք Ձեր պատասխանին:

Հարգանքով՝ ______________________________________

ATTACMENT C-3

208
學生支援和進步小組家長邀請函

日期: ______________

親愛的 ____________________:

我們學校的目標是要確保所有學生都是成功的學習者和高成就者。

為了努力確保 ____________________ 繼續在課堂上和學校裡取得成功，
________________________ 已經被 __________________ 推薦到學生支援和進步小組 (SSPT)。學生支援
和進步小組 (SSPT) 是一個為了解決問題的教師和學生的支援系統，它的設立是我們如何幫助
________________________ 在學校變得更成功。教師，行政領導和學校其他支援人員都是該小組的成
員。

正如你們所知道的，你們在你們孩子的教育中都扮演著一個重要角色。學校歡迎並尊重你們的意見。我
們想要邀請你們來和我們在一起作為該小組的一員來幫助找到方法使 ____________________ 能夠
繼續在學校取得成功。

我們預定在 ____________， ____________ 召開會議來為 ____________________ 設計一個支援
計畫。請讓我們知道你們是否能夠前來參加。請在下面勾選你們的回答：

___ 我會參加預定的會議。
___ 我需要下面所述的協助，從而我就有可能來參加會議：

我需要下面所述的協助，從而我就有可能來參加會議：

___ 我需要通過電話來參加。請拨打下面的電話和我聯繫： ________________。
___ 我不能參加會議，但是想要一位教師或者小組成員和我聯繫。
___ 我可以在 ____________________ 來參加會議。
___ 請拨打下面的電話 ________________ 和我聯繫來另定時間。

家長/監護人簽名 ______________
日期 ______________

請簽名並將此信交回你們孩子的學校。如果有任何問題，請和我聯繫。你們可以拨打下述電話
______________ 和我聯繫。

我們期待聽到你們的回答。

誠摯地，

________________________
학생 지원 및 진행팀 부모 초대 서면

날짜: __________________

친애하는 __________________:

저희 학교의 목표는 모든 학생들이 성공적인 학습자이자 높은 성취자가 되도록 보장하는 것입니다.

이를 보장하도록 하는 노력의 일환으로, __________________(은)는 교실과 학교에서의 성공을 지속하고 ________________ (이)가 __________________에 의한 학생 지원 및 진행팀(SSPT)으로 추천되었습니다. SSPT는 저희가 학교에서 ________________ (이)가 가장 성공적으로 되는 방법에서 문제를 해결하도록 고안된 교사 및 학생 지원 시스템입니다. 교사, 관리자 및 기타 학교 지원 담당자는 팀 회원입니다.

아시는 대로, 귀하의 자녀 교육에 중요한 역할을 담당하고 있습니다. 학교는 귀하의 의견을 환영하며 존경하고 있습니다. 저희는 ________________ (이)가 성공적인 학교 생활을 지속적으로 할 수 있도록 하기 위한 방법을 찾는 데 돕는 팀으로서 저희와 협력하도록 귀하를 초대하고자 합니다.

저희는 ________________에 대한 지원 계획을 고안하기 위해 ________________에 시험적으로 회의 일정을 잡았습니다. 아래 답변 중 하나를 체크하여 귀하가 참석하실 수 있는지 여부를 알려 주시기 바랍니다.

___ 나는 예정된대로 회의에 참석할 것입니다.
___ 나의 부모/보호자 서명: __________________
___ 나는 회의에 참석하는 데 다음 속박 시설이 필요합니다: __________________
___ 나는 전화로 참석하고자 합니다. 다음으로 제계 전화하십시오: ________________.
___ 나는 회의에 참석하지 않지만, 교사나 팀으로부터 연락을 받고자 합니다.
___ 나에게 다음 날짜에 연락하여 ________________ 회의 날짜를 재조정하여 주시기 바랍니다.

부모/보호자 서명: __________________

귀하의 자녀 학교로 이 서면을 서명한 후 제출해 주십시오. 질문이 있으신 경우, 자유롭게 문의하십시오. 저는 ________________ (으)로 문의할 수 있습니다.

저희는 귀하와 협력하기를 고대합니다.

감사합니다.
### Student Support and Progress Team

#### Sign-In Form

<table>
<thead>
<tr>
<th>Meeting Purpose:</th>
<th>Meeting Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID:</th>
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<table>
<thead>
<tr>
<th>Teacher/Counselor:</th>
<th>Grade:</th>
<th>Subject (Secondary):</th>
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</thead>
<tbody>
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<table>
<thead>
<tr>
<th>No.</th>
<th>Print Name</th>
<th>Signature</th>
<th>Title/Role</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Administrator/Desigee</td>
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<td>2</td>
<td></td>
<td></td>
<td>General Education Teacher</td>
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<td>3</td>
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<td></td>
<td>Instructional Specialist</td>
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<td>4</td>
<td></td>
<td></td>
<td>Intervention/Healthy Start Coordinator</td>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td>EL Designee</td>
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<td>Other*:</td>
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<td>Other:</td>
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<td>Other:</td>
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<td>12</td>
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<td>Other:</td>
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</table>

Instructions: Maintain a record of the Sign-In Form on file at the school site for a minimum of five years.

* Additional members who should participate in meetings concerning EL students are the TSP Advisor/Instructional Specialist, the Title III Coach, and the student’s ELD or LTEL teacher.
Instructions: Enter each student referral into the log with dates and supporting information. The SSPT Referral Log and supporting SSPT documentation are to be kept on file at the school for a minimum of 5 years. For EO, IFEP, and RFEP students, copies of the referral form, the Intervention Plan, and Follow Up Meeting Notes are to be filed in the student’s red intervention folder in the cumulative record. For EL students, including LTELS, copies of the referral form, the Intervention Plan, and Follow Up Meeting Notes are to be filed in the student’s blue Master Plan folder in the cumulative record.

<table>
<thead>
<tr>
<th>Student Name/Student ID #</th>
<th>Grade</th>
<th>Teacher or Counselor</th>
<th>Language Classification</th>
<th>Date of SSPT Referral</th>
<th>Initial Meeting Date</th>
<th>Case Manager</th>
<th>First Follow-up Meeting Date</th>
<th>Second Follow-up Meeting Date</th>
<th>Third Follow-up Meeting Date</th>
<th>Comments</th>
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</table>
Student Support and Progress Team Request Form
(Submit to SSPT Designee)

Date: ____________________________  School: ____________________________
Referring Person: ____________________________  Relationship to student: ____________________________
Position: ____________________________  Dates/Times available for consultation: ____________________________
Student Name: ____________________________  Student ID: ____________________________
Grade: ____________________________  English Learner: Yes ☐  No ☐

Reason for Referral:
☐ Academic  ☐ Behavior  ☐ Health  ☐ Language  ☐ Social/Emotional  ☐ Other
☐ Reclassification

Brief Description of Concern:

The SSPT Designee will contact you to schedule a consultation meeting.
Student Support and Progress Team
Elementary Referral
Completed with SSPT Designee and referring person

Referring Person: ___________________________ Date: ______________________
Student Name: ___________________________ Student ID: ______________________
Teacher Name: ___________________________ Grade: ________ Room: ________

Reason for Referral:
☐ Academic ☐ Behavior ☐ Health ☐ Language ☐ Social/Emotional ☐ Other
☐ Reclassification of English Learner Please explain: ________________________________

Background Information:

<table>
<thead>
<tr>
<th>Attendance: Days Absent:</th>
<th>Unexcused:</th>
<th>Tardies:</th>
</tr>
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<tbody>
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</table>

Physical/Health Problems:
Yes ☐ No ☐ If yes, please explain:
_________________________________________________________________________

Student wears glasses:
Yes ☐ No ☐ Consistently: ____________

Student wears a hearing device:
Yes ☐ No ☐ Consistently: ____________

Current Academic Information:

DIBELS Next Data: (composite)
☐ BOY ☐ MOY ☐ EOY

<table>
<thead>
<tr>
<th>Indicator Results, as applicable:</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Sound Fluency:</td>
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<tr>
<td>Letter Naming Fluency:</td>
</tr>
<tr>
<td>Phoneme Segmentation:</td>
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<tr>
<td>Nonsense Word Fluency:</td>
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<tr>
<td>Oral Reading Fluency:</td>
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<tr>
<td>Daze:</td>
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</tbody>
</table>

Attach Documentation (as appropriate):
For English Learner reclassification referrals, attach OFFICIAL evidence of reclassification criteria as specified in BUL-5619.3, reclassification policy.
☐ Elementary Interim ELA/Math Assessment Data
☐ English Learner Progress Profile
☐ Long Term English Learner (LTEL) Goal Sheet
☐ SSPT Academic Inventory (as applicable)
☐ MyData Comprehensive Student History Report (including grades)
☐ Social Emotional Screener Results (DESSA, SRSS)
☐ State Assessment Results (if applicable)
☐ Prior Intervention Services Received (MyData, MiSIS)
☐ Other Pertinent Data regarding the reason for referral: (Explain)

_________________________________________________________________________
Current English Learner/Reclassified English Proficient Student Information:

<table>
<thead>
<tr>
<th>Primary/Home Language</th>
<th>Primary Language Support provided by □ Teacher □ TA □ Other</th>
</tr>
</thead>
</table>

Current Language Classification: □ EL □ RFEP Date of Current Language Classification: ________

In addition to the information above, please attach a copy of the EL Progress profile for EL students.

Classroom/Playground Behavior (answer yes or no)

| No | 1. Positive peer social interactions | No | 5. Group participation |
| No | 2. Positive adult social interaction | No | 6. Attention seeking behavior |
| No | 3. Completes in-class assignments | No | 7. Lacks Motivation |
| No | 4. Completes homework | No | 8. Follows rules |

Initial Description of Concern: Please describe the student’s strengths, your specific academic or behavior concerns and the interventions and strategies implemented to address these concerns.

| Strengths: (What are the student’s academic and social skills strengths? |  |
| Academic or Behavior Concern: (What is impeding the students learning? |  |
| Language Concerns (Identify difficulties and/or areas in which student is not making adequate progress toward English proficiency.) |  |
| Are there CA or ELD Standards not being met? (Identify the subject area and bucket area of concern) |  |
| Classroom Interventions and Strategies Implemented: (What interventions have you attempted in addressing the area of concern? If related to behavior, refer to Behavior Instruction and Intervention Tier 1 Supports Inventory.) |  |
**Intervention Frequency and Duration:** (When did the intervention begin? How long was it implemented? How often was it provided? **Example:** Intervention began October 1st, it was implemented for four weeks and it was provided once a week for 30 minutes.

**Outcomes:** (How did the student respond? What progress was observed?)

---

**Additional Relevant Information** (Where the behavior occurs, relevant social/emotional information, academic history, health concerns, etc):

---

**What, specifically, do you want the student to learn or be able to do?**

---

**Evidence Reviewed: (Please check as appropriate)**

**Academic:**
- [ ] Academic data (formative and summative)
- [ ] Curriculum based-measures
- [ ] Student Work Samples
- [ ] Evidence of Classroom strategies
- [ ] Observation data
- [ ] Attendance
- [ ] EL Progress Profile
- [ ] Other: _______________________________

**Behavior:**
- [ ] Evidence of behavior strategies (point charts, etc.)
- [ ] Office referrals or other behavior data
- [ ] Functional Behavior Assessments
- [ ] Student or parent interview info
- [ ] Observation data
- [ ] Attendance
- [ ] Other: _______________________________
Student Support and Progress Team
Secondary Referral
Completed with SSPT Designee and referring person

Demographic Information:

Referring Person: ___________________________       Date: ___________________________
Student Name: ___________________________       Student ID: ___________________________
Language Classification: ___________________________       Grade: ___________________________
Counselor: ___________________________       Track/SLC: ___________________________

Reason for Referral:

☐ Academic        ☐ Behavior        ☐ Health        ☐ Language        ☐ Social/Emotional        ☐ Other

☐ Reclassification of an English Learner       Please explain: ___________________________

Background Information:

<table>
<thead>
<tr>
<th>Physical/Health Problems:</th>
<th>Yes</th>
<th>No</th>
<th>If yes, please explain:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student wears glasses:</td>
<td>Yes</td>
<td>No</td>
<td>Consistently:</td>
</tr>
<tr>
<td>Student wears a hearing device:</td>
<td>Yes</td>
<td>No</td>
<td>Consistently:</td>
</tr>
</tbody>
</table>

Current Academic Information:

Attach Documentation (as appropriate):

For English Learner reclassification referrals, attach OFFICIAL evidence of reclassification criteria as specified in BUL-5619.3, reclassification policy.

☐ MyData Comprehensive Student History Report (grades, credits, CAHSEE, A-G coursework completed, attendance, progress toward meeting graduation requirements, etc.)
☐ Prior Intervention Services Received, including credit recovery
☐ Social Emotional Screener Results (DESSA, SRSS)
☐ State Assessment Results (if applicable)
☐ Student Discipline Data
☐ Transcript
☐ English Learner Progress Profile
☐ Long-term English Learner (LTEL) Goal Sheet
☐ Other Pertinent Data regarding the reason for referral: (Explain) ___________________________
**Current English Learner/Reclassified English Proficient Student Information:**

<table>
<thead>
<tr>
<th>Primary/Home Language:</th>
<th>_________</th>
<th>Primary Language Support provided by</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
<td>TA</td>
</tr>
</tbody>
</table>

| Language Classification: | EL | RFEP | Date of Current Language Classification: | _________ |

**In addition to the information above, please attach a copy of the EL Progress profile for EL students.**

<table>
<thead>
<tr>
<th>Totals To Date</th>
<th>Full Day Absences</th>
<th>Partial Day Absences</th>
<th>Tardies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Academic Year</td>
<td>_________</td>
<td>_________</td>
<td>_________</td>
</tr>
</tbody>
</table>

Which Periods?

**Classroom Conduct (answer yes or no)**

| No | 1. Positive peer social interactions | No | 5. Group participation |
| No | 2. Positive adult social interaction | No | 6. Attention seeking behavior |
| No | 3. Completes in-class assignments | No | 7. Lacks Motivation |
| No | 4. Completes homework | No | 8. Follows rules |

**Initial Description of Concern:** *Please describe the student’s strengths, your specific academic or behavior concerns and the interventions and strategies implemented to address these concerns.*

<table>
<thead>
<tr>
<th>Strengths:</th>
<th>(What are the student’s academic and social skills strengths?)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Academic or Behavior Concern:</th>
<th>(What is impeding the students learning?)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Language Concerns</th>
<th>(Identify difficulties and/or areas in which student is not making adequate progress towards English proficiency.)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Are there CA or ELD Standards not being met?</th>
<th>(Identify subject area and bucket area of concern)</th>
</tr>
</thead>
</table>
### Classroom Interventions and Strategies Implemented:
(What interventions have you attempted in addressing the area of concern?) If related to behavior, refer to Behavior Instruction and Intervention Tier 1 Supports Inventory.

### Intervention Frequency and Duration:
(When did the intervention begin? How long was it implemented? How often was it provided?
Example: Intervention began October 1st, it was implemented for four weeks and it was provided once a week for 30 minutes.)

### Outcomes:
(How did the student respond? What progress was observed?)

### Additional Relevant Information
(Where the behavior occurs, relevant social/emotional information, academic history, health concerns, etc):

### What, specifically, do you want the student to learn or be able to do?

### Evidence Reviewed: (Please check as appropriate)

**Academic:**
- [ ] Academic data (formative and summative)
- [ ] Curriculum based-measures
- [ ] Student Work Samples
- [ ] Evidence of Classroom strategies
- [ ] Observation data
- [ ] Attendance
- [ ] EL Progress Profile
- [ ] Other: _______________________________

**Behavior:**
- [ ] Evidence of behavior strategies (point charts, etc.)
- [ ] Office referrals or other behavior data
- [ ] Functional Behavior Assessments
- [ ] Student or parent interview info
- [ ] Observation data
- [ ] Attendance
- [ ] Other: _______________________________
# Student Support and Progress Team
## Preschool Referral

Completed with SSPT Designee and referring person

<table>
<thead>
<tr>
<th>Referring Person: ________________________</th>
<th>Date: ________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name: ___________________________</td>
<td>Student ID: ____________________</td>
</tr>
<tr>
<td>Teacher Name: ___________________________</td>
<td>Grade: ______ Room: ______</td>
</tr>
</tbody>
</table>

### Reason for Referral:
- [ ] Academic
- [ ] Behavior
- [ ] Health
- [ ] Language
- [ ] Social/Emotional
- [ ] Other

### Background Information:

<table>
<thead>
<tr>
<th>Attendance: Days Absent: ___________</th>
<th>Unexcused: ___________</th>
<th>Tardies: ___________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Physical/Health Problems:</th>
<th>Yes</th>
<th>No</th>
<th>If yes, please explain:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student wears glasses:</th>
<th>Yes</th>
<th>No</th>
<th>Consistently: ___________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student wears a hearing device:</th>
<th>Yes</th>
<th>No</th>
<th>Consistently: ___________</th>
</tr>
</thead>
</table>

### Current Academic Information:

<table>
<thead>
<tr>
<th>DRDP Assessment dates:</th>
<th>Attach Documentation (as appropriate):</th>
</tr>
</thead>
<tbody>
<tr>
<td>______ ______ ______</td>
<td>Desired Results Developmental Profile (DRDP)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain Results:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Regulation:</td>
<td>______</td>
</tr>
<tr>
<td>Social Emotional:</td>
<td>______</td>
</tr>
<tr>
<td>Language and Literacy:</td>
<td>______</td>
</tr>
<tr>
<td>English-Language:</td>
<td>______</td>
</tr>
<tr>
<td>Cognition:</td>
<td>______</td>
</tr>
<tr>
<td>Physical:</td>
<td>______</td>
</tr>
<tr>
<td>History-Social Science:</td>
<td>______</td>
</tr>
<tr>
<td>Visual and Performing Arts:</td>
<td>______</td>
</tr>
</tbody>
</table>
Current Home Language Student Information:

<table>
<thead>
<tr>
<th>Primary/Home Language</th>
<th>Primary Language Support provided by</th>
<th>Teacher</th>
<th>TA</th>
<th>Other</th>
</tr>
</thead>
</table>

Classroom/Playground Behavior (answer yes or no)

<table>
<thead>
<tr>
<th></th>
<th>1. Positive peer social interactions</th>
<th>5. Group participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Positive adult social interaction</td>
<td>6. Age appropriate play skills</td>
</tr>
<tr>
<td></td>
<td>3. Completes activities</td>
<td>7. Self-comforting skills</td>
</tr>
<tr>
<td></td>
<td>4. Independent personal care</td>
<td>8. Follows rules</td>
</tr>
</tbody>
</table>

Initial Description of Concern: Please describe the student’s strengths, your specific academic or behavior concerns and the interventions and strategies implemented to address these concerns.

<table>
<thead>
<tr>
<th>Strengths: (What are the student’s school readiness and social skills strengths?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic or Behavior Concern: (What is impeding the student’s learning?)</td>
</tr>
<tr>
<td>Language Concerns (Identify difficulties and/or areas in which student is not making adequate progress.)</td>
</tr>
<tr>
<td>Classroom Interventions and Strategies Implemented: (What interventions have you attempted in addressing the area of concern? If related to behavior, refer to Behavior Instruction and Intervention Tier 1 Supports Inventory.)</td>
</tr>
<tr>
<td>Intervention Frequency and Duration: (When did the intervention begin? How long was it implemented? How often was it provided? Example: Intervention began October 1st, it was implemented for four weeks and it was provided once a week for 30 minutes.)</td>
</tr>
</tbody>
</table>
Outcomes: (How did the student respond? What progress was observed?)

Additional Relevant Information (Where the behavior occurs, relevant social/emotional information, academic history, health concerns, etc):

What, specifically, do you want the student to learn or be able to do?

Evidence Reviewed: (Please check as appropriate)

Academic:
- School Readiness (formative and summative)
- Curriculum based-measures
- Student Work Samples
- Evidence of Classroom strategies
- Observation data
- Attendance
- Other: _______________________________

Behavior:
- Evidence of behavior strategies (sticker charts, etc.)
- Behavior data
- Attendance
- Student or parent interview info
- Observation data
- Other: _______________________________
**SSPT Reclassification Recommendation Form**

**Grades K-1**

The Student Support and Progress Team (SSPT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below. REvised 8/13/15

<table>
<thead>
<tr>
<th>School:</th>
<th>School Code:</th>
<th>LD:</th>
<th>Date:</th>
<th>School Phone #:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID:</th>
<th>Grade:</th>
<th>School Fax #:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>MP Program:</th>
<th>CELDT Date:</th>
<th>CELDT Overall Score:</th>
<th>CELDT Listening:</th>
<th>CELDT Speaking:</th>
<th>CELDT Reading:</th>
<th>CELDT Writing:</th>
</tr>
</thead>
</table>

*Individual student CELDT scores must be attached to this form.

**Reason for Reclassification:**

**ELA Report Card Marks***

<table>
<thead>
<tr>
<th>Listening:</th>
<th>Speaking:</th>
<th>Reading:</th>
<th>Writing:</th>
</tr>
</thead>
</table>

*Individual student Report Card Marks must be attached to this form.

**Kindergarten DIBELS***

<table>
<thead>
<tr>
<th>MOY</th>
<th>EOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSF-20-81</td>
<td>PSF-40-81</td>
</tr>
<tr>
<td>FSF-30-60</td>
<td>NWF-CLS-17-143</td>
</tr>
<tr>
<td>NWF-CLS-17-143</td>
<td>NWF-CLS-28-143</td>
</tr>
</tbody>
</table>

**1st Grade DIBELS***

<table>
<thead>
<tr>
<th>MOY</th>
<th>EOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWF-CLS-43-143</td>
<td>NWF-CLS-58-143</td>
</tr>
<tr>
<td>NWF- WWR- 8-50</td>
<td>NWF- WWR- 13-50</td>
</tr>
<tr>
<td>Fluency: 23-250</td>
<td>Fluency: 47-250</td>
</tr>
<tr>
<td>Accuracy: 78%-100%</td>
<td>Accuracy: 90%-100%</td>
</tr>
<tr>
<td>Retell: 15-19</td>
<td></td>
</tr>
</tbody>
</table>

* Individual student DIBELS report must be attached to this form.

**K - 1st Grade Data/Student Evidence***

<table>
<thead>
<tr>
<th>Other Measure/Student Work*</th>
<th>Score/Results</th>
<th>Standards/Skills mastered</th>
<th>Comments</th>
</tr>
</thead>
</table>

*Student data/evidence must be attached.

For K & 1st grade student: Student has met reclassification criteria and SSPT is recommending reclassification to change the language classification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

<table>
<thead>
<tr>
<th>SSPT Designee Signature:</th>
<th>SSPT Date:</th>
<th>Principal Signature:</th>
<th>MMED Signature:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Print Name:</th>
<th>Print Name:</th>
<th>Reclassification Date:</th>
<th></th>
</tr>
</thead>
</table>

☐ Approved ☐ Not Approved

Attach student evidence listed above and send via school mail to:

Local District EL Program Coordinator, Subject Line: Reclassification
SSPT Reclassification Recommendation Form
For EL’s Not Meeting Grade/Progress Report Mark Requirements
Grade 2

The Student Support and Progress Team (SSPT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below. REVISED 8/13/15

<table>
<thead>
<tr>
<th>School:</th>
<th>School Code:</th>
<th>LD:</th>
<th>Date:</th>
<th>School Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID:</th>
<th>Grade:</th>
<th>School Fax #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MP Program:</th>
<th>CELDT Date:</th>
<th>CELDT Overall Score:</th>
<th>CELDT Listening:</th>
<th>CELDT Speaking:</th>
<th>CELDT Reading:</th>
<th>CELDT Writing:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Individual student CELDT scores must be attached to this form.

Reason for Reclassification:

<table>
<thead>
<tr>
<th>ELA Report Card Marks*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening:</td>
</tr>
<tr>
<td>Speaking:</td>
</tr>
<tr>
<td>Reading:</td>
</tr>
<tr>
<td>Writing:</td>
</tr>
</tbody>
</table>

*Individual student Report Card Marks must be attached to this form.

<table>
<thead>
<tr>
<th>DIBELS* MOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency: 72-275</td>
</tr>
<tr>
<td>Accuracy: 96%-100%</td>
</tr>
<tr>
<td>Retell: 21-84</td>
</tr>
<tr>
<td>Retell Quality: 2-4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIBELS* EOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency: 87-275</td>
</tr>
<tr>
<td>Accuracy: 97%-100%</td>
</tr>
<tr>
<td>Retell: 27-84</td>
</tr>
<tr>
<td>Retell Quality: 2-4</td>
</tr>
</tbody>
</table>

*Individual student DIBELS report must be attached to this form.

2nd Grade Data/Student Evidence*

<table>
<thead>
<tr>
<th>Other Measure/Student Work*</th>
<th>Score/Results</th>
<th>Standards/Skills mastered</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Student data/evidence must be attached.

This grade 2 student: Student has met all reclassification criteria except Report Card grade. Upon review of additional student data, it is our recommendation to reclassify this student and change the language classification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

SSPT Designee Signature: 
SSPT Date: 
Principal Signature: 
MMED Signature: 
Print Name: 
Print Name: 
Reclassification Date: 
☐ Approved ☐ Not Approved

Attach student evidence listed above and send via school mail to:
Local District EL Program Coordinator, Subject Line: Reclassification
The Student Support and Progress Team (SSPT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below.

### ELA Report Card Marks*

<table>
<thead>
<tr>
<th>Listening:</th>
<th>Speaking:</th>
<th>Reading:</th>
<th>Writing:</th>
</tr>
</thead>
</table>

*Individual student Report Card Marks must be attached to this form.

### DIBELS* MOY

<table>
<thead>
<tr>
<th>DAZE Score:</th>
<th>DAZE Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency-</td>
<td>Accuracy-</td>
</tr>
<tr>
<td>Retell-</td>
<td>Retell Quality-</td>
</tr>
</tbody>
</table>

*Individual student DIBELS report must be attached to this form.

### 3 - 5 Grade Data/Student Evidence*

<table>
<thead>
<tr>
<th>Other Measure/Student Work*</th>
<th>Score/Results</th>
<th>Standards/Skills mastered</th>
<th>Comments</th>
</tr>
</thead>
</table>

*Student data/evidence must be attached.

For a 3 – 5 grade student: Student has met all reclassification criteria except Report Card grade. Upon review of additional student data, it is our recommendation to reclassify the student and change the language classification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).
SSPT Reclassification Recommendation Form
For EL’s Not Meeting Grade/Progress Report Mark Requirements
Grades 6 – 9

The Student Support and Progress Team (SSPT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below.

REVISED 8/13/15

<table>
<thead>
<tr>
<th>School:</th>
<th>School Code:</th>
<th>LD:</th>
<th>Date:</th>
<th>School Phone #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
<td>Student ID:</td>
<td>Grade:</td>
<td>School Fax #:</td>
<td></td>
</tr>
<tr>
<td>MP Program:</td>
<td>CELDT Date:</td>
<td>CELDT Overall Score:</td>
<td>CELDT Listening:</td>
<td>CELDT Speaking:</td>
</tr>
</tbody>
</table>

*Individual student CELDT scores must be attached to this form.

Reason for Reclassification:

---

**ELA Report Card Marks* Elementary**

<table>
<thead>
<tr>
<th>Listening:</th>
<th>Speaking:</th>
<th>Reading:</th>
<th>Writing:</th>
</tr>
</thead>
</table>

*Individual student Report Card Marks must be attached to this form.

**English/LTEL Course Report Card Marks* Secondary**

<table>
<thead>
<tr>
<th>English Course:</th>
<th>LTEL Course:</th>
</tr>
</thead>
</table>

*Individual student Report Card Marks must be attached to this form.

**Scholastic Reading Inventory**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Score:</th>
<th>Proficiency Level:</th>
</tr>
</thead>
</table>

*Individual student Scholastic Reading Inventory report must be attached to this form.

**6 – 9 Grade Data/Student Evidence**

<table>
<thead>
<tr>
<th>Other Measure/Student Work*</th>
<th>Score/Results</th>
<th>Standards/Skills mastered</th>
<th>Comments</th>
</tr>
</thead>
</table>

*Student data/evidence must be attached.

For a 6 – 9 grade student: Student has met all reclassification criteria except Report Card grade. Upon review of additional student data, it is our recommendation to reclassify the student and change the language classification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

SSPT Designee Signature: | SSPT Date: | Principal Signature: | MMED Signature: |
|------------------------|-----------|----------------------|----------------|

Print Name: | Print Name: |

Reclassification Date: ☐ Approved ☐ Not Approved

Attach student evidence listed above and send via school mail to:
Local District EL Program Coordinator, Subject Line: Reclassification
SSPT Reclassification Recommendation Form
For EL’s Not Meeting Grade/Progress Report Mark Requirements
Grades 10 – 12

The Student Support and Progress Team (SSPT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below.

<table>
<thead>
<tr>
<th>School:</th>
<th>School Code:</th>
<th>LD:</th>
<th>Date:</th>
<th>School Phone #:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID:</th>
<th>Grade:</th>
<th>School Fax #:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MP Program:</th>
<th>CELDT Date:</th>
<th>CELDT Overall Score:</th>
<th>CELDT Listening:</th>
<th>CELDT Speaking:</th>
<th>CELDT Reading:</th>
<th>CELDT Writing:</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Individual student CELDT scores must be attached to this form.

Reason for Reclassification:

---

English/LTEL Course Report Card Marks*

<table>
<thead>
<tr>
<th>English Course:</th>
<th>LTEL Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Individual student Report Card Marks must be attached to this form.

---

10 – 12 Grade CAHSEE ELA*

<table>
<thead>
<tr>
<th>Check Result:</th>
<th>Date:</th>
<th>Score:</th>
<th>Proficiency Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASSED</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOT PASSED</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Individual student CAHSEE and/or SRI report must be attached to this form.

---

10 - 12 Grade Data/Student Evidence*

<table>
<thead>
<tr>
<th>Other Measure/Student Work*</th>
<th>Score/Results</th>
<th>Standards/Skills mastered</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Student data/evidence must be attached.

For a 10 – 12 grade student: Student has met all reclassification criteria except Report Card grade. Upon review of additional student data, it is our recommendation to reclassify the student and change the language classification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

SSPT Designee Signature:   SSPT Date:   Principal Signature:       MMED Signature:   
Print Name:                Print Name:               Reclassification Date: 
☐ Approved ☐ Not Approved

Attach student evidence listed above and send via school mail to:
Local District EL Program Coordinator, Subject Line: Reclassification
**SSPT Reclassification Recommendation**

**Elementary Reclassification Check List**

Fax documents to your Local District EL Programs Coordinator.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>ID #</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Local District:</td>
<td></td>
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<th>Required Documentation</th>
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<td>☐ SSPT Reclassification Recommendation Form</td>
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<tr>
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<tr>
<td>☐ CELDT Copy of Individual Student Report</td>
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<td>☐ DIBELS Copy of Individual Student Report</td>
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<td>☐ Progress Report Card Marks Copy of Individual Student Report</td>
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<td>☐ Required Signatures</td>
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<td>☐ Principal</td>
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<td>☐ SSPT Designee</td>
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<td>☐ SSPT Team Members</td>
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Fax documents to your Local District EL Programs Coordinator.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>ID #</th>
<th>Grade:</th>
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<td>School:</td>
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## Student Support and Progress Team
### Student Intervention Plan

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Grade:</th>
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<tbody>
<tr>
<td>Person Referring to SSPT:</td>
<td>Date of Initial Meeting:</td>
</tr>
<tr>
<td>EL Student:</td>
<td>EL Level:</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
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</table>

**Goal Statement:** What specifically do you want the student to learn or be able to do? *In order of priority, list the specific skills or behaviors.*

**Priority Goal 1:**

<table>
<thead>
<tr>
<th>Expected:</th>
<th>Current/Baseline:</th>
<th>Target:</th>
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**Priority Goal 2:**

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<tr>
<th>Expected:</th>
<th>Current/Baseline:</th>
<th>Target:</th>
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**Priority Goal 3:**

<table>
<thead>
<tr>
<th>Expected:</th>
<th>Current/Baseline:</th>
<th>Target:</th>
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Indicate Tiered Instruction:  

- [ ] Tier 1  
- [ ] Tier 2  
- [ ] Tier 3  

1 of 2
<table>
<thead>
<tr>
<th>Goal</th>
<th>Intervention Description (Program, strategies, duration and frequency, etc.)</th>
<th>What specific academic, linguistic or behavior data will be collected? (Words read per minute, # of times out of seat, etc)</th>
<th>When, during the day, will the data be collected? (Ex. Guided reading group, recess, etc)</th>
<th>How often will the data be collected and recorded? (daily, weekly)</th>
<th>Who will collect the data?</th>
<th>Where will the data be collected? (Classroom, Playground, Cafeteria, etc)</th>
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Assigned Case Manager: ____________________________  How often will Case Manager follow up with teacher? ____________________________

1<sup>st</sup> Follow-up SSPT meeting date: __________  2<sup>nd</sup> Follow-up SSPT meeting date: __________  3<sup>rd</sup> Follow-up SSPT meeting date: __________
<table>
<thead>
<tr>
<th>Student:</th>
<th>CELDT Level:</th>
<th>Student ID:</th>
<th>Age:</th>
<th>Grade:</th>
<th>Teacher/Room#/Track:</th>
<th>Meeting Date:</th>
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**Strengths** (based on referral form and accompanying data):

**Areas of Concern** (based on referral form and accompanying data)

<table>
<thead>
<tr>
<th>Questions:</th>
<th>Additional Information:</th>
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</table>

**Reclassification Recommendation by the SSPT** (check one below):

- [ ] Student is *recommended for reclassification.*
  (Please complete **Suggested Instructional Supports and Strategies** and **Follow-Up Plan** below.)

- [ ] Student is not recommended for reclassification.
  Please complete Student Intervention Plan and attach it to the meeting form.

**Suggested Instructional Supports and Strategies** (Explain how the student will be supported after or towards reclassification.):

**Follow-Up Plan** (Who will support the student, how often will supports be provided, and how will progress be measured?):

**Assigned Case Manager:** ______________________
How often will Case Manager follow up with teacher/support provider? ________________

The SSPT members who have signed below participated in the reclassification review:

- Administrator ______________________________
- Teacher ______________________________
- EL Designee ______________________________
- Parent/Guardian ______________________________
- Title III Coach ______________________________
- Other (include role) ______________________________
Student Support and Progress Team
Follow-Up Meeting Notes

Student Name: _____________________                 Student ID #:  _________
School: _________        Local District: _________        Date:  _________

SSPT Members Present at Meeting:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Relationship to Student</th>
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</table>

Tiered Instruction:  
- [ ] Tier 1  
- [ ] Tier 2  
- [ ] Tier 3

Progress:

**Priority Goal #1:** Response to Intervention:

Progress as indicated by data collection:

**Priority Goal #2:** Response to Intervention:
Progress as indicated by data collection:

**Priority Goal #3: Response to Intervention:**

Progress as indicated by data collection:

Additional Support Needed for Teacher or Student:

**Evidence Shows:**

1. □ Student is making progress, continue the interventions as outlined in the Intervention Plan.
2. □ Modify the intervention (i.e., goals, strategy, program, grouping, duration, frequency, etc.)
3. □ Adjust the level of tiered support, based on student outcome data.
4. □ Review and consider a Section 504 Plan.
5. □ Student is being recommended for reclassification.
6. □ Exit the SSPT Process and make data-based decisions regarding educational needs and next steps.

Was the student recommended to move to a new tier? Yes □ No □

Indicate newly recommended tier: □ Tier 1 □ Tier 2 □ Tier 3

Next SSPT Follow-up Meeting Date/Time: ____________________________
Publication No. 465

Student Body Policies and Accounting Procedures - Secondary Schools

Los Angeles Unified School District
School Fiscal Services Division
Student Body Finance Section

Updated May 2005
(Revision January 2009)
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Student Body Funds -
What are They…and How Can My School Get Them?

California State law allows any group of students within a school to organize a student body association, also known as an Associated Student Body (ASB), for the purposes of conducting activities on behalf of the school’s students. However, the ASB must be approved by the Board of Education and be subject to its control and regulation. As such, the activities of the ASB cannot be in conflict with the Board’s authority and responsibilities.

The Los Angeles Unified School District’s Board of Education has authorized the establishment of ASB’s for all of its schools and delegated the technical supervision and management of student body financial activities to the Student Body Finance Section of the School Fiscal Services Division.

Although the Board has authorized ASB’s, in order to become operational at a school they must first have an approved constitution. A sample outline for an ASB constitution can be found in the Appendix. Minutes of each ASB meeting must be prepared by the ASB secretary and reviewed and approved at the next ASB meeting. A sample outline is provided in the Appendix. For secondary schools, the ASB is considered “organized”, because it has an elected student body government and a student body advisor. In elementary schools, continuation, and adult schools the ASB is “unorganized” and decisions are made by a trustee, such as the school principal.

While ASB’s are involved in a wide range of activities that promote the general welfare and morale of students, they can also sponsor activities that are specifically related to the generation of revenues. These activities are known as fundraisers. In addition to ASB fundraisers, the ASB can also be involved in other operations that generate income. This publication will explore these different fundraisers and income generating activities in subsequent pages.

Once an ASB is formed by having its constitution ratified by the school’s students, the ASB’s finance committee should develop a budget prior to sponsoring any fundraising or income generating activities. This budget will help the ASB in determining how much revenue needs to be generated in order to accomplish its goals for the year, as well as providing instruction on proper financial practices to the ASB leadership.

In the Los Angeles Unified School District, ASB preliminary budgets should be prepared in Spring for the following school year with the budget forms provided to each school by the Student Body Finance Section. One helpful tool for developing the preliminary budget would be to use the historical average of the prior three years’ expenditure and income patterns. Of course, the average should be adjusted if any major event occurred in the previous year(s) that is not anticipated to occur in the current years’ budget or if expenses or revenue changes are anticipated in upcoming years. In developing the revenue budget, the ASB should review the acceptable fundraising and
income generating activities listed in this publication, as well as the permitted expenditures prior to developing the expenditure budget.

After the preliminary budget has been established, two copies must be submitted to the Student Body Finance Section for review. An annual memorandum from this Section provides the budgetary due dates. The preliminary budget is then subject to the deliberation of the next school year’s ASB leadership or student finance committee (composed of the ASB treasurer, the principal, the ASB leadership sponsor, and the financial manager) who must either ratify or amend the preliminary budget prior to it becoming effective. Two copies of the approved budget must also be submitted to the Student Body Finance Section. Even after the ASB budget has been approved, the ASB leadership or student finance committee should periodically monitor revenues and expenditures to ensure that revenues will be sufficient and that acceptable financial practices are being followed.

Once the ASB budget has been developed, the school’s principal is responsible for following several policies and procedures, prior to the ASB sponsoring a fundraiser, to ensure the safety of students and to ensure that fundraisers do not conflict with the Board’s responsibilities. These policies and procedures are listed on the checklist on the following page.

AN ASB MUST HAVE AN APPROVED CONSTITUTION AND AN ANNUAL BUDGET.

MINUTES OF EACH STUDENT BODY MEETING MUST BE PREPARED BY THE ASB SECRETARY, AND MUST BE REVIEWED AND APPROVED BY THE ASB AT THE NEXT MEETING.
Fundraising & Income Generating Activities’ Checklist

1. A completed authorization request (Form 34-EHJ-8) must be submitted to the Student Body Finance Section for approval 2 weeks prior to the fundraising activity.

2. Fundraisers shall contribute to the educational experience of students and not conflict with the instructional program.

3. The type, frequency and scheduling of fundraisers must be approved by the principal.

4. Parental permission must be obtained in writing before a student can participate in the fundraiser.

5. Participation by the students and school employees is voluntary.

6. Students under the age of 16 cannot solicit on the street or door-to-door unless supervised by an adult.

7. No specific fundraising activity should exceed more than 3 consecutive weeks.

8. The school’s appropriate parent group must review and approve the fundraiser.

9. Contests may be held and awards or prizes given to students only upon approval of the appropriate parent group. Only students enrolled in the school are eligible to receive these prizes or awards. A list of prizes given and the names of students who received them must be submitted to the Student Body Finance Section.

10. Fundraising financial statements must be submitted to the Student Body Finance Section within 30 days after the event. (See Form in Appendix)

Once the policies and procedures on the checklist are reviewed and/or completed, your school’s ASB is ready to sponsor/conduct a District-approved fundraising activity for the school’s student body.
As a school principal, you may have many ideas about how your ASB can raise funds for the student body and many individuals with their own fundraising ideas will possibly approach you. Unfortunately, not all of these ideas are appropriate for a school setting and some will not meet the guidelines established by the Board of Education.

Listed below are the three types of approved fundraising activities that an ASB can sponsor and the appropriate guidelines. Additional guidelines can be found on the “Activity Checklist for Carnivals and Other Events” from the Office of Environmental Health & Safety which is provided on page 15. If you have any questions regarding these, or any other proposed fundraising activity, please call your Local District Coordinating Financial Manager.

1. “A-thons” or endurance contests
   a. Senior high schools may conduct walk, jog, cheer, sports, academic, dance, or other “a-thons” within reason. Middle schools may only conduct walk-a-thons and bike-a-thons.
   b. “A-thons” must be held on the school’s grounds.
   c. Written parental permission should be obtained prior to student participation.
   d. The school nurse should certify, as best as possible from available school records that the student is physically able to participate in the activity.
   e. The “A-thon” should be well supervised and individual student condition/progress monitored.
   f. The “A-thon” supervisors should have easy access to participant’s current emergency cards.
   g. The weather should be considered as to how it might affect student safety. (e.g. excessive heat, smog, rain, etc.)

2. Food Sales (not by the Student Store)
   a. ASB sales of food during the school day must be limited to four times per year if during the school day or within 30 minutes of the end of the school day.
   b. All food sold during the day must comply with the District Healthy Beverage and Obesity Prevention Motions. Please refer to the Food Services Branch’s website at www.cafe-la.org for the most recent listing of approved beverages and snacks.
   c. The Cafeteria Manager should be notified, in advance, of any food sales so that he/she can plan accordingly.
d. The food items sold during the regular school day cannot be the same food items sold by the District in the Food Services Program at that school during the school day.

e. The food sold during the regular school day may not be prepared on the premises.

f. The food facility (location serving or preparing foods) must have a valid health permit.

g. Foods prepared outside of school premises cannot be served on school campuses unless the food preparers comply with rules set forth by the School Board, National School Lunch Program, Student Health Services Division, the Los Angeles County Health Department and the California Uniform Retail Food Facilities Law.

h. Food items **may not** be sold during the school day from vending trucks on school ground.

3. Fundraising “Drives”

   a. **Public Appeals** are drives in which relatives, friends, and neighbors are solicited, and the number of items sold is unlimited. Proceeds from a public appeal fund-raising activity may be credited to the student body or the PTA/approved parent group or shared between the student body and the PTA/approved parent group. Proceeds **may not** be credited to a student body club or to a booster club.

   b. A fund-raising item which is not on the District’s approved list of healthy beverage or snacks **cannot** be sold before, during or within 30 minutes after the end of the school day.

**REMINDER TO REVIEW AND COMPLETE ANY REQUIREMENTS LISTED ON THE “CHECKLIST” PRIOR TO THE ASB HOLDING A FUNDRAISER**

**TEACHERS AND PARENT GROUPS ARE PROHIBITED FROM SOLICITING ON CAMPUS DURING THE SCHOOL DAY PER EDUCATION CODE SECTION 51520**
CHARITABLE FUND-RAISING DRIVES

Charitable Fund-Raising Drives Approved by the Board of Education

Charitable Drives for some outside agencies, such as the Consolidated Charitable Campaign, are approved and authorized by the Board Of Education. Specific instructions for these drives are issued in a formal District bulletin. Authorization on Form 34-EHJ-8 is not required.

Charitable Fund-Raising Drives Initiated by the School

Schools are permitted to hold charitable fund-raising drives for out-of-school projects which are initiated by the faculty and students, and which can serve an educational purpose. The basic idea for the drive should be to permit the support of a worthy project of local or national interest. The following guidelines must be followed:

1. Prior approval must be obtained on Form 34-EHJ-8 “Request for Authorization for Student Body Expenditures and Receipts”.
2. Contributions and participation by students and staff is voluntary.
3. As far as practical, school administrators should confine collections of money from students and staff to one day for any school-initiated charitable drive.
4. The student body may hold a dance or other entertainment or sale, and the proceeds may be donated to the charitable cause.
5. No contests shall be held, nor rewards or prizes offered or accepted in connection with the charitable drive.
6. No quotas shall be established or accepted in connection with a charitable drive.
7. An approved program in appreciation for the total effort may be held for the entire student body using general student body funds.
8. General student body funds may not be donated to the charitable drive.

Charitable Fund-Raising Drive Initiated by a Non-School Group

The following guidelines must be observed for any charitable drive initiated by a non-school group:

1. The school’s participation in the publicizing of the activity is optional, and is at the discretion of the principal.
2. Any oral or written publicity at the school must include an appropriate disclaimer indicating that the activity is not sponsored, authorized, or in any way endorsed by either the school or the District.
3. Principals who choose to publicize these activities should observe the following:
   a. Printed materials advertising activities may be made available for interested students in some convenient location such as the counter in the Main Office.
   b. Posters may be displayed in appropriate locations that are approved in advance by the principal. Such posters must be accompanied by a disclaimer which states: “This activity is not sponsored or endorsed by either this school or the Los Angeles Unified School District. Pupils who participate in this activity may only do so as individuals and not as students attached to, or in any way representing, either the school or the school district.”
   c. Student attendance at any meeting or assembly to publicize an outside activity must be optional. Such meetings or assemblies are not to be held during instructional periods.
   d. Sponsor sheets may be circulated only by students and at times and locations that are designated as free speech times and locations.
   e. There are to be no monetary collections or transactions for these activities at the school. District employees are not to be involved in any way with these transactions.

Due to safety and liability issues the ASB is **prohibited** from sponsoring the following fundraising activities:

1. Raffles or games of chance
2. Rides, either mechanical or animal
3. Activities that include the use of darts or arrows
4. Activities in which objects are thrown at a live target
5. Dunking persons into water tanks
6. Destroying old cars or similar objects by hammers, etc.
7. Sales of cosmetics, used jewelry or used clothing.
8. Booths for manicures, pedicures and makeup, etc.
9. Activities which use a trampoline or mini-trampoline.
10. Car washes
11. Rummage sales
In addition to Fundraisers, the ASB can also sponsor other activities to generate income for the student body. Unlike fundraisers, approval is not required (except where noted) from the Student Body Finance Section for the following income activities, but the principal must ensure that the following guidelines are strictly observed. Additional guidelines can be found on the “Activity Checklist for Carnivals and Other Events” from the Office of Environmental Health & Safety which is provided on page 15.

1. Dances
   a. Admission can be charged but should be low enough to maximize student participation.
   b. Door prizes may be given at dances or other activities where the primary benefit to the ticket buyer is the dance or other activity and the prize is secondary.

2. Professional programs
   a. In general, students are not permitted to participate in entertainment with professional entertainers on or off the stage. However, students may, with discretion, examine objects. Under no circumstances are students to be handled by entertainers nor shall any student be caused embarrassment.
   b. Entertainers are permitted to furnish bleachers without cost to the school if prior approval is obtained from the Local District Maintenance and Operations Office. Inspection of bleachers by the Maintenance and Operations Branch is necessary before the performance. Students are not allowed to set up bleachers, benches, or other equipment.
   c. The entertainer, at no cost to the school, may provide posters. They must be truthful and may be used at the discretion of the principal.
   d. Entertainers must confirm in writing the share of profits, price of the tickets, and tax on concession items prior to the date of the event. Booking dates must be confirmed in writing at least three weeks prior to the performance. Notice of cancellation of a booking, either by the school or by the entertainer, must be given in writing at least two weeks prior to the performance.

3. Talent Show
   a. Limited to school personnel, PTA or approved parent group.
   b. Must be held on school grounds.
   c. Must only be held during nutrition, lunch, or after school.
   d. Must conform to standards of propriety.
4. Faculty Entertainment
   a. Funds from performances, shows and entertainment activities by the faculty, a combination of students and faculty members, or by faculty members and other adults, for which an admission charge is made, must follow the guidelines listed below:
      i. Entertainment during the school day – Profits from day entertainment must be deposited to the general student body account. Faculty organizations of the school cannot share directly, or by trust fund designation, in the profits of day entertainment activities.
      ii. After School Entertainment – Profits derived from after school entertainment may be shared between the student body and the PTA or faculty organization provided that the faculty organization’s share is approved in advance by the Student Body Finance Section. The faculty’s profits must be held in a trust account by the student body for the direct benefit of its students. (e.g. Student Body Welfare Trust Fund, Student Body Library Book Trust Fund, Student Body Scholarship Trust Fund, etc)

   In general, faculty organizations cannot use their share of the profits for their own direct benefit, such as purchasing furniture or equipment, refreshments, depositing profits in their own treasury, etc. However, if the faculty organization rented a school auditorium or other facilities and equipment for the night entertainment, in accordance with the terms and conditions set forth by the Real Estate Branch, the profits may be used for their own benefit.

5. Photography
   a. Photography may be used as an income producing activity at the discretion of the principal. It must conform to the accepted procedures outlined by the Student Body Finance Section.

   Please refer to the special section in this publication titled “Photography” for more detailed information on policies and procedures.

6. Publications
   a. The ASB, financial manager and the principal shall approve in advance all contracts for school newspapers, yearbooks, and other publications. Three competitive bids must be solicited and evidence kept on file at the student store.
   b. The selling price of student body publications shall be set at a point, or a provision must be made in the student body budget, so that the maximum number of students may benefit from the publications, even though this may result in a loss.
c. Appropriate advertisements can be sold for inclusion in the publications to raise income.

**Please refer to the special section in this publication titled “Yearbooks” for more detailed information on policies and procedures.**

7. Salvage Drives (Must receive prior approval from the Student Body Finance Section. use Form 34-EHJ-8)

**Procedures**

a. At least two weeks before a drive, the salvage company must send the principal a written confirmation of the date and time of the drive, the price to be paid, and what materials are acceptable. This price is a firm commitment and must be carried through unless the company is granted a written release by the principal.

b. Within ten working days after the drive, a check for payment of salvage materials and the accompanying weight slip* must be remitted to the school, PTA, or approved parent group. The check must be made payable to the school.

*This weight slip should be dated and timed appropriately to document the distance from the school to the scales of the weight master approved by the County Sealer of Weights and Measures. Salvage trucks cannot be weighed on public scales located on the salvage company’s property.

Weight slips must be issued separately for paper and rags.

c. Schools must provide the Student Body Finance Section written documentation whenever payments for salvage are in arrears or there are weight slip irregularities.

**Guidelines**

a. Examples of appropriate drives include paper, plastic, rags, metal, cell phones and toner cartridges. “Glass” drives are not permitted.

b. Collections held on a Saturday, Sunday, or an LAUSD holiday must have a District employee present to assume responsibility for securing all doors and gates.

c. Paper and rags should not be stored within 10 feet of buildings, or on public property (sidewalks, etc.)

d. Storage of paper should be as far away from recreation areas as practical and remain under supervision until removed by the salvage company.

e. To prevent injury to students, precautionary measures should be taken to ensure that paper is tied in bundles not over 6 inches thick or weighing over 15 pounds in middle schools, or 12 inches thick or weighing over 30 pounds at senior high schools.
f. The loading of paper onto the salvage company’s vehicle is the responsibility of the salvage company. Students, parents, or school personnel may not be used.

g. Salvage companies must agree to remove all debris from the collection area but are required to pay the school for only acceptable material.

h. The use of roll-off containers on school grounds is generally prohibited. However, roll-off containers can be used for the collection of scrap aluminum provided that the container is placed where a truck does not have to drive onto the school’s recreation areas.

i. Salvage companies will be held responsible for any damage a truck causes to school property, including the blacktop area.

j. The school is responsible for setting a deadline for bringing salvage items to the school grounds so that salvage trucks will not be kept waiting.

8. Rental of Student Body Owned Equipment (Sample Contract is provided below)
   a. Equipment must not be District-owned equipment.
   b. Rental is at the discretion of the principal.
   c. Rentals may be made for use on school grounds to any organization which functions as part of the District or to an organization that holds a Civic Center Permit.
   d. Rentals may be made to another District school or its student body for use on its grounds.
   e. Musical equipment can be rented to students.
   f. Equipment should not be rented indiscriminately and its use should be supervised.
   g. A deposit should be required to guarantee payment or replacement.
   h. It is recommended that rental fees be charged to outside groups for use of student-body owned equipment to cover reasonable depreciation and maintenance costs in accordance with a fixed schedule of fees.

   i. Suggested rental fees for student body owned equipment are as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee per activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each Additional microphone</td>
<td>$10.00</td>
</tr>
<tr>
<td>Electric organ</td>
<td>$50.00</td>
</tr>
<tr>
<td>Kiln</td>
<td>$50.00</td>
</tr>
<tr>
<td>Lighting equipment</td>
<td>$25.00</td>
</tr>
<tr>
<td>Marly Floor</td>
<td>$125-150.00</td>
</tr>
<tr>
<td>Musical instruments rented to students</td>
<td>$20.00 (annual fee)</td>
</tr>
<tr>
<td>Phonographs/Stereos/CD players</td>
<td>$25.00</td>
</tr>
<tr>
<td>Piano</td>
<td>$50.00</td>
</tr>
<tr>
<td>Projector, including screen</td>
<td>$75.00</td>
</tr>
<tr>
<td>Public Address, exterior</td>
<td>$100.00</td>
</tr>
<tr>
<td>Public Address, including 1 microphone</td>
<td>$100.00</td>
</tr>
<tr>
<td>Slide projector, including screen</td>
<td>$25.00</td>
</tr>
</tbody>
</table>
Spot and flood lights | $20.00 (per unit)
Tape/cassette recorder | $20.00

j. Suggested labor charges for the operation of student body owned rented equipment are as follows:
   i. Students should be paid at least the current minimum wage with a two-hour minimum.
   ii. Certificated staff should be paid at their current rate with a two-hour minimum.
   iii. Time will begin 30 minutes before the time designated on the permit for opening and will continue 30 minutes after the time of actual closing.
   iv. The principal will determine the number of persons/supervisors required for proper operation of the equipment.
   v. Work permits are required for students under the age of 18.
   vi. Incidental charges occasioned by the handling of payroll and applicable employment taxes and workers’ compensation insurance will be computed by the financial manager.

SAMPLE CONTRACT FOR RENTAL OF STUDENT BODY-OWNED EQUIPMENT

We(I), __________________________________ (name of organization or parent of student renting musical equipment) agree to the rental charges as stated for use of the following equipment owned by ______________________________ School Student Body and to the charges as stated for the services of student and/or faculty operation and supervision of such equipment as follows:

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Rental Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________________________</td>
<td>$______________</td>
</tr>
<tr>
<td>______________________________</td>
<td>$______________</td>
</tr>
</tbody>
</table>

Student Labor (min. 2 hours) ________ hrs. @ $________ per hour $__________
Adult Labor (min. 2 hours) ________ hrs. @ $________ per hour $__________

Incidental charges (handling, compensation insurance, and payroll taxes) $______________
TOTAL (rental and labor) $______________

We (I) agree to place a deposit of $______________ with the___________ School Student Body to guarantee payment or replacement of such equipment.

Date ______________
Signature of Representative of Organization (Parent of Student)

Address

Telephone Number
9. Services Charges and Fines
   a. Fees/services charges may be set at the discretion of the principal.
   b. A charge may be made for the cost of issuing duplicate activity cards related to voluntary activities of students.
   c. Students may be charged a fee for the opening of lockers. (The principal is responsible for implementing satisfactory procedures for locker service, and the financial manager should not be required to open lockers during nutrition or lunch periods.)
   d. A service charge may be imposed on “non-sufficient fund” checks.
   e. A charge may be made for the cost of issuing duplicate identification cards.

10. Shops, Art and Craft Classes
   a. ASB’s may purchase material for resale to students in shop, art, and craft classes for use in producing items to be retained as the student’s personal property.
   b. All purchases for resale should be based upon a purchase order issued by the financial manager.
   c. All payments should be supported by approved invoices in addition to the purchase order.
   d. A mark-up of 10% plus sales tax is suggested to cover expenses.

11. Student Body Activity Cards
   a. Student body activity cards may be sold at an all inclusive rate for any group of activities such as athletic admission, school newspaper, yearbook, entertainment, etc.
   b. Cards should be printed to show activities included in the price so that students will know what benefits they will receive.
   c. Individual activities should be made available to all students who do not hold cards, but not necessarily at the reduced rate included in the card.
   d. The student body finance committee should set the price of admissions and the activities covered by the activity card. A proportionate share of the total price should be allocated to support the various events.

12. Student Body Bank Accounts
   a. Interest earned on student body bank accounts is considered student body income.

13. Athletic Events
   a. Athletic events must be in accordance with league agreements and with policies and regulations of the Interscholastic Athletics Committee.
   b. Admission fees, television and radio rights, program sales, concession sales, in addition to the guarantee from schools’ visited are all approved sources of income.
14. Concession Sales
   a. Agreements with firms for the concession sale of merchandise on school premises may be negotiated without submitting from 34-EHJ-8.
   b. Profits derived from concession sales in connection with general student body activities are general student body funds. However, if school clubs or graduating classes are running the entire operation, they may retain 100% of the profit.
   c. Section 80.73 of the Los Angeles Municipal Code prohibits the “...peddling, hawking, displaying for sale, soliciting the sale of, offering or exposing for sale, selling or giving away...” beverages or food of any kind within 500 feet of a school’s property lines. For schools outside of the City of Los Angeles, vendors may not sell food or beverages within 1,000 feet of any school property. (7.62.071 Los Angeles County Ordinance)

15. Student Store Operations
   a. Student store sales of merchandise should offer a minimum of competition to local merchants.
   b. Merchandise offered for sale is limited to articles needed for school use such as the following:
      i) For clubs – Pictures, pins, ROTC supplies and insignia, sweaters.
      ii) Graduating Class – caps & gowns, cards & announcements, class pictures, senior portraits, senior sweaters, tassels. (Contract limited to one year. Three competitive bids must be solicited and evidence of the bid process must be kept on file at the student store.)
      iii) Jewelry – school rings, necklaces and pins (Contract limited to one year. Three competitive bids must be solicited and evidence of the bid process must be kept on file at the student store.)
      iv) Snacks/Beverages – Please refer to the Food Services Branch website at www.cafe-la.org for the list of approved items.
      v) Miscellaneous Merchandise – binders, portfolios, notebooks, book covers, erasers, gym clothing, instructional materials, facial tissue, paper supplies, pencils, pens, school spirit items (pom-poms, beanies etc.)
      vi) Shop/Craft Materials – art, craft, leather and jewelry materials, auto, metal, radio electronics, and wood shop material, ceramic and pottery material, and homemaking materials.

      Other types of articles may be sold only after written approval from the Student Body Finance Section. Merchandise should only be purchased if it can reasonably be expected to sell in the course of one year.

16. Commissions
ACTIVITY CHECKLIST FOR CARNIVALS AND OTHER EVENTS

The following guidelines are recommended to ensure that a safe environment is provided for a successful event. The administrator or activity delegate is responsible for completing the form and fulfilling the requirements of the checklist.

Preliminary Procedures

- Secure authorization from the Fire Prevention Bureau, Schools and Churches Unit or the local City or County Fire Department. L.A. City 213-485-6044, L.A. City (Valley Bureau) 818-374-1110, L.A. County Fire 323-890-4132.
- Check for compliance with regulations outlined in the LAUSD Safety Handbook and applicable bulletins and memorandums.
- Check area suitability for the proposed activity.
- Include a detailed list of all games or contests, with the “Request for Authorization for Student Body Expenditure and Receipt” or “Notice of Intent”.
- All events must comply with all LAUSD, city state and federal regulations.
- It is the responsibility of the school to verify vendors have proper liability insurance (Bulletin 24).

The Los Angeles Unified School District will not approve the following types of activities: Sharp Darts or Arrows, Throwing of an Object at a Person (pies, sponges, balloons, etc.), Dunking Pupils or Employees into Water Tanks, Destruction of Old Automobiles Using a Hammer or Other Means, Animal or Mechanical Rides, Trampolines; Climbing Walls; Bungee Jumping Equipment, Gyroscopes, Giant Slides.

Activity Checklist

1. Booths, Bleachers, Platforms, etc.
   - Install booths made of non-combustible or fire resistive materials (plywood, pressed wood at least ¼” thick or metal).
   - Have Maintenance Personnel inspect temporary seating, bleachers, etc., authorized by Civic Center permits and/or the individual school with final approval from the Office of Environmental Health and Safety (OEHS).
   - Bound chairs, over 500, in limits of 3-7; no loose chairs beyond 50% of stated room capacity.

2. Decorations
   - Use flameproof material. No flammable materials permitted.
   - Stage seats, curtains, draperies, floats, wrapping paper, streamers & signs should be made of flame retardant materials. Butcher paper may be used as a table cover if secured at all ends and no overhang.

3. Electrical, Fire, Lighting
   - Apply for temporary wiring, lighting, and appliances usage through the Electrical Technical Unit prior to event.
   - Do not use any open flames, flame producing devices, candles, oil lamps or lanterns.
   - Have an adequate number of portable fire extinguishers with proper classifications available or garden hoses.
   - Fireworks and pyrotechnic devices must have a Fire Department Fire Permit. This can be obtained through the local City or County Fire Department for the area the school is located.
   - Barbecues and braziers are approved for use when permits are obtained by the L.A.F.D. Schools and Churches Unit or Authority having jurisdiction. Adults are permitted to use barbecues; no children may use equipment.

4. Food and Refreshments
   - Food preparation areas must be fully enclosed & have a cleanable floor surface.
   - Water must be supplied through a good grade hose or stored in approved good grade containers.
   - Hot water shall have a minimum temperature of 120 degrees.
   - All booths that handle non-packaged food (including beverages) must have hand wash facilities w/in the booths.
   - All booths using utensils require a 3 compartment metal sink.
   - Approved toilet facilities must be located w/in 200' walking distance of all food booths.
   - All food or beverages that have been stored or prepared in a private home may not be offered for sale or given away. The only exception is non-potentially hazardous bake goods or candy.
   - All food and beverages dispensed through LAUSD cafeteria kitchens must have an LAUSD Food Service Representative on site.
   - Follow all applicable Health and Safety codes.

5. Parking
   - Arrange parking in designated areas with permission of Principal and locations must comply with Fire Department regulations.

6. Rubbish
   - Provide metal containers or combustible waste material and empty them regularly.
   - Rubbish containers shall not obstruct aisles, pathways or exits.

7. Salvage Drives
   - Arrange for constant supervision in the use of material, proper containers and daily removal of salvage goods.
   - Load and unload material by authorized personnel.
   - Do not allow trucks exceeding 80,000 lbs. on campus.

8. Screens and Barricades
   - Barricades shall not obstruct aisles, pathways or exits.
   - Barricades shall be secured against falling.
   - Do not chain any doors closed.
Congratulations! After following established procedures and guidelines, your school’s ASB has sponsored/conducted fundraisers and other income generating activities and raised money for the school’s student body. While it may seem that the proper expenditure of student body funds can be a confusing and difficult topic to understand, it becomes clearer when the basic objective for ASB’s is remembered.

The Basic Objective of a Secondary School ASB’s is:
TO PROMOTE THE GENERAL WELFARE AND MORALE OF STUDENTS AND TO CONDUCT ACTIVITIES ON BEHALF OF THE STUDENTS.

As such, the major purpose for the expenditure of secondary student body funds must be to promote or assist a student body activity. This may be done by either:

1.) financing activities for non-instructional programs or
2.) assisting District-authorized student body activities.

Since student body funds belong to the students, expenditures of these funds must be for the benefit of all students, and in general, must be expended for the benefit of students currently enrolled in the school who have contributed in one way or another to the accumulation of such funds. If a long-range project is planned, funds may be set aside in a project reserve for that purpose.

Prior to any expenditure of student body funds, there are several general principles that must be followed. These principles are listed on the checklist on the following page.
General Principles of Student Body Expenditures

1. Most permitted expenditures can be made for those items that were included in the approved Student Body budget. However, there are a few items that must be reviewed again prior to using student body funds. These items are indicated with an asterisk and are in bold in the permitted expenditures table. Requests for these items should be submitted to the Student Body Finance Section using Form 34-EHJ-8.

2. For expenditures not in the approved Student Body Budget, approval from the Student Body Finance Section must be obtained (use Form 34-EHJ-8.) The expenditure must appear in the minutes of the ASB meeting as being approved.

3. The Principal, Faculty Advisor, and an ASB Representative must also approve all expenditures.

4. All authorizations must be in writing. Verbal authorizations are not acceptable.

5. The Financial Manager must issue a written “Request for Checks or Purchase Order” for each expenditure, prior to the expenditure taking place, or have documented advance approval from the ASB for ongoing necessary purchases (i.e. beverages and snacks). The ASB is not obligated to pay for those expenditures that did not have a Purchase Order issued.

6. Reimbursement of student body funds that were improperly expended is the responsibility of the Principal. If the item was an appropriate District expenditure, District funds can be used for reimbursement. If the item was not an appropriate District expenditure, the Principal must reimburse the student body by using personal funds.

7. District employees or others may not make purchases through a student body for the purpose of deriving an advantage from the student body purchasing privilege. (Board Rule 2545)
Once these principles have been reviewed and/or completed, your schools’ ASB can begin to use the funds that it has worked so hard to raise. Expenditures of student body funds are permitted for the following items. If a proposed expenditure is not listed, please call your Local District Coordinating Financial Manager to determine whether it is an appropriate use of student body funds.

**PERMITTED AND PROHIBITED STUDENT BODY FUND EXPENDITURES**


**THOSE PERMITTED EXPENDITURES MARKED WITH AN ASTERISK AND IN BOLD NEED PRIOR APPROVAL FROM THE STUDENT BODY FINANCE SECTION, EVEN IF THEY WERE INCLUDED IN THE APPROVED STUDENT BODY BUDGET.**

**SPECIAL NOTES ON EQUIPMENT PURCHASE CONTRACTS**

ASB’s can contract for the purchase of equipment, supplies, maintenance contracts or services for a period not exceeding five years. However, before any contract is entered into, sufficient funds to meet the contract requirements must be identified in the ASB’s budget. These funds shall be subject to withdrawals for progress and/or completion payments.

Available cash may be used to purchase equipment or a reserve fund can be established from the ASB surplus for the purchase of equipment at a future date. If a reserve fund is established then the following procedures must be followed:

1. Authorization to establish a reserve fund must be obtained by submitting a completed Form 34-EHJ-8 to the Student Body Finance Section.
2. When sufficient funds have been accumulated in the reserve account, a second request for authorization to purchase the equipment must be submitted on Form 34-EHJ-8. This second authorization must include the following:
   a. The purchase price and estimated cost to install and inspect.
b. Two copies of a plot plan location, or line drawing giving reference to adjacent buildings, and plans and specifications which indicate size, materials, mountings, or installation details. Pictures or brochures from the vendor are helpful in expediting the processing of requests.

3. Reserve funds for a specific project must be expended within a three-year period.

When installation is completed by a vendor, the ASB will be billed for the cost of the inspection by the District. No work should be considered complete nor final payments made until the Facilities Services Division, via the Area Facilities Services Director, has determined that District standards, specifications, and requirements have been met.
Student Body Funds –
We’ve Earned Them…How Do We Safeguard Them?

While the safeguarding of your school’s ASB assets (i.e., cash, equipment, and inventory) can seem overwhelming to a principal, each secondary school in the Los Angeles Unified School District has an individual whose job (among other duties) is to help the principal do just that. This individual is your school’s Financial Manager (middle schools) or Senior Financial Manager (high schools). The following procedures and policies should be observed to safeguard student body funds and assets.

1. COLLECTION OF MONIES
   a. All monies collected from pupils on school premises, all monies for the student body, and all fundraising and income generating collections, with the exception of those from the PTA must be deposited through the school’s student body finance office (student store) and be recorded in the proper account by the financial manager.
   b. Collections made by teachers, class and club sponsors, librarians and textbook clerks must be turned in to the finance office at least once a week as well as on the last calendar day of the month. If the last calendar day falls on a Saturday or Sunday, collections should be turned in on the preceding Friday.
   c. The Perpetual Inventory of Tickets (Form 63-HN-61) must be used to maintain inventory control of admission tickets. The first ticket of each roll must be attached to this form. Admission tickets must be pre-numbered with the price imprinted.
   d. Pre-numbered master receipts, prepared in triplicate, must be completed at the time cash or checks are received. The original copy is given to the payer and two copies are retained by the financial manager for the student body records.
   e. Receipts should never be erased or altered. If an error is made, the receipt should be marked “VOID”, the financial manager should retain all copies, and a new receipt should be issued.
   f. Checks should be endorsed immediately upon receipt with the wording “FOR DEPOSIT ONLY”
   g. Personal checks from teachers or other staff members should never be accepted in lieu of the actual cash collections.
   h. Collections from organizations, individuals, groups, or instructional programs/classes that do not meet the definition of a student body organization, must not be recorded in student body accounts. Examples of groups whose monies should not be carried in the student body accounting records are the PTA, approved parent groups, faculty/staff funds and the school imprest funds.
2. BANK DEPOSITS/INVESTMENTS

a. Student body funds must be deposited in an insured bank account or insured credit union account in the name of “(Name of School) Student Body”. Consideration should be given to the possibility of using interest earning accounts. Signatures of at least three District employees should be authorized at the bank.

b. Student body funds must be deposited in financial institutions whose accounts are insured by the Federal Deposit Insurance Corporation (FDIC).

c. Funds can be invested in state-chartered savings and loan associations and federal savings and loan associations, provided such associations are doing business in California and have their accounts insured by the Federal Savings and Loan Insurance Corporation (FSLIC).

d. Funds can be invested in U.S. Savings Bonds Series F&G, notes, bills, certificates, debentures or any other obligations issued by the United States Government.

e. No account or combination of accounts in the same institution should exceed $100,000.

f. Deposits should be made daily of all monies on hand. The Student Body Finance Section must approve all deposit schedules.

g. Friday deposits are most important because of weekend hazards.

h. Student body deposit slips must be prepared in triplicate. Two copies are sent with the bank deposit, and the other copy is retained with the student body records.

i. Cafeteria deposit slips must be prepared in quadruplicate. Three copies are sent with the bank deposit, and the other copy is retained with the cafeteria accounting records. Cafeteria cash must be kept separate from student body cash, and must be accounted for separately. Co-mingling of funds is strictly prohibited.

j. A duplicate deposit slip which is stamped by the bank teller must be obtained for each deposit (the receipt number(s) must be shown on the deposit slip)

k. Care should be taken so that large sums of money are not kept on hand. In some cases a special trip to the bank may be necessary when large collections are received.

l. The District contracts with armored car service companies to provide bank deposit service to secondary schools. The cost of this service is shared evenly by the student body fund and the cafeteria fund. Contract provisions allow for service from 1-5 days per week with service hours from 8:00 am to 4:00 pm. If further information is needed, please call (213) 241-2195.

m. Money or securities taken from school premises to a bank or other financial institution should be entrusted only to a person authorized by the principal.
n. If the bank returns a check that has been deposited, such as for non-
sufficient funds or a closed account, the financial manager should
immediately try to collect cash from the maker. The collection should
include any service charges imposed. A school may also charge the
maker an additional fee to cover the handling costs incurred by the
student body finance office for the returned check. If the financial
manager is unable to receive payment, the follow-up responsibility lies
with the principal.

3. PETTY CASH
   a. The establishment of a petty cash fund is permitted, but is recommended
      not to exceed $200.00.
   b. A petty cash fund may be established for making small cash expenditures,
      not to exceed $25.00 per request, provided that the expenditure is
      permitted and all appropriate principles have been followed (See General
      Principles of Student Body Expenditures).
   c. A student body check issued to the employee responsible (usually the
      financial manager) is needed to establish the fund.
   d. When the petty cash balance becomes low, the fund should be
      replenished for the amount expended by issuing a check payable to the
      employee responsible for the fund.
   e. The expenditures should be debited to the appropriate student body
      ledger accounts on a monthly basis.
   f. Separate cash boxes must be used for petty cash and change funds. At
      no time should cash collections be co-mingled with the petty cash fund.
   g. Evidence supporting all petty cash expenditures must be kept on file,
      including all invoices and/or receipts.
   h. The petty cash fund must be closed out each year on June 30th as follows:
      a. At traditional calendar schools, remaining cash must be
         acknowledged on a receipt and deposited in the student body
         account. Year-round schools do not need to close their petty cash
         fund. However, they do need to replenish the cash and charge
         expenditures to the appropriate accounts.
      b. Expenditures should be posted on the computer by debiting the
         appropriate expense account and crediting petty cash.
      c. The total of the cash and expenditures should equal the amount of
         the petty cash fund. If not, any differences should be researched
         and subsequently reconciled. Any differences that cannot be
         reconciled should be explained and then debited or credited to the
         short and over account.
4. DISBURSEMENTS
   a. The General Principles of Student Body Expenditures listed on page 17 govern *any type of expenditure* of student body funds, whether it is done by check or petty cash.
   b. Two authorized signatures are required on all checks, one of which must be a certificated school administrator. The other may be the financial manager.
   c. Supporting documentation should be reviewed prior to signing a check or purchase order.
   d. Blank checks should never be signed.
   e. Evidence supporting all expenditures must be kept on file in the student store and the documents stamped “PAID”.
   f. Properly approved original invoices or receipts are required. Cancelled checks do not meet this requirement.
   g. An approved Petty Cash Voucher or Request for Check or Purchase Order is required.
   h. Expenses for an event **cannot** be taken directly from the proceeds of the event. Properly documented expenses must be paid by a student body check or petty cash.

5. SECURITY OF STUDENT BODY FINANCE OFFICE (STUDENT STORE)
   a. The door to the student store should be locked at all times. A peephole is recommended so that a visitor can be observed before the door is opened.
   b. The principal should determine the appropriate time when the student store shall be open.
   c. Student Store key issuance should be kept to an absolute minimum.
   d. Key issuance should be documented on the key inventory.
   e. Extra keys should be locked in a secure place.
   f. The safe should be strapped or bolted to the floor or to a concrete block in such a manner as to discourage or prevent its removal.
   g. The safe should remain locked when unattended.
   h. An alarm system may be installed in the student store using student body funds.
   i. In case of a break-in, immediately contact the local law enforcement office serving your school and the School Police Department and file a police report.
   j. Any losses must be followed up immediately with a written report to the Student Body Finance Section and the Office of Risk Management & Insurance Services.

6. CHECK CASHING AND ACCEPTANCE
   a. Personal checks cannot be cashed for anyone.
   b. Post-dated checks or two-party checks will not be accepted.
c. Student Body payroll checks may be cashed for the payee.
d. Student Body refund checks may be cashed for the payee.
e. Checks may be accepted to purchase student body items.
f. Checks to establish change funds or to establish and replenish petty cash may be cashed by the senior financial manager, financial manager or adult assistant.

7. EQUIPMENT AND INVENTORY
   a. Equipment owned by the student body must be labeled as such.
   b. Equipment must be labeled so that stolen or lost property can be easily identified and returned to the school’s student body.
   c. Wooden or metal equipment may be effectively marked with electric engraving tools.
   d. Expensive items, such as musical instruments, can be marked with a code or initial that is not easily detected – i.e. school location code.
   e. Stenciling can also be done by the school or by the Local District Maintenance and Operations office by written request to the Area Facilities Services Director. Maintenance & Operations should be contacted for a written cost estimate.
   f. Inventory records on all student body-owned equipment must be maintained on a current basis for insurance coverage. This means that new items must be added when received, and equipment that has been transferred, sold, traded, discarded, lost or stolen must be deleted.
   g. Periodic physical inventory of equipment must be done to ensure that the records are kept current.
   h. An annual inventory report must be submitted to the Student Body Finance Section. (Form 30.10)
   i. Self-insurance is carried on student body equipment that is listed on the current annual student body equipment inventory (Form 30.10) However, items purchased after the annual inventory has been submitted are automatically covered.
   j. Equipment removed from student body offices for repair must only be taken by a properly identified person.
   k. Obsolete or damaged student store merchandise may be reduced to cost or below cost, whichever allows the merchandise to be sold.
   l. If all efforts to sell the merchandise fail, the merchandise can then be used as promotional prizes, donated to a worthy cause, or discarded. These options are at the discretion of the principal.
   m. Records of the disposition of merchandise must be maintained for auditing purposes.
   n. A journal entry, which has been properly approved by the principal, must be prepared to remove the merchandise from the student body accounting books.
8. INSURANCE

a. Self-Insurance Fund (Including Fire)
   1. Secondary schools are self-insured for losses on equipment that is listed on the annual inventory, supplies, and cash.
   2. The self-insurance fund pays 75% up to $5,000, less $200 on equipment and supply losses.
   3. The fund pays 100% up to $10,000, less $200 on cash losses.
   4. Claims are initiated with a theft/loss report from the School Police Department.
   5. If repairs need to be made because of damage from forcible entry or vandalism, the Local District Area Facilities Services Director should be notified. However, the Facilities Services Division lock shop at Central Shops must repair safes that are damaged.
   6. If money, supplies, or equipment are recovered, the School Police Department and Student Body Finance Section must be notified. Schools must reimburse the self-insurance fund for payments made on recovered property.
   7. Premium payments are based on an analysis of the previous years’ losses and available funds. Premium rates may differ between middle schools and senior high schools, but all middle schools are assessed the same premium as are all senior high schools. The Secondary School Student Body Activities Advisory Committee determines the premium rates. The Student Body Finance Section should bill each school’s student body once a year, however subsequent billings may be needed as losses/claims increase.

b. Fidelity Insurance
   1. A self-insurance fund protects student body organizations against loss of money or other property because of the dishonest act of a District employee.
   2. Claims are initiated with a report by the principal to the Office of Risk Management and Insurance Services and the School Police Department.
   3. Each claim has a $50,000 deductible.
   4. In order to avoid such losses, student body employees should be carefully screened before being allowed to handle cash.

c. Comprehensive Liability Insurance
   1. Coverage for comprehensive liability is carried by the District to protect the District, student body organizations, and all their employees, while acting within the scope of their employment, against liability for negligence involving personal injury or damage to property.
2. Claim procedures are as follows:
   a. The District’s liability insurance contract requires that adjustment of claims be negotiated only between the insurance company and the claimants. Employees should not make statements concerning the settlement of claims.
   b. All claims and communications filed at schools should be forwarded to the Office of Risk Management & Insurance Services immediately along with notations of time and place of filing and the name and title of the person served.
   c. Accidents occurring on school grounds should only be discussed with authorized representatives of the District or the District’s insurance carrier. Any correspondence, telephone calls, or visits from any persons should be referred to the Insurance Section.

THE PRINCIPAL IS THE TRUSTEE OF STUDENT BODY FUNDS AND IS ULTIMATELY RESPONSIBLE FOR STUDENT BODY FINANCIAL ACTIVITIES AND THE PROTECTION OF ITS ASSETS.
Student Body Funds –
We’ve Earned Them and Kept Them Safe...How Do We Account for Them?

In addition to safeguarding student body assets, your school’s financial manager is responsible for properly accounting for those assets. This section provides the general accounting policies and procedures that your financial manager must follow.

TYPES OF STUDENT BODY ACCOUNTS

There are four types of accounts that may be set up under the student body. These are:

1. **General Student Body Fund** – consists of monies that have been earned or received due to general student body participation. It is held in the name of the student body organization for the benefit of the students as a whole.
   a. General student body funds **may not** be transferred or credited to any trust accounts.
   b. Schools should keep a maximum of 60 days of operating funds in their student body checking account. Funds in excess of 60 days should be invested in accordance with the policies on investments cited in the previous section.
   c. However, the maximum surplus that the ASB may have is:
      1. Middle Schools - $20,000 plus $20 per unit of ADA based on the statistical report prepared by the Attendance & Enrollment Section for the previous year.
      2. Senior High Schools - $35,000 plus $25 per unit of ADA based on the statistical report prepared by the Attendance & Enrollment Section for the previous year.
      3. The Student Body Finance Section and the Secondary School Student Body Activities Advisory Committee may periodically adjust these amounts/units.

2. **Project Reserve Accounts** – student body funds that are allocated and earmarked for certain specific purposes. Reserve accounts may also be established when gifts are given to the student body to accomplish certain purposes.
   a. Reserve accounts need to be approved by the student body council, the principal, the financial manager and the Student Body Finance Section by submitting Form 34-EHJ-8.
   b. The future project for which the funds are set aside must be reasonably expected to materialize within a three-year period. The new student body council may request an extension beyond three years or a cancellation of the project.
   c. Reserve accounts can be set up from undesignated equity.
d. Expenditures from the reserve account must follow the General Principles of Student Body Expenditures.
e. After the project is completed, any remaining balances should be transferred to the general student body fund, and the reserve account closed.
f. Once a reserve account is approved and established, it may not be used for any other purpose. If the original purpose becomes invalid, funds in the reserve account must be returned to the general student body fund.

3. **Clearing Accounts** – an account used for monies that are received and which are remitted promptly and in full to an appropriate payee, such as the District’s Consolidated Charitable Campaign. In addition, a clearing account can be used for collections of certain District monies which will be subsequently remitted to the District. These District collections are as follows:

a. Lost and damaged library books.
b. Lost and damaged textbooks.
c. Library fines for overdue books.
d. Broken or damaged District equipment.
   1. The requisition for replacement of such equipment shall be made on a “Replacement of Equipment” form, accompanied by a statement indicating the items lost or damaged, the amount collected for each and the date the monies were submitted to the Accounting & Disbursements Division.
   2. Replacement of such equipment should be charged against the collection and not against the school’s apportionment.
e. Damage to District buildings (i.e. broken windows, doors, walls, etc.)
f. Broken or damaged gym padlocks supplied by the District.
g. Sanitary supplies.
h. District supplies used for student body purposes or personal projects.
i. Personal telephone calls.
j. Swimming pool tickets and other similar activities

All the above collections should be deposited in a clearing account on the student body books with a credit to the appropriate District account. A student body check for the amount collected should be made payable to the “Los Angeles Unified School District” and remitted to the Accounting & Disbursements Division by December 31st and June 30th of each year.

**However, the proceeds from Item J should be remitted by check to the District on a monthly basis.**
Forms used for the collection of fines and deposits of District-owned books and equipment may be requisitioned from the standard District Supply Catalogue.

4. **Trust Accounts** – monies recorded in the student body books that are held for a special group or organization. These are class or club accounts, certain scholarship accounts, youth services funds, or contributions received from outside sources for welfare purposes.

   a. Funds in trust accounts **must not** be “borrowed” from one trust account to cover another account.
   b. Trust funds may only be used for the purpose for which they are held, and at the discretion of the club officers or donors.
   c. Trust fund balances should never be considered as part of the available cash of the general student body funds.
   d. Funds raised by leadership activities **should not** be held in a trust account, they are considered general student body funds.

The following are the types of trust accounts that may be established and specific guidelines and policies:

1. Scholarship Accounts – there are two types that can be established:
   a. “A” Scholarship Accounts
      i) An “A” scholarship account is one from which an allowance is provided to a student for the purpose of enabling him/her to remain in school.
      ii) It may be established by transfer of student body funds.
      iii) It may be established by gifts from individuals or groups within the active student body. All student trust organizations are recognized as groups within the active student body organization.
      iv) Money given to pupils from “A” scholarship accounts shall be considered a gift, but may be repaid at the will of the recipient.
      v) The interest earned by an “A” scholarship account must be credited to the general student body account and not to the scholarship account.
      vi) Scholarship accounts derived from student body sources shall not exceed $5.00 per ADA for the preceding year. The Student Body Finance Section shall adjust this amount periodically. Should the “A” account total exceed the maximum indicated, the excess must be transferred to the general student body fund.
b. “B” Scholarship Accounts
   i) A “B” scholarship account is one established to assist a student attend a school of higher learning or the school he/she is attending.
   ii) It may be established only from donations by individuals or groups, including clubs that are not active student body clubs.
   iii) Monies given to a student from “B” scholarship accounts are considered a gift, unless they were accepted by the student as a loan.
   iv) The interest earned by “B” scholarship accounts must be credited to the “B” scholarship account.

2. Youth Services Trust Funds consist of revenues from activities held after school and under the direction of personnel on the Youth Services payroll. These funds are subject to the same policies and procedures as student body funds to the extent feasible.

3. Clubs and Classes
   a. No class (class means “graduating class” not individual classes) or club account may be overdrawn.
   b. Any remaining balance in the account of a graduating class, after the class has had the opportunity to determine the disposition of the balance, shall be closed to the general student body account.
   c. All class accounts should be closed no later than one year after graduation.
   d. Any remaining balance in the account of a disbanded club, after the club has had the opportunity to determine the disposition of the balance, shall be closed to the general student body account.

4. Approved Parent Group
   a. The parent’s group share of proceeds from moneymaking events cannot be carried as a trust account.
   b. Proceeds of activities must be carried in a separate bank account in the name of the organization. The treasurer’s books and accounts shall be open to audit by a committee of members, one of whom shall be the principal.
   c. Upon dissolution of the group, all funds shall be transferred to the school’s general student body fund.
   d. However, if the group is dissolved to form a PTA, funds may either be transferred to the PTA or to the general student body fund. The Student Body Finance Section shall be
advised in writing of the date of dissolution and the disposition of funds.
e. More information on guidelines and the requirements of establishing approved parent groups can be found in the section of this publication title “Need Help?...Boosters, PTA’s, Approved Parent Groups”.

OFF-CAMPUS CLUBS, PTA, IMPREST FUNDS, STAFF/FACULTY ASSOCIATIONS, APPROVED PARENT GROUPS AND BOOSTER CLUBS CAN NOT HAVE THEIR MONIES CARRIED ON THE STUDENT BODY ACCOUNTING BOOKS

TYPES OF REQUIRED STUDENT BODY REPORTS

The Financial Manager is responsible for preparing the variety of financial reports that are listed in this section. In addition, the principal or the Student Body Finance Section may request special reports. Copies of all financial reports must be provided to the principal who may review them with the student body leadership or finance committee. Special year-end closing procedures can be found in the Year-End Closing bulletin issued by the Student Body Finance Section.

1. Monthly Reports
   a. Employee Master Payroll Detail (W-2)
   b. Receipts and Deposit Listing
   c. Cash Disbursements Report
   d. Monthly Transaction Report
   e. Trial Balance
   f. Balance Sheet (must be posted on the school bulletin board or other permanent place at the school)
   g. Bank Reconciliation (a copy must be provided to the principal)

2. Quarterly Financial Reports
   a. Balance Sheet
   b. Trial Balance (Final Trial Balance for June reports only)
   c. Consolidated Profit and Loss Statement
   d. Profit and Loss Statement by Department
   e. Profit and Loss Statement by Department Activity (send P&L statements of resale items as listed in your Preliminary Inventory Report)
   f. Ending Inventory Report (include detailed inventory reports of all resale items)
   g. Equity, Cash, Investment Summary Report
h. Journal Entry Report  
i. Post-closing Trial Balance (for June reports only)  
j. Bank Reconciliation  
k. Pre-Fiscal Year Backup (for June reports only)  
l. Remittances to the District for damaged property and lost or damaged textbooks must be made by December 31st and June 30th.

Reports listed in a-k must be completed and submitted to the Student Body Finance Section as of the close of December, March and June. The December and March reports are due no later than 15 calendar days after quarter’s closing date. The June report is due no later than the last E-basis assigned date (approximately mid-July). The Student Body Finance Section will notify schools of this date annually. If schools are delinquent in submitting their financial reports, the appropriate Local District Superintendent will be notified. Failure to submit required reports within the specified time period may result in disciplinary action.

3. Sales & Use Tax Reports –
   a. Must be prepared and submitted to the State or Federal agencies by the due date to avoid penalties and interest charges. Financial Managers could be held responsible for these charges.
      1. The student body is required to pay tax on the sale of all taxable articles.
      2. A Retail Seller’s Permit should be obtained from the State Board of Equalization if the school is selling taxable items. This permit is valid until revoked.
      3. The current sales tax rate must be used for the combined state and local taxes. To determine sales tax when sales tax is included in gross sales, multiply gross sales by the applicable percentage. The Student Body Finance Section will provide the applicable rate.
      4. Tax payments must be made on gross sales of all taxable items whether sold by the student body or vendor, even though the items may have been donated.
      5. Sales tax collected from all activities held on school grounds by the student body and/or approved parent group, should be carried on the student body books until remitted to the State Board of Equalization.
      6. When a student club or group sells T-shirts or sweatshirts imprinted with the school logo, the profit is non-taxable. The tax paid to the vendor is sufficient, provided that the sales are intermittent.
      7. Sales of yearbooks and/or newspaper are not subject to sales tax. However, yearbook and newspaper components, such as newspaper mattes, pictures, and engravings, are subject to tax.
4. Federal & State Employer Reports
   1. Quarterly and annual tax returns, including federal and state income tax, state employee training tax, FICA, SUI, SDI, W2’s and 1099’s must be prepared in conformance with state and federal laws. Additional information can be found in this publication in the section titled “Employee salaries and Other Related Issues”.

RETENTION AND DISPOSITION OF STUDENT BODY FINANCIAL REPORTS

1. All accounting records, such as cash receipts and disbursements records, journal entries, etc. must be retained permanently.
2. All other records are to be destroyed in accordance with bulletins issued each year regarding the disposition of student body records.
3. The financial manager should supervise the disposition in order to insure complete destruction.

FINANCIAL REPORTS SHOULD BE REVIEWED FOR ACCURACY AND REASONABLENESS. REASONS FOR SUBSTANTIAL FLUCTUATIONS FROM ONE STATEMENT PERIOD TO THE NEXT SHOULD BE DETERMINED AND DISCUSSED WITH THE PRINCIPAL. COMMENTS REGARDING THE FLUCTUATIONS SHOULD BE INCLUDED AT THE BOTTOM OF THE FINANCIAL REPORT.
The ASB is considered the “umbrella organization” under which student clubs and graduating classes (such as the Class of 20XX) can operate and generate revenues to enhance their specific activities. Just like an ASB, student clubs and graduating classes must follow certain policies and procedures prior to being formed and prior to sponsoring fundraisers.

Procedures for Student Clubs and Classes

1. Every school-sponsored club/class must have a constitution containing by-laws approved by the ASB leadership and school principal. The constitution must:
   a. Contain a statement that all members must be students who are presently enrolled in the school.
   b. Contain a statement that there is no affiliation with any non-school club, any political or religious organization, or with any organization which denies membership on the basis of race, color, creed, or political belief. (Board Rule 2262)

2. Minutes of club meetings must be recorded and approved by Club members.

3. Clubs/classes must be self-supporting through club/class fees and club/class fundraising activities. They cannot be subsidized by general student body funds.

4. Every school club/class must be sponsored by a member of the school faculty subject to approval by the principal.

5. The sponsor shall approve the time and place of all meetings and events.

6. The sponsor must attend all meetings, events and activities.

7. The sponsor is responsible for the annual budget of the club/class which must be submitted in accordance with the established rules approved by the principal.

8. The sponsor is responsible for the supervision of the collection of any funds from students or other personnel.
Club/Class Fundraising

Only after a school’s club/class has been properly established can fundraising activities occur. Clubs/classes must follow the guidelines on the “Fundraising & Income Generating Activities’ Checklist” found on page 3 of the Publication. Permitted and prohibited fundraising activities are the same as for the general student body. A detailed listing can be found under the section “Student Body Funds – Fundraisers…What Can and Can’t Be Done”.

In addition, clubs/classes can generate revenues through:
   a. Dues, assessments and donation from members.
   b. Income from entertainment, dances, parties, etc. attended by club/class members only.
   c. Sale of club or class sweaters, emblems, insignia, cards, announcements, photography, etc. to members of the club/class.
   d. Special off-campus sales that are limited to club members and their immediate family.

Revenues generated through these activities belong to the club/class. However, if the club/class fundraiser is an “on-campus” activity during school hours, then no more than 50% of the profits can be credited to the club/class trust account, (Board Rule 2528) and the remainder must be credited to the general student body account. If the club/class fundraiser was approved as an “off-campus” activity, but members openly carry merchandise during the instructional day, it will be assumed that members are selling “on-campus” and the profits must be divided equally between the club/class trust account and the general student body account.

Procedures for the Collection and Disbursement of Club/Class Monies

As indicated in “Procedures for Student Clubs and Classes”, the club/class sponsor is responsible for the collection of any monies. In order to safeguard assets and ensure proper accounting practices, the sponsor must follow the procedures listed below:

1. All monies collected for the club/class must be supported by approved collection forms.
2. All monies collected must be deposited with the student body finance office and acknowledged on a pre-numbered master receipt.
3. Personal checks cannot be substituted for cash collected.
4. Total collections that are $25 or more, along with the collection form must be turned in daily. Money not turned in to the student body finance office and acknowledged on a pre-numbered master receipt is not covered by insurance.
5. All collections must be turned in prior to any weekend or holiday, and on the last school day of the month.
6. Authorization for expenditures of funds must be approved by the class/club sponsor, member, or designated class/club officer and principal.
7. Requests for expenditures of funds must be submitted in advance, by the sponsor, to the financial manager by using a “Request for Check or School Purchase Order”.
8. Club expenses can only be paid by check.

**CLASSES/CLUBS MUST BE SELF-SUPPORTING AND CANNOT BE SUBSIDIZED BY THE GENERAL STUDENT BODY FUND. PROCEEDS FROM ON-CAMPUS FUNDRAISING ACTIVITIES MUST BE SHARED WITH THE GENERAL STUDENT BODY FUND.**

Special Notes for the California (Junior) Scholarship Federation (CSF) (CJSF) and Ephebian Societies.

1. Pins may be purchased from general student body funds. However, this policy is optional and is subject to the approval of the school principal.
2. Pins (for service) can be earned by providing tutoring or a similar activity to the general student body.
3. Insignia **cannot** be purchased using student body funds.
4. Membership dues can be paid by using general student body funds.

Special Notes for Shop, Art and Home Economic Type Classes

**Instructors** in classes who sell and order items that will later become the personal property of their students are responsible for the collection and safeguarding of any monies collected for materials, etc. As such, the following procedures and policies must be followed:

1. Receipts for monies collected must be issued and the following guidelines must be observed:
   a. If collections are $25 or less for each item, or if the item has the same sales price, a class receipt can be used. Students should sign the receipt and indicate the amount paid. Care should be taken to insure that the amount indicated is correct.
   b. If collections are greater than $25, an auxiliary receipt must be used. However, if the item has the same sales price, a class receipt may be used.
   c. If collections are made by the student body finance office, the financial manager will issue an auxiliary receipt.
2. Total collections that are $25 or more, along with the collection form must be turned in daily. Money not turned in to the student body finance office and acknowledged on a pre-numbered master receipt is not covered by insurance.
3. All collections must be turned in prior to any weekend or holiday, and on the last school day of the month.
4. Personal checks cannot be substituted for cash collected.
5. At least 50% of the estimated cost must be collected from the student prior to starting any major project.
6. The shop or class cannot operate at a loss.
7. An annual inventory of student-body owned material must be prepared.

Special Notes for Homeroom Classes

When homeroom teachers are required to collect money from student for various purposes, they are responsible for the collection and safeguarding of any monies collected. As such the following procedures and policies must be followed:

1. Receipts for monies collected must be issued and the following guidelines must be observed:
   a. If the amount is $25 or less or if all paid amounts are the same, a class receipt may be issued. Students should sign the receipt and indicate the amount paid. Care should be taken to insure that the amount indicated is correct.
   b. For all other collections, an auxiliary receipt should be issued by the teacher. The white copy is given to the student and the yellow copy remains in the book as a permanent record.
   c. All monies and receipts turned in to the student body finance office must be acknowledged on a master receipt, with the original receipt being given to the homeroom teacher.
   d. The master receipt will be cross-referenced by the financial manager to the class or auxiliary receipts.
2. Total collections that are $25 or more, along with the collection form must be turned in daily. Money not turned in to the student body finance office and acknowledged on a pre-numbered master receipt is not covered by insurance.
3. All collections must be turned in prior to any weekend or holiday, and on the last school day of the month.
4. Personal checks cannot be substituted for cash collected.
Gifts (donations) by individuals, groups, or organizations may be made to either the District for use at a specific school related to the instructional program, or to the student body for student activities. Gifts/donations to the school must be made according to the policies in Business Services Division, Bulletin No. C-66, titled “Donations”. Gifts to the student body must be made according to the following policies:

1. Cash Donations to the Student Body
   a. Requires authorization on Request for Authorization for Student Body Expenditures and Receipts Form (34-EHJ-8). However, cash donations may be received and held in the custody of the school’s student body pending authorization.
   b. Donation must be recorded on the student body books.
   c. The donation is subject to the same policies and procedures for expenditures as for the student body.
   d. Each donation must be separately identified for auditing purposes.
   e. A list of donors should be prepared annually. The list should include the amount of the donation and the intended purpose.

2. Donation/Gifts other than Cash
   a. Requires authorization on Request for Authorization for Student Body Expenditures and Receipts Form (34-EHJ-8). Items may be stored on the school site pending authorization.
   b. Equipment items also require a Request For Inspection and/or Installation of Student Body Equipment.
   c. Computer equipment must be functional.
   d. A Request for Authorization (Form EHJ-34-8) for donations of equipment which will require the services of the Business Services Division for approval, should be submitted prior to May 1 so that transactions may be completed before the school year ends.
   e. Donations/Gifts of intrinsic value, if not acceptable for student body use, may be traded or sold by the student body, provided that two or more bids are obtained. The sale is subject to sales tax and a Request for Authorization for Student Body Expenditures and Receipts (Form EHJ-34-8) must be completed. Advice on such sales can be obtained from the Student Body Finance Section.

3. Donations/Gifts to the Student Body from Classes or Clubs
   a. Donations/Gifts of money, materials, or equipment from classes/clubs requires authorization on a Request for Authorization for Student Body Expenditures and Receipts Form (EHJ-34-8), and the approval of the
student body council. A letter from the club/class authorizing the disbursement must be attached to Form EHJ-34-8.

b. Donations/Gifts identified as coming exclusively from a particular student group must be financed entirely by the group, including any installation and other incidental expenses.

c. Classes and clubs may contribute towards the funding of a project that is undertaken by several clubs, classes, or the student body.

Transfers of Student-Body Assets

There may be certain circumstances when student body-owned equipment and other non-cash items can be transferred to the District. Please be aware that secondary school student bodies cannot donate money to the District to purchase items for use in the instructional program. For non-cash donations/transfers to the District, the following procedures and polices must be followed:

1. Equipment still in use by the student body for the majority of the time may not be donated to the District.

2. Equipment may be offered to the District only after 51% of its estimated usable life from the date of acquisition (gift or purchase) has expired.

3. Authorization for the transfer of student body-owned equipment should be made on a Request for Authorization for Student Body Expenditures or Receipts Form (EHJ-34-8).

4. When the transfer is completed, the item should be deleted from the student body inventory and re-marked to indicate ownership by the Los Angeles Unified School District.

5. When the transfer is completed, the District may move the equipment to any location.

6. When the transfer is completed, a claim for its replacement cannot be made to the student body self-insurance fund.

7. The District assumes no obligation for replacement of the equipment.

8. In case of loss, replacement of the now District-owned equipment is dependent upon availability of equipment replacement funds.

9. Student body funds cannot be used to maintain or repair equipment that has been transferred to the District.

Sale or Trade of Student Body Assets

The sale or trade of student body obsolete equipment may be made under the following conditions:

1. A Request for Authorization for Student Body Expenditures or Receipts Form (EHJ-34-8) must be completed.
2. No District equipment can be sold or traded in lieu of student body-owned equipment.
3. Obsolete equipment may be discarded at the discretion of the principal.
4. Obsolete equipment that is disposed of must be removed from the student body inventory list.
5. When selling equipment, it is recommended that at least two bids are received in order to assure the best return to the student body. The amount of the sale must be recorded on the Request for Authorization (Form EHJ-34-8) and sales tax must be paid.
6. When trading equipment, the description of the transaction including the trade allowance must be shown on the Request for Authorization (Form EHJ-34-8).
7. Transactions with District employees may be made under the following conditions:
   a. The purchase, sale, exchange, or repair of equipment from, to, or by District employees or members of their families is discouraged and should be entered into only after thorough and documented investigation and appraisal by acknowledged competent neutral parties.
   b. These transactions must be authorized on a Request for Authorization (EHJ-34-8) form.

DIVISION OF ASSETS

When there is a transfer of students due to the opening or closing of a school, the following policy is to be implemented regarding the division of student body assets:

1. A computation will be made by the Student Body Finance Section to determine each student’s share of ownership in the surplus and reserves in their school of origin.
2. The amount transferred to the receiving school will be equal to the total share of ownership that the students being transferred have in their school origin.
3. When there is a transfer of students due to a grade level reconfiguration, there will be no division of assets.
4. Division of student body equipment shall be mutually acceptable to the principals involved. Disagreements and final approval shall be resolved by the appropriate Local District Superintendent(s) and the Student Body Finance Section.

ANY DONATIONS, GIFTS, TRANSFER OF ASSETS, ETC., TO OR FROM THE STUDENT BODY MUST BE APPROVED BY THE STUDENT GOVERNMENT AND HAVE RECEIVED APPROVAL BY A “REQUEST FOR AUTHORIZATION FOR STUDENT BODY EXPENDITURES OR RECEIPTS” FORM (EHJ-34-8)
Student Body Funds –
Employee Salaries and Other Related Issues

Student Body funds can be used to pay for certain individuals that are providing a service to the student body. However, in all instances, approval must be obtain from the Student Body Finance Section by submitting a Request for Authorization (Form 34-EHJ-8) prior to hiring or contracting with any individual.

Policies and Guidelines Regarding Non-District Personnel

1. An ASB may hire student or adult employees to perform work related to the conducting of student body activities, and to assist the financial manager.

2. Salary rates and hours employed must be provided to the Student Body Finance Section for approval. In no case can the salary of an adult assistant be equal to or exceed that of a Financial Manager.

3. Salary rates paid to students must meet the minimum wage law if the work location is other than the school of attendance.

4. Withholding and other tax regulations must be followed with respect to all salaries or wages paid to adult and student employees. (Please refer to subsequent section titled “Taxes”.)

5. Work permits are required for all employees under the age of 18. This includes students under the age of 18 who are assigned to operate and care for student body-owned equipment when it is rented to outside organizations and rental charges are made by the student body. However, students receiving only meals for working do not need a work permit.

6. More detailed information on employing students can be found in “California Child Labor Laws”, published by the State of California, Department of Industrial Relations, Division of Labor Standards Enforcement. This document is available at www.dir.ca.gov/DLSE/dlse.html, and then clicking on “Publications”.

7. Employment of adults requires authorization on Form 34-EHJ-8.

8. All adult student body employees must be fingerprinted and tested for tuberculosis before authorization can be given to begin work.

9. Adult student body employees who are regularly assigned and work more than 20 hours or more per week, can purchase health insurance by working through the Auxiliary Services Section of the School Fiscal Services Division. The District shall not contribute toward the payment of premiums, and all such
contributions shall be made by the ASB and/or the student body employee. The determination of the premium paid by the ASB shall be made by the school site principal, financial manager, and the school’s student body finance committee, but is subject to the approval of the Student Body Finance Section of the School Fiscal Services Division. If applicable, the employee will assume the remaining costs of the premium.

10. Student body employees may not be directly supervised by any person who is a relative. Definition of a relative can be found in Personnel Commission Rule 720. Personnel Commission Rules can be accessed on-line at www.lausd.net by selecting “Offices” and then “Personnel Commission”.

Policies and Guidelines Regarding Certificated Personnel

1. Certificated Personnel may be paid from student body funds in the following circumstances:

   a. For individuals on the Master Salary Schedule, payment using student body funds may be made if the individual is performing duties not related to the individual’s assignment or the individual’s assigned school. For example, if an administrator serves as a referee in a post-season game where his/her school is not involved, then he/she may receive payment from student body funds.

   b. For individuals on the Preparation Salary Schedule, payment using student body funds may be made if the individual does not have an activity or coordinating differential. If the individual receives a differential but the differential is not related to the duties performed for the student body, then payment may be made using student body funds. For example, 1.) a teacher who does not receive a differential may receive payment for supervision of students at a football game, 2.) a teacher who receives a differential for coordinating the school’s annual musical production may receive payment for supervision of students at a football game.

   c. Extra-curricular assignments for student body shop use may be made if: 1.) authorization is received by submitting Form 34-EHJ-8, 2.) the hours paid are outside the normal workday hours, 2.) the individual is not receiving a differential related to the extra-curricular activity, 3.) the payment does not exceed the amount which may be earned in a supplemental assignment (see Personnel Guide A29, Assignments – Multiple). 4.) payment must be supported by a time sheet, 5.) extra-
curricular assignments between June 30 and September 1 are not recommended and require special authorization on Form 34-EHJ-8.

d. The individual responsible for organizing and directing each annual invitational basketball tournament held during the winter break may receive an appropriate payment from the basketball tournament fund, even though the individual may receive a differential.

e. In many schools, the athletic director, who receives a differential, performs the duties of the stadium manager. If the school wishes to hire an additional individual to serve as stadium manager, the individual can receive payment from student body funds as long as no differential is received.

f. In some schools, the drama teacher, who receives a differential, performs the duties of both director and choreographer. If the school wishes to hire an additional individual to serve as choreographer the individual can receive payment as long as no differential is received.

WITHHOLDING AND OTHER TAX REGULATIONS MUST BE FOLLOWED WITH RESPECT TO ALL SALARIES OR WAGES PAID. (PLEASE REFER TO SUBSEQUENT SECTION TITLED “TAXES”.)

2. Certificated Personnel may not be paid from student body funds in the following circumstances:

a. For individuals on the Master Salary Schedule, payment using student body funds may not be made if the individual is performing duties related to the individual’s assignment or the individual's assigned school. For example, administrators can not receive payment from student body funds for supervision of any school-sponsored activity related to the school to which they are assigned.

b. For individuals on the Preparation Salary Schedule, payment using student body funds may not be made if the individual has an activity or coordinating differential related to the services they were providing. For example, 1.) a teacher who receives a differential as the Student Government Advisor may not receive payment for work performed on the Student Body Handbook, 2.) a teacher who receives a differential for training the school’s drill team may not receive payment for supervision at football games, 3.) a band director may not receive payment from student body funds for supervision of the band during non-school time if the band director receives a coordinating differential.
Taxes on Student Body Payments

1. Withholding Taxes
   a. Withholding tax regulations must be followed with respect to all salaries and wages. A W-2 Form is issued annually by the financial manager, to all student body employees who have received student body payments.
   b. Employer’s Tax Guide (Circular E) should be obtained from the Internal Revenue Service for instructions relating to withholding, deposit, payment, and reporting of federal taxes. (The website for the IRS is www.irs.gov)
   c. Employers Tax Guide, which can be obtained from the California Department of Benefit Payments, contains instructions relating to withholding, deposit, payment, and reporting of state withholding taxes. (The website for the Employment Development Department is www.edd.ca.gov)

2. F.I.C.A. (Social Security)
   a. F.I.C.A. regulations must be followed with respect to all salaries and wages.
   b. A report is required quarterly on Form 941. See the Employer’s Tax Guide (Circular E) for instructions.

3. Medicare
   a. F.I.C.A. regulations must be followed with respect to all salaries and wages.
   b. A report is required quarterly on Form 941. See the Employer’s Tax Guide (Circular E) for instructions.

   Please Note: In some instances, monthly deposit is required if the combined F.I.C.A., Medicare, including the student body’s share plus any federal withholding tax exceeds a specified amount.

4. SUI/SDI, State Employee Training Tax
   a. Student body associations are subject to state unemployment, state disability insurance, and state employee training tax on all employee earning in a quarter. The only exception are students that are employed by their own school’s student body association.
   b. SUI/State Employee Training Tax is the portion paid by the student body (employer) and is computed on a quarterly report at the rate prescribed by the California Employment Development Department (EDD).
   c. SDI is the portion paid by the employee. A percentage is deducted from wages of employees. The rate is prescribed by the California Employment Development Department (EDD).
Policies and Guidelines for Officials at Athletic Events

1. Officials and doctors are independent contractors and are not subject to withholding taxes or employment taxes. W-9’s must be obtained and kept on file for each independent contractor prior to disbursing checks.

2. Payment should be made by check to the individual officials and doctor.

3. If a last minute substitution of an official is made, issues listed in item 1 must still be followed and payments must be mailed to the official.

Policies and Guidelines for Independent Contractors

1. Independent contractors are those businesses or individuals who perform certain work for the student body on a contract basis. They are not employees of the student body. Examples would be a D.J. or a band for a student body dance.

2. Payments to an independent contractor, who performs work normally performed by a certificated sponsor, cannot exceed the differential that would have been paid to the sponsor.

3. Independent contractors are responsible for their own payroll taxes. As such, no payroll taxes should be withheld from a payment to an independent contractor.

4. A 1099 (Miscellaneous Income) Form must be issued to the independent contractor on an annual basis and filed with the State of California.
Most secondary schools will contract with a publication company and/or photographer to provide services to the ASB. This section describes the policies and procedures, as well as the responsibilities of involved parties to ensure that these activities are performed and completed in an acceptable manner. A sample Yearbook contract and a sample Yearbook Ad contract are provided at the end of this section.

GENERAL POLICIES AND GUIDELINES FOR YEARBOOKS

1. Each ASB shall solicit competitive written bids from at least three publishers and shall not obligate themselves for a period exceeding one year. A sample contract is provided at the end of the appendix of this publication.

2. The principal/desiginee, yearbook advisor, financial manager, photographer and publisher should meet sometime during the prior year to discuss procedures, contractual agreements, individual responsibilities, and other phases of the yearbook production.

3. The financial manager should be consulted with regard to the financial aspects or problems of prior yearbooks, especially as it relates to sales and advertising.

4. The price, size, number of pages (color vs black and white), number of yearbooks, etc., should be agreed upon by the principal, yearbook advisor, financial manager and publisher prior to signing the yearbook contract. Co-signers of the contract should include the principal, yearbook advisor, financial manager, and publisher.

5. The size of the yearbook should be determined by reviewing projected income from sales and advertising versus the budget. Responsible individuals should be aware that added pages and the volume of yearbook sales will affect the cost of producing yearbooks. Schools that wish to increase the size of their yearbooks must realize that additional advertising may be needed to cover the additional costs.

6. Advertising in the yearbook is optional, but any advertisers should prepay or be required to sign a binding contract for payment of the ad. Copies of any agreement should always be provided to the financial manager. A sample advertising contract can be found in the appendix of this publication.

7. The yearbook should be priced as low as possible so it is within reach of a majority of the students at the school. The sales price of the yearbook may be discounted as part of the purchase incentive of an activity card, or price discounts can be offered as part of an “early sales” promotion.

8. Yearbook sales may be scheduled throughout the year at the discretion of the principal.

9. Performance bonds may be required to cover any deficiencies of publishers, or a penalty clause may be put into the contract that would protect the student body in the event that the agreement is not followed.
10. To avoid penalties, contract should include the publisher’s responsibilities to inform the principal and advisor when deadlines are in danger of not being met. The contract should also include a written schedule so that each person concerned with the publication will clearly understand their individual responsibilities and deadlines.

11. In the event that yearbooks remain unsold, the general student body and not the classes, is responsible for bearing the loss.

12. Unsold yearbooks should be retained as follows: 0-5 years old – retain all unsold copies; 5 years and older – minimum 10 yearbook copies.

PRINCIPAL’S RESPONSIBILITIES WITH REGARD TO THE YEARBOOK

The school principal is ultimately responsible for all the activities involved in the production of a yearbook. However, the school principal should arrange for an early meeting with the yearbook advisor, financial manager, photographer, and publisher to agree on all phases of yearbook production. In addition, the principal is responsible for monitoring and checking periodically to verify that all production deadlines are being met.

FINANCIAL MANAGER’S RESPONSIBILITIES WITH REGARD TO THE YEARBOOK

The financial manager is responsible for:

1. Meeting with the principal and yearbook advisor to establish lines of responsibility with regard to all phases of production and distribution.
2. Signing all agreements, especially the publishing contract, to insure that details on quantity and basis cost, cost of alterations, color processing, delivery, payment dates, etc. are included.
3. Issuing purchase orders to bind agreements.
4. Advising yearbook staff on budgetary items and computations of selling price.
5. Insuring adequate advance publicity with regard to sales periods.
6. Selling yearbooks and submitting periodic sales reports to the principal and yearbook advisor.
7. Providing updated lists of paid and unpaid advertisers to the principal and yearbook advisor.
8. Disbursing funds only after the terms of the agreement have been satisfied.
9. Formulating methods of distribution with emphasis on strict accountability of books issued and/or sold. (Use of a picture ID for purchase and pick-up is highly recommended.)
10. Establishing a firm policy with regard to dealing with the problem of lost yearbook sales receipts.
YEARBOOK ADVISOR’S RESPONSIBILITIES WITH REGARD TO THE YEARBOOK

It is the responsibility of the yearbook advisor to:

1. Screen and select staff. (Current regulations regarding participation in extra-curricular activities must be followed.)
2. Develop a budget, master calendar, publishing deadlines, and schedule of school activities and adhere to them.
3. Keep the principal informed on information such as printer delays, delinquent payments, over-extending the budget, increases beyond page quota, or any other factors that affect the general yearbook program.
4. Make periodic evaluation of work accomplished and make adjustments whenever necessary.

PUBLISHER’S RESPONSIBILITIES WITH REGARD TO THE YEARBOOK

The publisher is responsible for:

1. Stating in the contact, in plain language, all of the items to be included in the yearbook publication. If any extra charges are to be made, they should be carefully and clearly outlined.
2. Accepting an agreement as being valid only when accompanied by a properly signed purchase order from the financial manager.
3. Attending a meeting early in the Fall with the principal, yearbook advisor, financial manager, and photographer to preplan the details of the publication and its delivery.
4. Establishing picture, copy, materials deadlines, and delivery dates.
5. Using a system of communication so that school site administrators may be kept informed of all approaching deadlines, delinquencies, receipt of materials, and other pertinent data. Publishers should keep the principal aware of any missed deadlines by written communication. Copies of all communications shall be sent to the yearbook advisor and the financial manager.

PHOTOGRAPHER’S RESPONSIBILITIES WITH REGARD TO THE YEARBOOK

It is the responsibility of the photographer to:

1. Have a clear understanding of his/her responsibility in agreeing to produce individual senior portraits, faculty portraits, group and activity pictures usually required in the publication of the yearbook.
2. Have the photographic agreements between the school and the photographer signed by the principal and financial manager in May or June for the following year.
3. Attend a meeting in the prior school year with the principal, yearbook advisor, financial manager, and yearbook publisher to preplan the details of the publication and its delivery.

4. Set dates for the taking of the senior portraits during the summer so that senior glossy prints can be sent to the publisher in time to meet yearbook deadlines. As soon as the dates for taking the portraits are determined, the photographer should give the yearbook advisor an approximate date when the finished glossy prints for the yearbook can be delivered.

5. Take group and activity pictures far enough in advance to allow enough time to deliver the proofs to the yearbook staff so they can prepare the pictures and send to the publisher.

ALL MONETARY COLLECTIONS FROM STUDENTS MUST BE DEPOSITED WITH THE FINANCIAL MANAGER AT THE SCHOOL’S STUDENT STORE.

NEITHER STUDENTS NOR THE STUDENT BODY CAN BE CHARGED FOR AN INITIAL STUDENT I.D. PICTURE
SAMPLE YEARBOOK AGREEMENT

This agreement, enter into this ____ day of ________________, 20____, by ____________________________________ School Student Body hereinafter referred to as “Student Body” and ___________________________________________ hereinafter referred to as “Publisher,” in consideration of mutual promises herein contained, do hereby:

THE PUBLISHER AGREES:

1. That this contract is for the 20_____ yearbook only;
2. That ownership of all material used in the production and/or reproduction and the finished yearbook belongs to Student Body;
3. To obtain a performance bond in the amount of ___________, and to produce proof of the bond, to cover any deficiencies on the part of Publisher;
4. To notify the Principal and yearbook advisor of __________________ School when deadlines are in danger of not being met;
5. To indemnify and hold harmless the Los Angeles Unified School District, Student Body, its staff, agents, and volunteers for any losses, claims or injuries arising from the production, handling, and/or delivery of the yearbooks;
6. To remit to the State Board of Equalization any applicable sales taxes pertaining to this contract under California Seller’s Permit (Sales and Use Tax) No. _____;
7. To be responsible for any loss which may occur in undelivered orders;
8. To return to the school all materials provided for the publication, production and/or duplication

THE STUDENT BODY AGREES:

1. To provide Publisher with content materials for the yearbook;
2. To accept no advertising that is detrimental to the Publisher;
3. To maintain accurate accounting and receipts of all yearbook purchases;

BOTH PARTIES AGREE:

1. To comply with student body fund requirements;
2. To adhere to the agreed-upon deadlines and specifications for the yearbook, including the price, size, number of pages, number of color pages, number of yearbooks, and any other specifications agreed to in Exhibit A, which is incorporated by reference into this Agreement;
3. To regularly communicate and meet when necessary, as determined by the Student Body, to meet all deadlines for publication;
4. To ensure that no commissions or other expenditures will be contingent on the number of yearbooks ordered;
5. To insure that individual students who purchase yearbooks shall not be charged to cover the costs of the services provided by the Publisher other than those costs directly related to the publication of the yearbook.

Accepted by:

________________________________________  ______________________________________
Print Name of Principal   Print Name of Publisher

________________________________________  ______________________________________
Signature of Principal    Signature of Publisher’s Authorized Representative

_____________    ____________
Date       Date

Student Body Policies & Procedures
Secondary Schools
May 2005 (Revision January 2009)
SAMPLE YEARBOOK AD CONTRACT

Los Angeles Unified School District
Sunset High School
333 S. Beaudry Ave.
Los Angeles, California 90017
Telephone (213) 241-7000

Roy Romer
Superintendent of Schools
John Smith
Principal

THE TROJAN

Name of Firm (please print) _____________________________________________________

Address ____________________________________________________________________

City ____________________________________ Telephone __________________________

AD PRICES 1/2 page - $100.00, 1/4 page - $65.00, 1/8 page - $45.00, 1/16 page - $30.00

With the purchase of a ½ page or larger ad, an ad-photograph will be taken free.
With purchase of a 1 page ad, you will receive a free copy of the yearbook.

I HEREBY AGREE TO PLACE A __________ PAGE ADVERTISEMENT IN THE (year) SUNSET HIGH SCHOOL TROJAN. I AM AWARE THAT THIS ADVERTISEMENT WILL COST $ ___________ AND MUST BE PAID IN FULL BY ______________. I KNOW THAT, BECAUSE THE YEARBOOK WILL NOT BE COMPLETED UNTIL JUNE, __________ (year), I WILL NOT BE ABLE TO SEE MY AD PRIOR TO PAYMENT.

___________________________________  ________________________________
Date       Signature of Merchant

___________________________________
Business Name

___________________________________
Telephone Number

DEPOSIT PAID $ _________________________ BALANCE DUE $ _________________________

Description of ad: _____________________________________________________________

__________________________________________________________________________

FOR STAFF USE ONLY

Faculty Advisor ___________________________ Student Solicitor ________________________

Deposit ____________________ Balance ____________________ Paid in Full ____________________
Art work needed ____________________ Photograph needed ____________________ Date ____________________
Page number in book __________ Invoice sent ____________________ Number ____________________
The ASB may use photography as a revenue-producing activity at the discretion of the principal, and in accordance with accepted procedures as outlined by the Student Body Finance Section. These guidelines are listed below and a sample photography contract is provided at the end of this section.

1. Schools will make their own arrangements with a photographer for their senior portraits, I.D. pictures, senior prom, activity pictures, etc. Neither students nor the student body can be charged for initial I.D. cards, student picture books, teacher/staff pictures.

2. The principal and the financial manager shall request competitive written bids from at least three photographers. Evidence that at least three bids were solicited must be kept on file at the student store for audit purposes.

3. Photography contracts may not extend beyond one year. The contract must include the photographer’s California Seller’s Permit Number and a statement that the photographer agrees to pay all sales tax related to the photographic sales agreement.

4. Mobile photography units can be used by a school photographer on school grounds. However, in addition to the regular contract, the following procedures should be followed:
   a. While moving equipment onto school grounds, extreme care should be taken to see that no students are in the path of the equipment.
   b. Entrance steps to the mobile unit should be properly protected.
   c. The contract with the student body to take pictures should include a “hold harmless” clause in favor of the student body and the District. The student body, the District, or the school site administrators should assume no responsibility for equipment or its use while on school grounds.
   d. The mobile unit should carry $100,000 to $300,000 liability insurance as recommended by the Office of Risk Management & Insurance Services.
   e. Any wiring that is needed for the operation of the mobile unit which is attached to the school premises must be inspected by the Facilities Services Branch. The purpose of the inspection is to determine the load on school facilities and the adequacy of connections between the school and the mobile unit according to District rules and regulations.

5. A list of student names and addresses compiled from District records may not be released to the photographer.

6. All monetary collections on school grounds for photography shall be deposited with the financial manager in the school’s student store.

7. No discounts or other gratuities may be given by the photographer to individual students, teachers, administrators, or other school personnel. This does not apply to the commission or sitting fee designated in an approved contract.
Evidence of individual discounts, gratuities, or gifts will be considered sufficient for disqualifying a photographer from further participation in the LAUSD’s photography program.

ALL MONETARY COLLECTIONS FROM STUDENTS MUST BE DEPOSITED WITH THE FINANCIAL MANAGER AT THE SCHOOL’S STUDENT STORE.

RESPONSIBILITIES OF THE PHOTOGRAPHER FOR PROJECTS NOT RELATED TO THE YEARBOOK AND SENIOR PORTRAITS

The responsibilities of the photographer under a separate agreement for senior prom and other pictures not related to the yearbook, are listed below.

The photographer must:

1. Have a clear understanding of his/her responsibility in agreeing to produce required pictures.
2. Have the photographic agreements signed by both the principal and the financial manager.
3. Provide, as soon as the date for taking pictures is determined, the date when the finished pictures will be delivered.
4. Provide all personnel necessary for the sale, production, and delivery of all photographs, and to keep accurate records of receipts.
5. Show samples and submit, prior to the sitting, special school price lists to each individual. No high pressure sales methods may be used to obtain orders.
6. Notify each individual purchasing photographs exactly when and where the photographs will be delivered to the school.
7. Guarantee all work and service unconditionally to each individual purchasing photographs.
8. Be responsible for any loss which may occur in undelivered orders.
9. Furnish to the school, and to each individual purchasing photographs, duplicate copies of individual receipts for monies collected.
10. Be responsible for the collection and remittance of sales tax to the State Board of Equalization related to the sales of photography.

RESPONSIBILITIES OF THE PHOTOGRAPHER FOR SENIOR PORTRAITS AND YEARBOOK

Please refer to the Publication’s previous section on Yearbooks.
SAMPLE PHOTOGRAPHY AGREEMENT

This agreement, entered into this _____ day of ____________, 20___ by ______________________________ School Student Body hereinafter referred to as “Student Body” and ______________________________________________, hereinafter referred to as the “Photographer”: in consideration of mutual promises herein contained, do hereby:

THE PHOTOGRAPHER AGREES:

1. To make an individual sitting of each senior for the yearbook, submit 4 or more proofs size 3 ½” x 5” and to deliver to the yearbook staff one retouched glossy print from the proof selected by the senior, for the sum of $_______ plus sales tax. This amount shall be paid by each individual senior to the photographer at the time of the sitting. When individual portraits are ordered by the senior at the time of the sitting, proofs shall be taken, some in coat or dress, and some in cap and gown, at no added cost,*

2. To guarantee uniform head size and background;

3. To provide all personnel necessary for the sale, production, and delivery of all photographs, and to keep accurate records of the receipts;

4. To show samples and submit special school price lists to each individual senior, prior to the sitting, but to use no pressure sales methods to obtain orders;

5. To notify each individual purchasing photographs, exactly when and where the photographs will be delivered at the school. This date will be mutually agreed upon;

6. To mail all proofs to all individual seniors, directly to their homes;

7. To guarantee unconditionally all work and service to each individual senior, as well as to the school;

8. To be responsible for any loss which may occur in undelivered orders;

9. To make _______group and activity photographs at specified times, mutually Agreed upon, and to supply to the yearbook adviser one glossy print of each, according to size specifications.

10. To furnish to the school and to the seniors duplicate copies of individual receipts for monies collected from seniors;

11. To collect and remit to the State Board of Equalization, under California Seller’s Permit (Sales and Use Tax) No. ___________________, all sales tax due on all photographs sold.

THE STUDENT BODY AGREES:

1. To give the photographer reasonable notice as to when his services will be required;

2. To accept no advertising that is detrimental to the photographer;

3. To notify the parents of the name of the official senior portrait photographer for the coming year.

BOTH PARTIES AGREE:

1. To comply with student body fund requirements;

2. To ensure that no commissions or other expenditures will be contingent on the number of individual packets purchased;

3. To ensure that individual students who purchase photo packets shall not be charged to cover the costs of services provided by the photographer, including but not limited to student or staff identification cards.

Accepted by ____________________________________________   Date ______________________
Principal

Photographer ____________________________________________   Date ______________________
Photographer

* Usually 8 or more proofs are taken.

c: Financial Manager/Yearbook Advisor
Need Help?…Boosters, PTA’s, Approved Parent Groups

In addition to raising funds through your school’s Associated Student Body (ASB), there are other types of groups that can raise funds for your school. In many cases, the funds that are raised by these organizations have more flexibility, in terms of expending them, than those generated by the ASB. This section describes those groups and provides guidelines for their operations.

Parent-Teacher Associations and Approved Parent Groups

PTA’s and approved parent groups (PTO’s) are organizations that are separate legal entities from the District. Prior to any involvement with one of these organizations, the school administrator should ensure that the organization has provided the school with appropriate documentation showing their independent legal status, i.e. nonprofit or 501 (c) (3) status. A copy of the bylaws is not sufficient documentation. In addition, these organizations are required to have sufficient liability insurance to operate their organization and meet the District’s minimum insurance requirements. Each group should contact the Office of Risk Management & Insurance Services (ORMIS) for current insurance requirements. ORMIS suggests that PTA’s and PTO’s contact a commercial insurance agent to discuss securing liability insurance for their organization. Other possible resources can be found at www.ptoinsurance.com and www.ptotoday.com.

For “Special Events”, the District has an underwriting facility that allows for the purchase of a reasonably priced special events liability policy to cover the specific event. PTA’s and Approved Parent Groups (PTO’s) should contact the Office of Risk Management & Insurance Services at (213) 241-3987 for further information.

The PTA is an auxiliary organization to public schools. It is made up of parents, teachers, and community people who all work together for the best interest of the children. PTA’s are established in accordance with State regulations. A PTA may make a monetary or an approved non-monetary gift to the ASB. Gifts require the submission of a “Request for Authorization for Student Body Expenditures and Receipts” (Form 34-EHJ-8) to the Student Body Finance Section, as well as to the PTA District Office at least 30 days prior to an expenditure of funds.

An Approved Parent Group is an organized group of people, other than the PTA, that must conform to the regulations (described above) prescribed by the District. The objectives and purpose of the Approved Parent Group must relate to the health and welfare needs of public school children. An Approved Parent Group may make a monetary or an approved non-monetary gift to the ASB. Gifts require the submission of a “Request for Authorization for Student Body Expenditures and Receipts” (Form 34-EHJ-8) to the Student Body Finance Section.
Both of these groups can have “cooperative activities” with the Associated Student Body. A cooperative activity is one in which the students participate with either the PTA or the Approved Parent Group in a fund-raising activity through planning, conducting and/or sharing of proceeds. Approval for the cooperative fund-raising activity must be obtained in advance using Form 34-EHJ-8, and the roles and responsibilities of the parent group and student body must be clarified prior to any joint activity. However, while both groups are allowed to engage in cooperative activities, a school can only have either a PTA or an Approved Parent Group – NOT BOTH.

Proceeds from a public appeal fundraising activity may be credited to the student body or the PTA/approved parent group, or shared between the student body and the PTA/approved parent group. This distribution of proceeds should be stated on Form 34-EHJ-8 prior to the fundraiser being held. Proceeds may not be credited to a student body club or to a booster club.

Funds raised through a cooperative activity with an approved parent group must initially be carried on the student body books. However, after all expenses are paid, and the profits of the fundraiser determined, a student body check must be sent to the approved parent group (PTO) for its share of the profit. The student body share of funds raised through a cooperative activity with an approved parent group must remain on the student body books.

Due to this change in past policy, there may be funds belonging to an approved parent group (PTO) that are currently carried on the student body books. These funds must be either closed out to the student body surplus or deposited in the organization’s own bank account, based upon the mutual agreement between the school principal and the approved parent group members. If the parties involved cannot reach a satisfactory agreement, the final decision is made by the principal. If the approved parent group’s (PTO) members do not want to set up a separate legal entity, they have the option of joining the PTA or volunteering to assist with fundraisers on behalf of the student body.

As always, contributions and participation by students and employees in a fundraising activity must be entirely voluntary.

The PTA or approved parent group, as separate legal entities, must review and approve any student body fund-raising activity separate from the student body review and approval process.

Procedures for Forming An Approved Parent Group

The following procedures must be followed when forming an Approved Parent Group (referenced forms can be obtained from the Student Body Finance Section):

1. An “Application to Form A Parent Group”, along with the constitution and bylaws, and proof of independent legal status, must be approved by the principal,
reviewed by the Student Body Finance Section, and forwarded for approval to the appropriate Local District Superintendent or Division of Special Education.

2. A “Certificate of Insurance” for the parent group, including a ten-day cancellation notice is required. This Certificate must be sent to the Student Body Finance Section.

3. An Approved Parent Group must abide by the following guidelines:
   a. The group shall be non-partisan and non-sectarian in membership and purpose.
   b. Membership in the group must be open to all parents who have children in the school, to school staff, and school site administrators.
   c. Any membership fee must be a reasonable amount.
   d. The officers of the group must be elected annually by popular vote.
   e. The principal of the school shall be a member of the group’s Executive Committee.
   f. Robert’s Rules of Order or a similar code shall govern the procedures of the group. Minutes of the meeting must be kept and read for approval at succeeding meetings. Action taken by the Executive Committee shall be reported to the membership at large.
   g. All Regular, Executive Committee, or Committee meetings which involve the participation of any school personnel shall be held at the school. The principal must approve any exceptions.
   h. The principal shall approve speakers and entertainers who are invited to appear before the Approved Parent Group and/or students.

4. New schools are required to observe a six-month waiting period prior to the formal organization of an Approved Parent Group.

5. Approved Parent Groups shall be subject to standards and procedures with regard to finance as are stipulated by the Student Body Finance Section.

A SCHOOL CAN HAVE AN APPROVED PARENT GROUP OR A PTA, BUT NOT BOTH.

BOOSTER CLUBS

 Booster Clubs and other non-school organizations/groups, other than the PTA and Approved Parent Group, are considered to be separate entities. Booster Clubs can raise funds for a school, but unlike a PTA or an Approved Parent Group, they cannot conduct joint fundraising activities with the student body. Booster Clubs should not be conducting fundraising activities on campus during school hours.

Booster Clubs must follow the guidelines listed below:

   1. Booster Clubs must be properly organized under the laws of the state, county, and city. They must raise funds independently of the ASB, just as a Kiwanis
Club, Lions Club, Chamber of Commerce or other professional organization raises funds.

2. Booster Clubs are separate legal entities from the District. Prior to any involvement with a Booster Club, the school administrator should ensure that the organization has provided the school with appropriate documentation showing its independent legal status.

3. A Booster Club is required to have sufficient liability insurance to operate its organization and meet the District’s minimum insurance requirements. The Office of Risk Management & Insurance Services (ORMIS) can be contacted at (213) 241-3987 for current insurance requirements. ORMIS suggests that a Booster Club contact a commercial insurance agent to discuss securing liability insurance for their organization.

4. Booster Clubs wishing to use District facilities need a Civic Center permit under provisions of Board Rule 1301-02. Any services of classified staff must be paid for by the Booster Club. For “Special Events”, the District has an underwriting facility that allows for the purchase of a reasonably priced special events liability policy to cover the specific event. Boosters Clubs should contact the Office of Risk Management & Insurance Services at (213) 241-3987.

5. Students or staff assisting with a Booster Club activity shall not interfere with the instructional program.

6. The providing of information, or advertising of activities, or the selling of Booster Club products shall not interfere with student body fundraising activities or other student body activities and shall not take place on school grounds during the school day.

7. Booster Clubs that wish to donate monetary and non-monetary items to the student body must do so by submitting a “Request for Authorization for Student Body Expenditures and Receipts” (Form 34-EHJ-8) to the Student Body Finance Section.

8. No booster club may sell refreshments to the general student body at school events and retain the profits, except on a concession basis with a commission paid to the student body. This commission must be approved in advance by the student body.

BOOSTER CLUB FUNDS MAY NOT BE KEPT ON THE STUDENT BODY BOOKS OR PROCESSED THROUGH THE STUDENT BODY FINANCE OFFICE (STUDENT STORE).

FOUNDATIONS

All funds received from foundation require Board of Education approval before acceptance. A “Request for Authorization for Student body Expenditures and Receipts” (Form 34-EHJ-8) must be submitted to the Student Body Finance Section prior to acceptance as well. Expenditures may only be made from these funds in accordance with the agreement with the donor and the District administrator in charge of the fund, and in accordance with procedures governing the expenditure of student body funds.
Student Body Funds –
Special Notes for Principals

The principal is the trustee of the student body funds and is responsible for ensuring that all student body activities are in accordance with California State Education Codes, Board Rules, and District policies. This section summarizes certain responsibilities of the principal but is not all-inclusive. The previous sections in this publication should be referred to for all proper procedures and policies.

The principal is responsible for:

1. Disseminating and explaining regulations and procedures affecting student body financial affairs to the faculty and staff.
2. Establishing a student council or finance committee to consider and approve the student body financial budget and expenditures.
3. Responding to audit reports on student body operations.
4. Reimbursing the student body for expenditures that are not in compliance with student body policies. (If the expenditure occurred under the responsibility of a former principal, the current principal should notify the Local District Superintendent and the Student Body Finance Section.)
5. Ensuring that the amount of surplus does not exceed the prescribed limits as stated in this publication.
6. Ensuring that no group other than the cafeteria or student body is soliciting students on campus during the school day. (Education Code 51520 prohibits teachers and parent groups from soliciting on campus during the school day.)
7. Ensuring that all moneys collected from students are deposited through the student body finance office (student store).
8. The administrative supervision of the school’s financial manager.

Listed below are some tips for principals to assist them with ensuring that their school’s student body financial operations are sound:

1. Meet at least monthly with the school’s financial manager to keep up to date on current financial transactions, record keeping, and potential problems.
2. Insist that the bank reconciliation be prepared promptly each month.
3. Review the bank statement for miscellaneous deductions and request supporting documentation to support these items.
4. “Spot” check deposit slips and the bank statement. Examine deposit slips to be sure that they contain the master receipt numbers and verify that the beginning number picks up from the previous deposit slip.
5. Ensure that deposits are prepared daily regardless of the amount. Any cash for deposit in the safe without a master receipt or that is over a day old should be questioned.
6. Verify that separate cash boxes are being used for petty cash, change, and cafeteria funds. At no time should these cash collections be co-mingled.
7. Review all outgoing purchase orders.
8. Do not sign checks without reviewing supporting documentation. (A request for a check is not considered supporting documentation.)
9. Pay particular attention before approving checks that are made payable to the financial manager or other office employees.
10. Ensure that the financial manager is posting transactions on a daily basis.
11. Make sure that all collections are supported by collection receipts.
12. Advise teachers that they should insist on receiving a master receipt each time cash collections are turned in to the financial manager.
13. Advise teachers that collections should be turned in at least weekly, the last day of the month, and always before going off track.
14. Remember that personal checks should never be accepted in lieu of cash collections.
15. Insure that the physical inventory of equipment is verified to the equipment record cards at least once a year.

AS PRINCIPAL YOU ARE RESPONSIBLE FOR ENSURING THAT YOUR SCHOOL’S STUDENT BODY ACTIVITIES AND OPERATIONS COMPLY WITH STATE LAWS, BOARD RULES AND THE DISTRICT POLICIES CONTAINED IN THIS PUBLICATION.

HOWEVER, THE SCHOOL FISCAL SERVICES DIVISION WILL PROVIDE SUPPORT, THROUGH ITS COORDINATING FINANCIAL MANAGERS AND HUMAN RESOURCES STAFF TO HELP YOU ENSURE THAT YOUR SCHOOL’S STUDENT BODY OPERATIONS ARE IN COMPLIANCE. DIVISION STAFF CAN PROVIDE TRAINING, REVIEW REQUIRED REPORTS, AND ASSIST YOU WITH ANY PERSONNEL CORRECTIVE ACTION, IF IT BECOMES NECESSARY.
Student Body Funds – Special Notes for Financial Managers

The school’s financial manager acts as the business advisor and accountant for student body activities and all student organizations. In addition, the financial manager performs duties related to the operation of the school’s cafeteria and certain District activities.

Listed below are typical duties (however, they are not all-inclusive) that are expected of the financial manager:

**Typical Duties Performed for the District**

The financial manager:

1. Establishes cash collection procedures under the direction of the principal.
2. Supervises the collection and remittance to the District of funds from the following sources:
   a. Damage to District equipment, property, buildings, grounds, and supplies
   b. Loss or damage to library or textbooks.
   c. Transcripts
   d. Sale of sanitary supplies.
   e. Contributions to Board of Education “drives” such as the Consolidated Charitable Campaign.
   These funds should be remitted to the General Accounting Branch by December 31st and June 30th of each year.
3. Supervises student work experience programs included under his/her responsibilities.
4. May be assigned the IMA account, Imprest Fund account, the development and maintenance of files for assignment of hall lockers, the lost and found service, bus passes, and other duties acknowledged to be within the classification concept.

**Typical Duties Performed for the School Cafeteria**

The financial manager in each secondary school has certain responsibilities related to the food service programs in that school since his/her position is partially funded from cafeteria funds. These responsibilities are mainly in the areas of financial controls, reporting, and banking such as:

1. Maintaining necessary cafeteria records as established by the Accounting & Disbursements Division and the Food Services Branch.
2. Providing for change funds to be made up daily for each service line.*
3. Ensuring that cash registers are in good working order and have sufficient tape for the day.
4. Picking up cash boxes and control documents required by the Food Services Branch after each meal period.*
5. Training student workers.
6. Working with the cafeteria manager to ensure that each cashiering station is covered. The financial manager does not operate the cash registers.*
7. Maintaining all records for control, collection, and deposit of cafeteria revenues, which include the following:
   a. Providing for cash registers to be read daily.
   b. Reconciling cash count to the register control.*
   c. Reconciling cash count to the A la Carte Sales and Inventory (Form 38.270)
   d. Preparing daily cash deposit of cafeteria funds for pick up by armored car services or personal delivery to the bank.*
   e. Preparing Daily Cash Receipts Report, Form 38.19. This daily report must be prepared for the cafeteria manager on the current date.*
   f. Preparing Weekly Report (Form 5) of the cafeteria sales balanced to deposits, and sending this report with the cafeteria manager’s reports #3 and #4 to the Food Services Branch at the end of each week and/or the end of the calendar month.*
   g. Balancing the Cash Register or Unit Sales Report Summary (Form 38.5).
   h. Completed the Cafeteria Cash Collection Reconciliation (Form 38-H).*
   i. Receiving all cafeteria sales invoices prepared by the Cafeteria Manager (Form 38.32). * If the cafeteria is computerized the forms may be different.

*This responsibility cannot be delegated to student workers.

Typical Duties Performed for the Student Body

Under the direction of the principal, the financial manager selects, assigns and supervises the adult and student assistants who operate the student store and the student body office and who perform other related duties. The principal retains final authority to approve the selected adult and student assistants.

The typical duties (not all-inclusive) that the financial manager performs for the student body are:

1. Meeting on a regular basis with the student government to discuss budget preparation and financial reports.
2. Receipting, banking, disbursing, recording and reporting all monies obtained through student body activities pursuant to District polices and guidelines.
3. Opening, maintaining and closing ledger accounts. Verifying and correcting discrepancies, and preparing monthly bank reconciliations and financial reports.
4. Working with and furnishing the necessary financial data to the principal and student leadership for the preparation of a sound student body budget.
5. Setting up controls so that budget appropriations are not exceeded.
6. Keeping the principal informed as to budgetary conditions during the school year.
7. Preparing quarterly and annual tax returns including sales tax, federal and state income tax, state employee training tax, FICA, SUI, SDI, W2’s and 1099’s.
8. Maintaining control of all tickets, receipt books, and other financial documents. The control must include a procedure to ensure that faculty members return and account for all tickets, receipt books, class receipt forms, and other financial documents entrusted to them. The principal should be notified if a faculty member fails to return any item.
9. Procuring and selling of student supplies such as pins, emblems, caps and gowns, sweaters, programs, graduation announcements, industrial arts and materials for personal projects, and student store merchandise.
10. Coordinating or performing accounting and financial management functions for athletic, drama, or music productions including budgeting, publicity, ticket sales, equipment, printing, and finance.
11. Participating in the development of student body contracts.
12. Providing recommendations on setting sales prices for student body items.

The financial manager is not responsible for the collections and financial records of staff’s professional organizations.

When it comes to student body fundraising raising activities, the financial manager should remember that:

1. No expenditures can be paid out of cash collections. Expenditures must be paid by check or from petty cash.
2. Distribution of earnings must be made within 2 weeks after the end of the fund-raising event.
3. All sales tax must be paid through the student body books to the State Board of Equalization.
4. Cash controls must be established for admission events.
5. The financial manager is responsible for obtaining authorization from the Student Body Finance Section whenever payment for custodial, cafeteria, or security services are needed.
6. The financial manager is responsible for ensuring that food and beverages sold through the student store are on the District’s approved list.
7. An income statement must be prepared for each public appeal fundraising activity within 30 days after the event.

FOR MORE DETAILED INFORMATION ON ALL PROPER PROCEDURES AND POLICIES, THE FINANCIAL MANAGER SHOULD REFER TO THE SPECIFIC SECTIONS IN THIS PUBLICATION.
Student Body Funds –
Special Notes for Local District Superintendents

Each Local District Superintendent is responsible for ensuring that the schools under their jurisdiction conform to all policies and rules pertaining to student body funds and activities. They are also responsible for working with principals to correct any problems identified by the Student Body Finance Section or the Office of the Inspector General.

Student Body Funds –
Special Notes for the Student Body Finance Section

Board Rule 2505 states that the Student Body Finance Section shall be responsible for the administrative supervision and management of student body financial activities and is authorized to implement the District’s Rules and policies for the proper conduct of such activities. In addition, the County Counsel has ruled that “The specific purpose for which student body funds may be expended shall be supervised by the Student Body Finance Section which may establish requirements.”

As such, the Student Body Finance Section is responsible for:

1. Implementing the California State Education Codes and Board of Education policies and regulations.
2. Providing technical supervision, training and technical evaluation of financial managers assigned to District schools. (The school principal or his/her designee is responsible for the administrative supervision of the financial manager.)
3. Recommending policies in cooperation with the Secondary School Student Body Activities Advisory Committee.
4. Assisting school administrators, when requested, in the selection of financial managers.
5. Enforcing policies and procedures. Gross or consistent deviation from polices and approved procedures shall be reported to the principal by the Student Body Finance Section. If the issue is not resolved at this level, it will be referred to the Director of the School Fiscal Services Division for discussion with the appropriate Local District Superintendent.
6. Assisting the school principal in correcting any exceptions noted in an audit report or a Student Body Finance Section review. Unresolved exceptions will be referred to the appropriate Local District Superintendent.
Student Body Funds –
Special Notes for the Secondary School Student Body
Activities Advisory Committee

The Secondary School Student Body Activities Advisory Committee is composed of middle and senior high school principals or their designee. Representatives of the Tenth and Thirty-First Districts of the Parent-Teacher Association (PTA) may participate as ex-officio members of this committee.

The committee shall:

1. Meet and work with the Student Body Finance Section of the School Fiscal Services Division.
2. Study suggestions made by superintendents, staff, principals, and representatives of the PTA or approved parent groups.
3. Assist the Student Body Finance Section in the formulation and interpretation of policies, rules, regulations and procedures concerning student body activities.

Student Body Funds –
Special Notes for Students

The student government leadership and club leadership (working with the principal or faculty advisor) are responsible for:

1. Preparing and adopting a constitution. (See Appendix for a sample constitution)
2. Taking, preparing and approving the minutes of all meetings. (See Appendix for sample minutes format)
3. Developing a budget.
4. Approving expenditures prior to payment.
5. Planning fund-raising activities to achieve goals and objectives.
6. Approving clubs.
Sample Outline for a Constitution

The constitution adopted by a student body organization must state the name and purpose of the organization and must present the framework within which the organization will operate. The following outline may be used in developing a constitution:

Article 1. Organization
   a. Name of organization
   b. Purpose and means of accomplishment
   c. Time, place, and frequency of meetings of officers
   d. Definition of quorum

Article 2. Membership – eligibility for membership

Article 3. Officers and elections
   a. Titles and duties of officers
   b. Election of officers
   c. Term of office
   d. Requirements for eligibility
   e. Appointment of committee

Article 4. Representatives to student council other than officers
   a. Method of selection
   b. Qualifications for eligibility
   c. Term of office

Article 5. Adult advisers – appointment by superintendent, principal, faculty, or student council

Article 6. Financial activities
   a. Budgets
   b. Revenues
   c. Disbursements
   d. Statements and reports

Article 7. Clubs within the student body organization
   a. Purposes of clubs
   b. Method of organization and discontinuance
   c. Financial activities
   d. Constitution and/or bylaws

Article 8. Amendments to constitution
   a. Method of origination
   b. Requirements for adoption
Sample Outline For ASB (or Club) Minutes

The student body organization and each club within the organization should keep minutes for each meeting. The minutes should include details of proceedings, including financial matters pertaining to the budget, approval of fund-raising ventures, and expenditure authorizations. The minutes might be organized as follows:

**Name of High School**

**Associated Student Body Minutes**

Meeting Date: _____________ Meeting Time: _____________ Location: _____________

The Meeting was called to order by: _____________________________________________

The Minutes of the Meeting dated ____ were Read and Approved (Corrected and Approved)

The following Purchase Orders were approved: (List below or attach separate listing)

<table>
<thead>
<tr>
<th>P.O. #</th>
<th>Vendor</th>
<th>Amount</th>
<th>Club</th>
<th>Purpose</th>
</tr>
</thead>
</table>

---------------------------------------------------------------------

Motion by: ____________________ Seconded by: ____________________

Vote Count; ________ Number For: ________ Number Opposed: ________

The following Invoices were submitted for payment: (List below or attach separate listing)

<table>
<thead>
<tr>
<th>Check #</th>
<th>Payable to</th>
<th>Amount</th>
<th>Club</th>
<th>Purpose</th>
</tr>
</thead>
</table>

---------------------------------------------------------------------

Motion by: ____________________ Seconded by: ____________________

Vote Count; ________ Number For: ________

Communication and Reports:

Old Business:

New Business:

Submitted by:

ASB Secretary: Signature and Date: _________________________________________

ASB Advisor: Signature and Date: _________________________________________

Meeting Attendees: (List below or attach separate listing)

Fiscal Crisis & Management Assistance Team
## Income Statement of Fund-Raising Activity

**School:**  
**Local District:**  
**Fund Raising Activity (Event):**  
**Vendor:**

<table>
<thead>
<tr>
<th>Cost Per Unit:</th>
<th>Wholesale $</th>
<th>Retail $</th>
<th>Profit Margin $</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Sales (per student body ledger) $ __________

2. Merchandise Available for Sale

   **Add:** Units

<table>
<thead>
<tr>
<th></th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Beginning Inventory</td>
<td></td>
</tr>
<tr>
<td>4. Purchases</td>
<td></td>
</tr>
<tr>
<td>5. Gratis from Vendor</td>
<td></td>
</tr>
<tr>
<td>6. Total Available for Sales</td>
<td></td>
</tr>
</tbody>
</table>

   **Deduct:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7. *Returns</td>
<td></td>
</tr>
<tr>
<td>8. *Damaged</td>
<td></td>
</tr>
<tr>
<td>9. *Gratis to Student Helpers, etc.</td>
<td></td>
</tr>
<tr>
<td>10. *Thefts – SS#__________</td>
<td></td>
</tr>
<tr>
<td>11. *Accounts Receivable</td>
<td></td>
</tr>
<tr>
<td>12. *Other ______________</td>
<td></td>
</tr>
<tr>
<td>13. Total Deductions</td>
<td></td>
</tr>
</tbody>
</table>

14. Net Total Available for Sale __________ x Retail Sales Price = $ __________

15. Cash Over or (Short) subtract 14 from 1 above $ __________

   Number of units short (______) over _______

*Must be documented*
Sample Outline to Form a Student Club

Name of High School
Application for Student Club

I. We the students of the _______________ (name of the school site), request permission to form a Student Club.

Attach a list of the students sponsoring this application.

II. This organization will be called ______________________________________ and will have as its purpose:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

III. ________________ (name of faculty member) will serve as the advisor for this club for the school year.

IV. We have attached:
1. A copy of the proposed constitution for this club.
2. A copy of the budget for this club for the school year.

V. Submitted by:

Student Club Rep: ____________________________ Date: __________

Club Advisor: ________________________________ Date: __________

VI. Approved:

School Principal: ____________________________ Date: __________

ASB President: ______________________________ Date: __________

Recorded in Student Council Minutes on (date): _______________________

Fiscal Crisis & Management Assistance Team
TITLE: Sexual Harassment Policy
( Employee-To-Employee )

NUMBER: BUL-1893.1

ISSUER: Kevin S. Reed, General Counsel
Office of the General Counsel

DATE: August 1, 2005

POLICY: The Los Angeles Unified School District is committed to maintaining a working and
learning environment that is free from sexual harassment. Sexual harassment of or
by employees, students, or persons doing business for the District, is a form of sex
discrimination in that it constitutes differential treatment on the basis of sex, or actual
or perceived sexual orientation or gender. As such, it is a violation of state and
federal laws and a violation of this policy.

The District considers sexual harassment to be a major offense, which can result in
disciplinary action to the offending employee including but not limited to
termination.

Any employee of the District who believes that she or he has been a target of sexual
harassment shall bring the problem to the attention of the site administrator or
designee so that appropriate action may be taken to resolve the problem. Complaints
will be promptly investigated in a way that respects the privacy of the parties
concerned. The District prohibits retaliatory behavior against anyone who files a
sexual harassment complaint or any participant in the complaint investigation
process.

MAJOR CHANGES: This bulletin replaces BUL-1893.0. This revision contains updated information
regarding the related resources listed. This revision also reflects current state and
federal requirements and provides guidance and procedures for investigating
employee to employee complaints of sexual harassment.

GUIDELINES: The following guidelines apply.

Definitions: California Education Code Section 212.5 and Title 5 of the California
Code of Regulations, Section 4916, define sexual harassment as unwelcome sexual
advances, requests for sexual favors, or other verbal, visual, or physical conduct of a
sexual nature made by someone from or in the work or educational setting, whether it
occurs between individuals of the same sex or individuals of opposite sexes, 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 an 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 (also known as “hostile 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.

Pursuant to Title 5, California Code of Regulations, Section 4910(k) “Gender,” Section 4910(v) “Sex,” and Section 4910(w) “Sexual orientation,” are defined as follows:

- **Gender** shall mean a person’s actual sex or perceived sex and includes a person’s perceived identity, appearance, or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person’s sex at birth.

- **Sex** shall mean the biological condition or quality of being a female or male human being.

- **Sexual orientation** shall mean actual or perceived heterosexuality, homosexuality, or bisexuality.

**Examples of Conduct Which May Result in Sexual Harassment:** Sexual harassment may include, but is not necessarily limited to, the following:

- **Verbal**—unwelcome conduct such as the use of suggestive, derogatory, or vulgar comments; the use of sexual innuendo or slurs; making unwanted sexual advances, invitations, or comments; pestering for dates; making threats; and/or spreading rumors about or rating others as to their sexual activity or performance.

- **Visual**—unwelcome conduct such as the display of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; the use of graffiti and/or computer-generated images of a sexual nature; and/or the use of obscene gestures or leering.
• **Physical**—unwelcome conduct such as unwanted touching, pinching, kissing, patting, or hugging; the blocking of normal movement; stalking; assault; and/or physical interference with work or study directed at an individual because of the individual’s sex, sexual orientation, or gender.

• **Threats, demands, or pressure** to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and/or offers of benefits in return for sexual favors.

**Notification—Dissemination:**

• **Employees:** The “Sexual Harassment Policy” one-page summary which is attached to this Bulletin shall be provided to all District employees on an annual basis at the beginning of the school year.

**Notification—Posting:** A copy of the District’s sexual harassment policy poster shall be displayed in a prominent location in the main administrative building or other area of the campus or school site. “Prominent location” means that location where notices regarding rules, regulations, procedures, and standards of conduct are posted. The “Title VII Complaint Manager” posters, in both English and Spanish, are attached to this Bulletin and are to be used to identify those school site administrators designated to handle sexual harassment (and sex discrimination) complaints.

**Notification—Publishing:** A copy of the District’s “Sexual Harassment Policy” one-page summary, which is attached to this Bulletin, shall be included in any school or District publication (e.g., Local School Faculty or Handbook) that sets forth the school’s or the District’s comprehensive rules, regulations, procedures, and standards of conduct.

**Responsibility for Implementation of Policy:**

**Administrators**

Each Administrator should ensure that:

• Employees receive information on an annual basis related to sexual harassment. (See one-page summary attached to this bulletin.)

**Employees shall:**

• Cooperate with the District’s efforts to eliminate and prevent sexual harassment.
• Encourage anyone alleging that he or she is a target of sexual harassment to
report such an incident.

- Cooperate in any investigation of a sexual harassment complaint.
- Guard against any actions that would be considered retaliatory against another employee or student who has filed or is participating in an investigation of a sexual harassment complaint.

**Employees shall be informed that:**

- They are expected to act with respect towards everyone, and should consider how others may perceive or be affected by their actions and words.
- In cases where they may witness sexual harassment or they themselves may be the target of sexual harassment, they have the responsibility to report such incidents to the designated site administrator or designee.
- If they are participating in a consensual peer relationship which they now want to terminate, they should inform the other person in the relationship either verbally or in writing that any conduct of a sexual nature is no longer consensual or welcome and must cease. Conduct of a sexual nature following such notice may constitute sexual harassment.

**Confidentiality and Non-Retaliation:** Sexual harassment complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Every effort shall be made to limit distribution of information to those persons who need to know within the confines of the District’s reporting procedures and investigative process.

The District will not tolerate retaliation against anyone for filing a complaint or participating in the complaint investigation process. These confidentiality and non-retaliation requirements extend to all parties involved.

**Responding to Sexual Harassment Complaints:**

When a complaint or a report of sexual harassment is received, it shall be given immediate attention. Described below are informal and formal methods of responding to sexual harassment complaints.

A. **Informal Process:** Informal resolutions of employee sexual harassment complaints should be addressed at the work site. The informal process shall be bypassed if the complainant names a principal as the accused person. In that case, the complainant may file directly with the Equal Opportunity Section (EOS) to initiate a formal complaint.

The following steps may be followed to achieve informal complaint resolutions:

- Assure the target of the sexual harassment that the District takes allegations of
sexual harassment seriously, will not tolerate such treatment, and has strong policies against sexual harassment.

- Obtain specific information relevant to the complaint such as where and when the incident(s) occurred, were there any witnesses, and did the incident(s) take place once, or, if more often, how often. If age appropriate, request that a written statement be made. However, any oral report of sexual harassment is to be considered a sexual harassment complaint, and must be addressed.

- Interview and counsel the employee and explain the options available to resolve the situation. Write down details concerning the grievance/complaint and notify school administration of the situation if sexual harassment is involved/suspected.

- Provide the target of the harassment with the assurances regarding confidentiality and non-retaliation mentioned earlier. Assure the target of the harassment that he/she will not be required to confront the accused person. In employee complaints, assist with an informal resolution if that is the complainant’s wish. An employee/complainant shall never be made to confront the accused person unless the employee/complainant consents and reprisal or intimidations is unlikely.

- Assure the target of the harassment that steps will be taken to check that the alleged harassing behavior does not continue. Provide the individual with the names of school personnel who can help if the situation continues, escalates, or arises again.

- Interview any witnesses identified by the target of the harassment and provide the same assurances regarding confidentiality and non-retaliation.

- Interview the accused person and provide the same assurances as above. The alleged offender should be interviewed and informed of whatever actions or activities he/she was alleged to have committed that were offensive to the complainant.

- Interview any witnesses identified by the accused person and provide the same assurances as above.

- Provide all parties, including respondent, with copies of the District’s “Sexual Harassment Policy.” Employees may be provided the District’s brochures regarding sexual harassment, as appropriate. (See “Notification—Dissemination” section of this Bulletin, for further information regarding these brochures.)

- To reach a decision about whether the conduct described in the complaint
violates the District’s sexual harassment policy, the following questions should be asked:

1. Is the conduct of a sexual nature?
2. Is the conduct unwelcome? (Determine if any consensual conduct was nonetheless unwelcome based on the totality of the circumstances.)
3. Does the conduct create a hostile environment for the alleged target of the harassment?
4. Is the conduct severe or persistent or pervasive?
5. Does the conduct limit the individual’s ability to participate in or benefit from an education program or activity?

If the answer to questions one through five is “yes,” the conduct may be considered sexual harassment. However, conduct that does not rise to the level of sexual harassment may still be considered inappropriate behavior and may require that corrective actions be taken.

- Appropriate administrative steps in response to sexual harassment might include action to end the harassment, ensure that it does not reoccur, and cure any hostile environment that may have been created for the employee who had been the target of the conduct. Response might also involve the initiation of disciplinary proceedings. If the situation merits it, determine what type of action will resolve the situation. The resolution may be educational rather than punitive.

- Inform the complainant in general terms that corrective actions have been or will be required to resolve the complaint. Specific corrective actions with regard to employees or students are to be kept confidential.

- Verify with the target of the harassment that the action taken did stop the harassment and did address the complaint.

- Follow up and verify with the complainant that the action taken did stop the harassment and did remedy the complaint. Document the steps taken to resolve the incident and any action taken in monitoring or following to assess the effectiveness of the remedies put in place. Keep the documentation in a separate sexual harassment file.

- Use the “Complaint/Investigation Record” form attached to this Bulletin to document the actions taken to address the complaint and to monitor or assess the effectiveness of those actions.

- The same “Complaint/Investigation Record” form may be used in instances where the conduct is determined to be inappropriate behavior which did not rise
to the level of sexual harassment, or when there are no findings of violations of the District’s sexual harassment policy. In those cases, corrective actions may still be necessary and the form provides a vehicle for the documentation of the investigation and the actions taken.

- “Complaint/Investigation Record” forms must be safeguarded by keeping a separate school file for the retention of these records. Access to these records is to be restricted to those individuals who have a legitimate need for such access. These records must be kept for five years from the school year in which the complaint was filed.

- After monitoring to ensure that the harassment has stopped, forward a copy of the completed “Complaint/Investigation Record” (both sides) to the District’s Equal Opportunity Section.

B. Formal Process: If a complaint cannot be resolved informally at the school site, the following appeal procedures are to be used. The formal investigation of such a complaint shall be completed within 60 days of receipt of the written complaint.

- A written statement (complaint) should be filed by the complainant internally with the Equal Opportunity Section within six months of the last occurrence of the reported incident or within six months of when knowledge of the incident was first obtained. This written statement may be filed using the “Title VII Employment Discrimination Complaint Form,” “Internal Compliant System,” or simply by filing a written complaint statement.

- The EOS will provide the complainant with a written acknowledgment of receipt of the complaint which:
  - Advises and assures the complainant that confidentiality of the facts will be observed to the fullest extent possible.
  - Advises and assures the complainant that the District prohibits retaliation against anyone for who files a complaint or participates in a complaint investigation.
  - Advises the complainant that he/she should feel free to call or send any additional information relevant to the complaint.
  - Advises the complainant if complaint does not have a basis in the categories pursuant to Title VII.
  - Informs the complainant that a written summary of findings will be provided to the complainant at the conclusion of the investigation. Specific corrective actions with regard to employees are to be kept confidential and or handled at the local district level.
• The role of the EOS Investigator is to determine violation(s) of District Policy only.

• The EOS will conduct an impartial investigation and work to resolve the matter by taking appropriate action, which may result in disciplinary or other remedial measures up to and including termination. A closure letter reporting findings should be provided which reiterates the confidentiality and non-retaliation provisions. The report should also advise the complainant of his or her right to appeal the EOS decision.

1. Investigation:

Investigation consist of an official inquiry and systematic and timely examination of the allegation(s), pattern and practices, pertinent documents, witness interviews, and an assessment of credibility in order to make a determination as to the merits. The EOS has the role of fact finder and is not the representative of any of the individuals involved in the complaint.

2. Scope and Timeliness

The scope of the investigation shall be limited to the allegations cited in the complaint, which shall be construed to effectuate the purposes of the District’s anti-discrimination policy. Unless of a continuing nature, all formal complaints must be received by the EOS in writing, within six months of the alleged instance of employment discrimination.

3. Intake – Screening

Upon receipt of the Employment Discrimination Complaint Form, or a like document, the EOS shall review the complaint to determine the initial timeliness, validity and thoroughness of the information submitted in the complaint. Untimely complaints shall be closed. The EOS shall inform the complainant in writing of the acceptance of the complaint for investigation within ten (10) working days of its receipt. The complainant shall be promptly notified if further information or documentation is required to support the complaint.

4. Settlement During Investigation

If, during the investigation of the complaint, a settlement is reached between District management and the complainant, a Settlement Agreement shall be reduced to writing and approved by the EOS Director, before the complaint shall be considered closed. The Settlement Agreement must be signed by
both the complainant and the appropriate District management official.

5. **Withdrawal of Complaint**

The complaint, or any part thereof, may be withdrawn by the complainant at any time during the investigation. The request for withdrawal must be submitted in writing to the EOS by the complainant.

Please note, regardless of the withdrawal of the complaint, if the District believes the conduct is ongoing, the District will assume the complaint and continue the investigation, as otherwise required by law.

6. **Closure of Investigation**

In the event that the complainant files a formal charge of discrimination with the Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC), the District shall close the internal investigation.

The parties and appropriate supervisory officials shall be notified of the closure of the internal investigation following receipt of an external agency complaint.

The complaint and the investigation may also be closed by the EOS on the basis of an uncooperative complainant. “Uncooperative” in this context includes, but is not limited to, failure to respond, to keep appointments, to cooperate with the EOS investigator, or to provide requested documentation (if available).

7. **Collective Bargaining Agreement Jurisdiction**

This complaint procedure shall not apply if the allegations of the complaint fall within the purview of matters covered by a collective bargaining agreement or if the complainant has filed a grievance regarding the same issue with his/her bargaining unit.

8. **Representation**

The complainant and/or the respondent may at any point in the procedure be accompanied and represented by another individual. This normally included representation by the relevant union. The complainant or respondent shall not have an attorney as his/her representative during the internal investigation process.
9. Non-Retaliation

It is unlawful to discipline, retaliate, harass, or otherwise discriminate against an employee because (s)he has opposed unlawful employment practices or because (s)he has filed an internal employment discrimination complaint, testified or assisted in an investigation pursuant to this complaint.

10. Release Time for Employees

Parties involved in the complaint, as well as any witness, may be allowed release time (without loss of pay) to attend meetings or interviews held during assigned duty time with EOS personnel investigating the complaint.

11. Investigative Findings

a) “Unfounded Finding” Means that the EOS has determined that the allegations in the complaint are false or, inherently improbable; or that no evidence was provided through witnesses to support the claim; or that the allegations do not constitute a violation of the District’s policy on employment discrimination or “sexual harassment.” An “Unfounded Finding” shall be issued in writing to the complainant, respondent and the appropriate site administrator, district superintendent, or unit division head.

b) “Substantiated Finding” Means that the EOS has determined that the allegations in the complaint are based upon credible evidence to constitute a violation of the District’s policy on sexual harassment or other form of employment discrimination. A “Substantiated Finding” shall be issued in writing to the complainant, the respondent and the appropriate site administrator, district superintendent, branch or division head, office of Staff Relations, Employee Services section, and shall result in discipline including but not limited to termination.

12. Employee Discipline

In cases where “Substantiated Finding,” item (b), above, is the final determination, appropriate administrative and/or disciplinary action(s) shall be taken and a copy of the finding shall be placed in the personnel folder of the respondent, as and when appropriate.

C. Appeals
Either the complainant or the respondent has the right to appeal the decision of the Equal Opportunity Section by filing an appeal with the local superintendent or division administrator. The appeal must be in writing and received by the local superintendent, or division administrator or such other office that may be designated by the Superintendent, within fifteen (15) working days of the complainant’s and/or respondent’s receipt of the findings issued by the EOS.

The acceptable issues for appeal are: bias, new evidence that was not previously considered; or failure to follow procedures. The appeal need not be an evidentiary hearing. The parties have no right to legal or other representation for appeals.

The designee shall review the matter and issue a written decision to the parties concerned. The decision of the reviewer shall be the final response of the District.

D. Further Options

1. **Civil Law Remedies**: Pursuant to the state law, persons who have filed a complaint should also be advised that civil law remedies may also be available to them.

2. **State and Federal Agencies**: You have the right to file your complaint with the federal or state equal employment enforcement agencies:

   - **Federal** – Equal Employment Opportunity Commission (EEOC)
     255 East Temple Street, Fourth Floor
     Los Angeles, CA 90012
     (213) 894-1000 or (800) 669-4000

   - **State** - Department of Fair Employment & Housing (DFEH)
     611 West Sixth Street, Suite 1500
     Los Angeles, CA 90017
     (213) 439-6799

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

- Title VII Equal Employment Opportunity Sec. 701.
- Title IX Regulations, Title 34, Code of Federal Regulations, Part 106
California Education Code, §212.5 Sexual Harassment, and §48900.2 Additional Grounds for Suspension or Expulsion; Sexual Harassment

Title 5, California Code of Regulations, §4910 General Definitions, §4910(k) Gender; §4910(v) Sex; §4910(w) Sexual Orientation, and §4916 Sexual Harassment Definitions

Pursuant to the California Education Code, Sections 48980(h) and 231.5, a copy of the District’s sexual harassment policy shall:

- Be included in the notifications that are sent to parents/guardians at the beginning of each school year. (The “Parent-Student Handbook” may be used to provide these notifications).

- Be displayed in a prominent location in the main administrative building, staff lounge, or other area of the campus or school site. “Prominent location” means that location where notices regarding rules, regulations, procedures, and standards of conduct are posted.

RELATED RESOURCES:

- Bulletin No. L-4, Subject, “Title IX Policy/Grievance Procedure,” issued by the Office of the General Counsel, dated August 15, 2001, provides the substantive provisions of Title IX and the California Education Code for the equal treatment of students in District education programs and activities, as well as a grievance/complaint process to be used in complaints of unlawful discrimination based on sex, sexual orientation, or gender.

- Bulletin No. 1347, Subject, “Child Abuse—Reporting,” issued by Student Health and Human Services, dated November 15, 2004, provides complete information on child abuse reporting procedures in conformance with California state law and District policy.

- Sexual Harassment Policy (Student -To-Student, Adult-To-Student, and Student-To-Adult) Bulletin – 1041, dated June 10, 2004

- Additional related information/communications regarding sexual harassment and Title IX (as well as copies of the District’s policy bulletins on these subjects and copies of the above-referenced student brochures) may be found at both of the following web sites:  http://www/lausd.k12.ca.us/lausd/offices/eec (public), and http://notebook.lausd.net (only available to District employees)
ASSISTANCE: For assistance or further information concerning sexual harassment and employee/employment discrimination please contact:
    Cheryl Broussard, Supervising EO Investigator, Equal Opportunity Section
    at (213) 241-7685

For assistance with issues relating to employee discipline, call your respective Local District Staff Relations Coordinator.

For assistance with student related sexual harassment complaint, call Educational Equity Compliance at (213) 241-7682.
TITLE: Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult)

NUMBER: BUL-3349.1

ISSUER: David Holmquist, General Counsel
Office of the General Counsel

DATE: August 6, 2014

POLICY: The Los Angeles Unified School District is committed to maintaining a working and learning environment that is free from sexual harassment. Sexual harassment of, or by employees, students, third parties or persons doing business that takes place or is affiliated with the District, is a form of sex discrimination in that it constitutes differential treatment on the basis of actual or perceived sex, sexual orientation or gender. As such, any act of sexual harassment is a violation of state and federal laws, as well as District policy and is prohibited.

The District considers sexual harassment to be a serious offense which can result in disciplinary action to the offending employee or student, including the suspension or expulsion of the offending student in Grades 4-12. While suspension or expulsion as a disciplinary consequence for sexual harassment shall not apply to students enrolled in Kindergarten and Grades 1-3 under California law, other disciplinary actions or interventions may be taken as appropriate.

Students or employees of the District who believe that they have been a target of sexual harassment shall bring the problem to the attention of the site administrator or site Title IX/Bullying Complaint Manager. All complaints will be promptly investigated in a way that respects the privacy of all parties concerned. The District will take appropriate actions reasonably calculated to eliminate the harassment, prevents its recurrence and remedy its effects. The District prohibits retaliatory behavior against anyone who files a sexual harassment complaint or who participates in the complaint investigation process.

MAJOR CHANGES: This bulletin replaces District policy BUL-3349.0 on the same subject issued by the Office of the General Counsel on November 29, 2006. It reflects current state and federal requirements and provides updated guidance and procedures for reporting and investigating complaints of student-to-student, adult-to-student, and student-to-adult sexual harassment.
GUIDELINES: The following guidelines apply:

I. BACKGROUND

A. Legal Definition of Sexual Harassment

California Education Code §212.5 and Title 5 of the California Code of Regulations, §4916, define sexual harassment as 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.

- 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.

- 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.

B. Protected Categories

California Education Code and Penal Code identify protected categories that, though stipulated independently, are not mutually exclusive. Sexual harassment can violate both Penal Code and Education Code.

1. California Education Code §220 - Applicability to Educational Institutions

No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in §422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits
from, state financial assistance or enrolls pupils who receive state student financial aid.

2. **California Education Code §200 - State Policy; Declaration of Purpose as it Relates to Protected Categories**

   It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in §422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts which are contrary to that policy and to provide remedies therefor.

3. **California Penal Code §422.55 - Hate Crime and Victim Characteristics or Protected Classes Indicated**

   For the purposes of this title, and for purposes of all other state law unless an explicit provision of law or the context clearly requires a different meaning, the following shall apply: “Hate crime” means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability; gender; nationality; race or ethnicity; religion; sexual orientation; and association with a person or group with one of more of these actual or perceived characteristics.

II. **DEFINITIONS**

   With respect to this policy bulletin, the following definitions apply:

   - **Appeal** means a written request to review the complaint.
   - **Complainant** means a District student, parent/guardian of a District student, District employee, or other person who submits a complaint.
   - **Complaint** means an oral or written complaint alleging that there has been a violation of this policy bulletin, Title IX, or Education Code §220.
   - **Complaint Procedure** means the District’s internal procedure to process complaints.
   - **Days** means calendar days unless otherwise specified.
   - **District** shall mean any operating unit or program of the Los Angeles Unified School District.
   - **Gender** means a person’s actual or perceived sex and includes a person’s perceived identity, appearance, or behavior, whether or not that identity, appearance, or behavior is different from that traditionally
associated with a person’s sex at birth.

- **Respondent** means an individual alleged to have committed acts in violation of this policy, sometimes referred to as “accused.”
- **Sex** means the biological condition or quality of being female or male.
- **Sexual Orientation** means a person’s emotional and/or sexual attraction to another person based on the gender of the other person. Common terms used to describe sexual orientation include, but are not limited to, lesbian, gay, heterosexual and bisexual. Sexual orientation and gender identity are different.
- **Target** means an individual alleged to have experienced acts in violation of this policy, sometimes referred to as “victim.”
- **Title IX** is Title IX of the Education Amendments of 1972.
- **Title IX/Bullying Complaint Manager** is an administrator and/or designee responsible to respond to complaints of sex discrimination, sexual harassment, intimidation, bullying and/or hazing.

### III. EXAMPLES OF CONDUCT WHICH MAY CONSTITUTE SEXUAL HARASSMENT

Conduct (including electronic communications, acts or postings) which may constitute sexual harassment includes, but is not limited to, the following:

- **Verbal** - unwelcome conduct such as the use of suggestive, derogatory, or vulgar comments; the use of sexual innuendos or slurs; making unwanted sexual advances, invitations, and/or comments; pestering for dates; making threats; and/or spreading rumors about or rating others as to their sexual activity or performance; threats/demands/pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and/or offers of benefits in return for sexual favors.

- **Visual** - unwelcome conduct such as the display of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; the use of graffiti, texting and/or computer-generated images of a sexual nature; and/or the use of obscene gestures or leering.

- **Physical** - unwelcome conduct such as unwanted touching, pinching, kissing, patting, or hugging; the blocking of normal movement; stalking; sexual acts or assault; and/or physical interference with work or study directed at an individual because of the individual’s actual or perceived sex, sexual orientation, gender identity or gender expression.

### IV. RESPONSIBILITY FOR POLICY IMPLEMENTATION
A. School Principals or Site Administrators shall:

1. Identify the administrators or designees responsible to serve as the site’s Title IX/Bullying Complaint Managers and establish a systematic process to respond to complaints of sexual harassment in a safe and private manner.

   a. The role of the Title IX/Bullying Complaint Manager is to respond to any complaints of sexual harassment or sex discrimination, as well as to provide support, information, and options to complainants and/or targets regarding sexual harassment or sex discrimination. The Title IX/Bullying Complaint Manager also has responsibilities regarding addressing complaints of bullying and hazing as articulated in District policy BUL-5212.1, “Bullying and Hazing Policy (Student-to-Student and Student-to-Adult).”

   b. School sites must identify at least two Title IX/Bullying Complaint Managers so complainants can choose the person with whom they feel most comfortable discussing their concerns.

   c. Provisions must be made to facilitate the ability of non-verbal and limited-English speaking complainants to access the Title IX/Bullying Complaint Managers and file a complaint.

3. Inform staff, students, parents, volunteers, coaches, or activity leaders of District policy requiring the promotion of mutual respect, tolerance and acceptance, as well as District policy regarding nondiscrimination and sexual harassment. When providing this information, the communication shall include information about reporting procedures for targets or witnesses of discrimination or sexual harassment.

4. Distribute the District’s “Title IX and Nondiscrimination, Students Know Your Rights” brochure to every student in secondary and adult schools at the beginning of each school year. See District policy memorandum issued annually by the Office of the General Counsel, “Nondiscrimination Required Notices and Ordering of Student Brochures” for how to obtain this brochure.

5. Present the District’s policy on nondiscrimination and sexual harassment in age-appropriate language as part of any orientation program conducted for new students at the beginning of each
semester or summer session as applicable. This presentation shall include information concerning how to file a discrimination or sexual harassment complaint.

6. Provide training to certificated and classified staff regarding the District’s nondiscrimination and sexual harassment policies and communicate to staff their individual responsibilities to respond, intervene, and report such behavior.

7. Certify in the Administrator Certification On-Line System that the school/work location has complied with the mandates of this policy bulletin. See “Administrator Certification On-Line System,” memorandum issued annually by the Office of School Operations.

8. Refer to the Educational Equity Compliance Office and the Office of the General Counsel any complaint that names the principal as a respondent or any complaint that alleges school-wide discriminatory practices.

B. Title IX/Bullying Complaint Managers shall:

1. Post the English and Spanish “Title IX/Bullying Complaint Manager” posters attached to this policy in school administrative offices, including student government meeting rooms or other prominent locations (i.e. Parent Centers) accessible to students where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.

2. Employ this policy at the site level, in consultation with the principal or designee, to provide a comprehensive system through which allegations of sexual harassment and sex discrimination can be safely and easily reported, and the ensuing investigations, interventions and monitoring documented comprehensively using appropriate District forms and electronic protocols.

3. Respond quickly to any complaints of sexual harassment and sex discrimination, and take action to address the behavior, as well as provide support, information, and options to students regarding sex discrimination and sexual harassment.

4. Intervene immediately to witnessed events and take action to remedy sexual harassment and sex discrimination.

5. Track the site’s response to sexual harassment and sex discrimination complaints to analyze and identify any patterns or
systemic problems revealed in order that they may be addressed. See the sample log attached to this policy for tracking Title IX/Bullying complaints.

6. Promptly refer any complaints of sexual harassment and sex discrimination involving an adult as perpetrator to the site administrator.

C. **Employees shall:**

1. Share responsibility for modeling appropriate behavior and creating an environment where students and staff know that sexual harassment and sex discrimination is inappropriate and will not be tolerated.

2. Educate students about appropriate interactions and social norms.

3. Cultivate positive relationships with students per the District’s “Code of Conduct with Students.”

4. Support the District’s efforts to recognize and prevent sexual harassment and sex discrimination and take steps to intervene immediately and safely when such incidents occur.

5. Report such incidents to the site administrator and/or Title IX/Bullying Complaint Manager.

6. Encourage anyone alleging to be a target of, a witness, or to have information about sexual harassment and/or sex discrimination to report such an incident.

7. Cooperate in complaint investigations of sexual harassment and sex discrimination.

8. Guard against actions that would be considered retaliatory against anyone who has filed or is participating in a complaint investigation.

D. **Students shall be informed that:**

1. They are to act respectfully towards everyone, and should consider how others may perceive or be affected by their actions and words.

2. They are to help create a safe school environment by not engaging in or contributing to sexual harassment and sex discrimination.
Student resources, such as brochures on flirting versus harassing, can be found on the District’s website at http://achieve.lausd.net under the Human Relations, Diversity and Equity office link.

3. They are to report incidents of sexual harassment and sex discrimination to the designated administrator or Title IX/Bullying Complaint Manager in cases when they may be the witness or target of sexual harassment and/or sex discrimination.

4. They are never to engage in retaliatory behavior or ask, encourage, or consent to anyone retaliating on their behalf.

V. NOTIFICATION – DISSEMINATION – POSTING

A. Employees

The “Nondiscrimination Statement” and “Sexual Harassment Policy” posters attached to this bulletin shall be provided to all District employees annually at the beginning of each school year.

B. Students

1. All required District nondiscrimination policy statements are included in the “Parent Student Handbook.” Therefore, all schools are required to distribute the “Parent Student Handbook” to all students annually and to every student at the time of initial enrollment.

2. The District’s written policy on nondiscrimination and sexual harassment shall be presented in age-appropriate language as part of any orientation program conducted for new students at the beginning of each semester and summer session as applicable. This presentation shall include information concerning how to file and/or report a discrimination or sexual harassment complaint.

3. All secondary and adult schools are required to distribute the District’s “Title IX and Nondiscrimination, Students Know Your Rights” brochure to every student at the beginning of each school year. For how to obtain the brochure, see the “Nondiscrimination Required Notices and Ordering of Student Brochures” memorandum issued annually by the Office of the General Counsel.

4. In Grades K-6, the “Students, Don’t Let Others Bully or Harass You!” brochure may be distributed and used as “talking points” for
providing the required information. It may be found on the Educational Equity Compliance Office website at http://achieve.lausd.net/eeco.

C. Parents/Guardians

The District’s “Parent Student Handbook” may be used to provide notification of the District’s nondiscrimination statement and sexual harassment policy to parents and guardians.

D. Notification – Posting

1. The District’s English and Spanish “Nondiscrimination Statement” and “Sexual Harassment Policy” posters must be posted in all schools and offices, including staff lounges and student government meeting rooms, in the main administration building, or other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.

Schools needing translated copies of the “Nondiscrimination Statement” and “Sexual Harassment Policy” posters in Armenian, Chinese, Farsi, Korean, Polish, Russian or Tagalog should contact the Educational Equity Compliance Office at (213) 241-7682 to obtain translations for the requesting school to duplicate in the quantity necessary to meet the specific language needs of the individual school’s student population.

2. The English and Spanish “Title IX/Bullying Complaint Manager” posters attached to this bulletin are to be used to identify those school administrators or designees designated to handle sex discrimination and/or sexual harassment complaints.

3. “Title IX/Bullying Complaint Manager” posters are to be posted in school administrative offices, including student government meeting rooms or other prominent locations accessible to students where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct. Suggested other prominent locations may include classrooms, cafeterias and student bulletin boards.

E. Notification - Publication

The District’s “Nondiscrimination Statement” and “Sexual Harassment Policy” poster summaries attached to this bulletin shall be included in school or District publications (e.g., a Student Planner, Student
Handbook, or Staff Handbook) that set forth the school’s or District’s comprehensive rules, regulations, procedures, and standards of conduct.

VI. CONFIDENTIALITY AND NON-RETALIATION

Complaints of sexual harassment and sex discrimination involving students shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible under the law.

The District prohibits retaliation in any form against anyone who files a complaint of suspected sexual harassment and/or sex discrimination or participates in the complaint investigation process. Retaliation is grounds for a separate complaint. Incidents of retaliation may be reported to the Title IX/Bullying Complaint Manager or administrator for appropriate investigation and follow-up. These confidentiality and non-retaliation requirements extend to all parties involved.

VII. DUAL RESPONSIBILITIES IN REPORTING SUSPECTED CHILD ABUSE AND RESPONDING TO STUDENT SEXUAL HARASSMENT COMPLAINTS

Child abuse reporting procedures, sexual harassment policies and procedures, and disciplinary policies and procedures must be effected in a coordinated manner as follows:

1. If it is suspected that conduct could constitute both child abuse and sexual harassment, the child abuse report should be filed immediately as required by District procedures outlined in BUL-1347.2, “Child Abuse and Neglect Reporting Requirements.”

2. Separate and apart from filing a suspected child abuse report, immediate steps should be taken to protect any alleged target(s) of child abuse and/or sexual harassment.

3. If conduct could constitute both child abuse and sexual harassment, school administrators are responsible for implementing this policy and the steps outlined herein for responding to and conducting a prompt investigation into whether sexual harassment has occurred.

4. School administrators should communicate with the local law enforcement agency as to whether the school’s sexual harassment complaint investigation would compromise the local law enforcement agency’s criminal investigation. Administrators should clarify when they can proceed with their administrative investigation. Once released to handle the issue administratively, administrators should begin the
investigation promptly.

A determination of child abuse or sexual harassment involves very different standards and outcomes. Suspected child abuse investigations involve addressing possible criminal conduct. Making a report of suspected child abuse does not relieve the District of its responsibility to take administrative action to respond, investigate, to determine whether sexual harassment has occurred and to resolve the situation.

For further information on District child abuse reporting policies and procedures, see the District’s policy BUL-1347.2, “Child Abuse and Neglect Reporting Requirements.”

5. For allegations of sexual misconduct involving employees as perpetrators, administrators should also consult with the Educational Service Center Administrator of Operations/designee or division head to coordinate next steps in the administrative investigation. See District policy, “Employee Inappropriate Conduct Allegation Policy and Procedures,” BUL-6211.0

VIII. COMPLAINT PROCEDURES

Schools/sites that know, or reasonably should know, of possible harassment must promptly investigate to determine what occurred and take appropriate steps to eliminate the harassment, prevent its recurrence and remedy its effects. The school’s investigation is different from law enforcement or personnel investigations. A law enforcement or personnel investigation does not relieve schools of their independent obligation to investigate the conduct.

Complainants may access either an informal resolution at the site level or formal complaint resolution process through the District’s Educational Equity Compliance Office. Informal processes are encouraged for expedient resolutions. However, the informal process shall be bypassed if the complainant names a principal as a respondent or the complaint alleges school-wide discriminatory practices. In those circumstances, the complainant should initiate a formal complaint directly with the Educational Equity Compliance Office.

Below are the guidelines for investigating and responding to sexual harassment and sex discrimination complaints.
A. Informal Process or Site-Level Investigation Response:

Any written or oral report of sexual harassment is a sexual harassment complaint and must be addressed. A reasonable effort must be made to investigate and address allegations submitted anonymously if the report contains sufficient information to identify alleged targets and/or accused persons.

The following guidelines are recommended to investigate and resolve complaints using the informal process at the Site-Level:

1. Assure targets the District takes allegations of sexual harassment and/or sex discrimination seriously, will not tolerate such treatment, and has strong policies against it.

2. Inform targets of the confidentiality and non-retaliation guidelines, and assure them that they will not be required to confront the accused persons.

3. Assure targets of interim steps that will be taken to monitor the parties and effectively address any alleged harassing behavior, to include providing additional monitoring of the safety of targets and any specific steps to eliminate the behavior. Make targets aware of available resources and the right to report a crime to law enforcement.

Interim measures to protect targets may include options to avoid contact with the accused in academic and extracurricular settings, safety plans, increased monitoring, training and educational materials to address school climate, as well as support resources, such as academic support, counseling, health and mental health services. In general, when taking interim measures, minimize the burden on the targets.

4. Provide the names of school personnel who can help if the situation/incident continues or escalates.

5. Provide all parties, including parents and guardians, with the District’s “Nondiscrimination Statement” and/or “Sexual Harassment Policy” poster summaries as applicable. The attached English and Spanish “Sexual Harassment Policy Acknowledgement” posters can be used to document via the sign-off section that the sexual harassment policy has been reviewed and is understood by all parties. Secondary students may also be provided with the District’s “Title IX and Nondiscrimination, Students Know Your Rights” brochure. In Grades K-6, students
may be provided with the “Students, Don’t Let Others Bully or Harass You!” brochure.

6. When investigating sexual harassment complaints, carefully consider all available information in determining whether the conduct described violates the District’s sexual harassment policy and whether it rises to the level of creating a hostile environment. The following elements should be used for this analysis:

   a. Was the conduct unwelcome?
   b. Was the conduct of a sexual nature or based on actual or perceived sex, sexual orientation, gender identity or gender expression?
   c. Was the conduct severe, persistent, or pervasive?
   d. Was the conduct objectively offensive, in other words, would a reasonable victim of similar characteristics (i.e. age, gender) find the conduct objectively offensive?
   e. Did the conduct limit the individual’s ability to participate in or benefit from an educational program or activity?

   When the answers to questions “a” and “b” are “yes”, the conduct is sexual harassment. Taking into consideration the totality of the circumstances, if the answers to all the questions are “yes” then the sexual harassment has risen to the level of also being a hostile environment which is a violation of Title IX law.

   It is important to note that sexual harassment is inappropriate and requires an immediate response and/or corrective actions to be taken to prevent its recurrence and address its effects, whether or not the conduct has risen to the level of a hostile environment.

   If the conduct does not meet the elements of this analysis for sexual harassment or hostile environment, the conduct may still be inappropriate and require an immediate response and corrective action.

7. Obtain specific information relevant to the complaint such as where, when, and the frequency with which the incident(s) occurred, as well as the identities of the accused persons, other affected parties and any witnesses. If appropriate, request that complainants provide a written statement. If complainants are unable to provide written statements, District personnel will provide assistance. It is recommended that transcribed statements be done in the presence of a District witness.
8. Interview accused persons and provide assurances regarding confidentiality and non-retaliation. If appropriate, request that accused persons provide written statements. If accused persons are unable to provide written statements, District personnel will provide assistance. It is recommended that transcribed statements be done in the presence of a District witness.

9. Interview any witnesses or other affected parties identified by the targets and accused persons and provide assurances regarding confidentiality and non-retaliation. If appropriate, request written statements. If witnesses or other affected parties are unable to provide written statements, District personnel will provide assistance. It is recommended that transcribed statements be done in the presence of a District witness.

10. Take appropriate administrative steps in response to sexual harassment, including acting to end the harassment, monitoring to ensure the conduct does not reoccur, and addressing any hostile environment that may have been created. Response strategies may involve the initiation of counseling and/or disciplinary proceedings for the accused and providing supports to targets and other affected parties, which can be documented using the District’s electronic tools for documenting discipline, counseling and incidents. Using the “Complaint Investigation Record” attached to this policy along with the District’s electronic tool for reporting and documenting incidents, known as the Incident System Tracking Accountability Report (ISTAR), provides a vehicle to document the incident, required investigation, whether any harassing behavior has ceased and interventions provided for target(s) and the accused. See District policy, “Incident System Tracking Accountability Report (ISTAR),” BUL-5269.2.

11. Refer to District policies, BUL-5655.2, “Guidelines for Student Suspension,” and BUL-6231.0, “Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support” for further guidance with interventions. For assistance in providing written communication of the school’s investigative responses to parents of the accused, see the attached English and Spanish “Sample Follow-Up Letter to Parents” for students accused of sexual harassment.

12. Inform complainants in general terms that protects the privacy and confidentiality of individuals as required by law of the outcomes and whether corrective actions specific to the claims have been or will be taken to resolve the complaint. Tell complainants of applicable appeal processes.
13. Inform parents/guardians of student complainants about the filing, the status of the investigation and findings, as well as the resolution of any complaint of sexual harassment in general terms. Care must be taken to protect the identity of the accused and any witnesses and the confidentiality of the specific administrative actions. For assistance in providing written communication of the school’s investigative responses to parents/guardians of student complainants, see the attached English and Spanish “Sample Follow-Up Letter to Parents” for student targets.

14. If a student has been a target of harassment based on sexual orientation or gender identity, consult with the student to determine an appropriate way to inform the student’s parents/guardians of the harassing conduct. Student sexual orientation and/or gender identity should be divulged only on a need-to-know basis among staff and cannot be otherwise divulged without permission of the student. See the District’s policy, “Transgender Students – Ensuring Equity and Nondiscrimination,” BUL-6224.0.

15. Monitor with targets that the harassment has ceased. For example, arrange for a designated staff person to check-in with targets after one week and then again after two weeks to evaluate whether the remedies implemented have been effective.

16. Use the “Complaint Investigation Record” attached to this bulletin to document findings and actions taken to address the complaint, as well as to document monitoring and assessment of the effectiveness of actions taken. If harassing conduct has not ceased, additional actions and monitoring will be required. The completed sexual harassment complaint investigation documentation is in addition to noting incidents, discipline and counseling using the District’s electronic databases. A copy of the completed “Complaint Investigation Record” should be provided to the site’s ISTAR designee to attach to the electronic incident record.

17. The same “Complaint Investigation Record” may be used when the conduct is determined to be inappropriate behavior that did not constitute sexual harassment or when there are no findings of violations of the District’s nondiscrimination or sexual harassment policies. Corrective action may still be necessary and the form provides a vehicle to document the investigation and actions taken.

18. “Complaint Investigation Record” forms must be safeguarded by retaining them in a separate school file in a central location as
opposed to a student’s cumulative record. Upload electronic copies of the completed investigation record to ISTAR, if applicable, as well as print and attach copies of relevant ISTARs to the hardcopy file for the investigation record. Access to these records is restricted to those individuals with a legitimate need for such access. These records must be kept for five years from the school year in which the complaint was filed. Duplicate copies should also be filed in each accused student’s individual disciplinary file.

B. Formal Complaint of Discrimination/Harassment and/or Appeal of Site Informal Decision:

1. In addition to or instead of filing a complaint at a site, any individual has the right to file with the Educational Equity Compliance Office a formal written complaint of discrimination within six months of the last occurrence or when knowledge of the complaint was first obtained depending on which comes first. A complainant unable to make a written complaint will be assisted by District personnel.

2. The written complaint/appeal may be filed using the “Title IX Complaint Form,” the District’s Uniform Complaint Procedures (UCP) form or simply by filing a written complaint statement.

3. The complaint shall contain the following information:
   a. The specific facts about the complaint which may be helpful to the complaint investigator including, but not limited to the following: the nature of the complaint, names of those involved, witnesses, and dates/places of occurrences;
   b. The specific relief being sought; and
   c. Any other relevant or supportive documentation or information the complainant believes will provide assistance in understanding the complaint.

4. The formal complaint should be made to the District’s Title IX Coordinator in the District’s Educational Equity Compliance Office, at 333 South Beaudry Avenue, 20th Floor, Los Angeles, California 90017 for appropriate investigation and response.

C. Formal Complaint/Appeal Process: The Educational Equity Compliance Office will follow steps as outlined below and in the District’s UCP policy in response to a formal written discrimination complaint or appeal of a site decision.
1. Provide the complainant with a written acknowledgement of the complaint within 10 days which:
   a. Advises and assures the complainant that confidentiality of the facts will be observed to the maximum extent possible.
   b. Advises and assures the complainant that the District prohibits retaliation against anyone who files a complaint or participates in a complaint investigation.
   c. States that the complaint investigation/resolution process will be completed within 60 days of receipt of the complaint.
   d. Advises the complainant to call or send any additional information or documentation relevant to the complaint.
   e. Informs the complainant that a written report of findings and conclusions, listing any corrective action taken, will be provided at the conclusion of the investigation.

2. Conduct an impartial investigation and work to resolve the matter.

3. Provide a written report of findings and conclusions to the complainant and the respondent within 60 days of receipt of the complaint/appeal that also contains the following:
   a. The assurance that the District will not tolerate retaliation against a complainant for the filing of a complaint or participating in the complaint investigation.
   b. A statement advising the complainant of the option to appeal the Educational Equity Compliance Office’s decision to the California Department of Education within 15 days of receipt of the Educational Equity Compliance Office’s decision letter.

D. Further Options Regarding Complaints of Discrimination/Harassment:
   An appeal of the Educational Equity Compliance Office’s findings may be made to the California Department of Education – Office of Equal Opportunity. The written appeal must be sent within 15 days of receipt of the letter of findings. Such appeals should specify the reason(s) for appealing the decision, include a copy of the District’s decision and be addressed to: California Department of Education, Office of Equal Opportunity, 1430 N Street – Room 4206, Sacramento, California 95814.

E. Civil Law Remedies: Pursuant to the California Education Code §262.3, persons who have filed a complaint should also be advised that civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies may be available to them.
AUTHORITY: This is a policy of the Superintendent of Schools. The following legal standards are applied in this policy:

- California Education Code §200 State Policy; Declaration of Purpose; §212.5 “Sexual Harassment”; §220 Applicability to Educational Institutions; and §48900.2 Sexual harassment as ground for suspension or recommendation for expulsion
- California Penal Code, §422.55 Hate Crime Defined
- Title IX Regulations, Title 34, Code of Federal Regulations, Part 106 et seq.
- Title 5, California Code of Regulations, §4910 General Definitions, §4910(k) Gender; §4910(v) Sex; §4910(w) Sexual Orientation, and §4916 Sexual Harassment Definitions

RELATED RESOURCES:

- Administrator Certification On-Line System, Memorandum issued annually by the Office of the Superintendent
- Bullying and Hazing Policy (Student-to-Student and Student-to-Adult), BUL-5212.1, September 17, 2012, Office of School Operations
- Board Resolution, To Enforce the Respectful Treatment of All Persons, October 10, 1988
- Child Abuse and Neglect Reporting Requirements, BUL-1347.2, July 1, 2011, Office of the General Counsel
- Code of Conduct with Students – Distribution and Dissemination Requirement, BUL-5167.0, July 1, 2010, Office of the Superintendent
- Coordination of District Child Abuse Reporting Procedures and Sexual Harassment Policy, Reference Guide No. L-2 (Rev), June 20, 2003, Office of the General Counsel
- Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support, BUL-6231.0, February 14, 2014, Office of School Operations
- Employee Inappropriate Conduct Allegation Policy and Procedures, BUL-6211.0, December 20, 2013, Office of School Operations, Office of General Counsel and Human Resources Division
- Expulsion of Students – Policy and Procedures, BUL-6050.1, August 19, 2013, Office of School Operations
- Guidelines for Student Suspension, BUL-5655.2, August 19, 2013, Office of School Operations
- Incident System Tracking Accountability Report (ISTAR), BUL-5269.2, July 10, 2013, Office of School Operations
- LAUSDMAX Discipline Module Required Usage, BUL-5808.2, September 9, 2013, Office of School Operations
• Nondiscrimination Required Notices and Ordering of Student Brochures, Memorandum issued annually by Office of the General Counsel
• Parent Student Handbook Distribution, Memorandum issued annually by the Office of the Superintendent
• Responding to and Reporting Hate-Motivated Incidents and Crimes, BUL-2047.0, October 10, 2005, Office of the General Counsel
• Sexual Harassment Policy – Employee-to-Employee, BUL-1893.1, August 1, 2005, Office of the General Counsel
• Students, Don’t Let Others Bully or Harass You!, student brochure for Grades K-6 may be downloaded from the Educational Equity Compliance Office website at http://achieve.lausd.net/eeco
• Title IX and Nondiscrimination, Students Know Your Rights, student brochures may be ordered from the District’s General Stores Distribution by using the current Stores’ Supplies and Equipment Catalog
• Title IX Policy/Complaint Procedures, BUL-2521.1, June 7, 2006, Office of the General Counsel
• Transgender Students – Ensuring Equity and Nondiscrimination, BUL-6224.0, February 3, 2014, Office of the General Counsel
• Uniform Complaint Procedures (UCP), BUL-5159.3, May 16, 2014, Office of the General Counsel

ASSISTANCE: For information/assistance, contact the following:

Child Abuse Reporting
• Los Angeles Police Department – (213) 486-0530
• Department of Children and Family Services – (800) 540-4000
• Local Law Enforcement Agency, as applicable

Educational Equity Compliance Office – (213) 241-7682
• Julie Hall-Panameño, Director/District Title IX Coordinator
• http://achieve.lausd.net/eeco

Educational Service Center (ESC)
• Administrators of Operations
• Operations Coordinators/Title IX Designees

ESC North – (818) 654-3615
ESC South – (310) 354-3417
ESC East – (323) 224-3100
ESC West – (310) 914-2100
Intensive Support and Innovation Center (ISIC) – (213) 241-0167

Equal Opportunity Section – (213) 241-7685
(employee-to-employee and student-to-employee sexual harassment complaints)
Office of General Counsel – Education Legal Services Team – (213) 241-7600

Office of the Inspector General – (213) 241-7700

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

ATTACHMENTS:  
Nondiscrimination Statement Posting – English (Attachment A)  
Nondiscrimination Statement Posting – Spanish (Attachment B)  
Sexual Harassment Policy Posting – English (Attachment C)  
Sexual Harassment Policy Posting – Spanish (Attachment D)  
Title IX/Bullying Complaint Manager Posting – English (Attachment E)  
Title IX/Bullying Complaint Manager Posting – Spanish (Attachment F)  
Title IX/Bullying Complaint Log (Attachment G)  
Title IX Sex Discrimination/Sexual Harassment Complaint Form – English (Attachment H)  
Title IX Sex Discrimination/Sexual Harassment Complaint Form – Spanish (Attachment I)  
Sexual Harassment Policy Acknowledgement Posting – English (Attachment J)  
Sexual Harassment Policy Acknowledgement Posting – Spanish (Attachment K)  
Complaint Investigation Record (Attachment L)  

Sample Follow-Up Letter to Parents:  
Student Accused of Sexual Harassment – English  
Student Accused of Sexual Harassment – Spanish  
Student Target of Sexual Harassment – English  
Student Target of Sexual Harassment – Spanish
The Los Angeles Unified School District is committed to providing a working and learning environment free from discrimination, harassment, intimidation and/or bullying. The District prohibits discrimination, harassment, intimidation and/or bullying based on the actual or perceived characteristics set forth in Penal Code § 422.5, Education Code § 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.

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

This nondiscrimination policy 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.

For inquiries or complaints related to discrimination, harassment, intimidation and/or bullying of students based on the actual or perceived characteristics listed above, contact your school’s administrator, the school’s Title IX /Bullying Complaint Manager or:

Julie Hall-Panameño
Educational Equity Compliance Office
District Section 504 and Title IX Coordinator
(213) 241-7682

For inquiries or complaints related to employee-to-employee, student-to-employee, or work/employment related discrimination, harassment, and/or intimidation, contact your school administrator or:

Equal Employment Opportunity Section
(213) 241-7685

Both Offices located at:

Los Angeles Unified School District
333 South Beaudry Avenue – 20th Floor
Los Angeles, CA 90017

BUL-3349.1
Office of General Counsel

August 6, 2014
DISTRITO ESCOLAR UNIFICADO DE LOS ÁNGELES
DECLARACIÓN ANTIDISCRIMINATORIA

El Distrito Escolar Unificado de Los Ángeles está comprometido a mantener un ambiente laboral y de aprendizaje libre de discriminación, hostigamiento, intimidación y/o acoso escolar. El Distrito prohíbe la discriminación, el hostigamiento, la intimidación y/o el acoso escolar basado en las características actuales o percibidas según el Código Penal § 422.5, el Código de Educación §220, e incluyendo sexo real o percibido, orientación sexual, genero, identidad de género, expresión de género, raza o étnia, identificación de grupo étnico, ascendency, nacionalidad, origen nacional, religión, color, discapacidad mental o física, edad, o en base a la asociación con una persona o grupo con uno o más de estas características reales o percibidas, en cualquier programa o actividad que conduzca o al cual proporcione una asistencia considerable.

La discriminación es el trato diferente en base de una categoría protegida en el contexto de un programa educativo ó actividad sin motivo legítimo antidiscriminatorio y que interfiere con o limita la capacidad del individuo para participar en o beneficiarse de los servicios, actividades o privilegios proporcionados por el Distrito.

El hostigamiento ocurre cuando: (1) el objeto es sometido a una conducta no deseada relacionada a una categoría protegida; (2) el hostigamiento es subjetivamente ofensivo al objeto y seria ofensivo para una persona razonable de la misma edad y características bajo las mismas circunstancias; y (3) el hostigamiento es suficientemente severo, penetrante y persistente con el fin de interferir o limitar la capacidad del individuo para participar en o beneficiarse de los servicios, actividades u oportunidades que ofrece el Distrito.

Al presenciar un acto de discriminación, hostigamiento, intimidación y/o acoso escolar, el personal del plantel educativo está obligado a tomar medidas inmediatas para intervenir siempre y cuando sea seguro hacerlo. Al reportar tal conducta a un administrador o a la persona asignada al Título IX/Administrador de Quejas del Acoso Escolar puede hacer una intervención apropiada. Una vez que el plantel escolar u oficina tenga conocimiento de conductas discriminatorias, de hostigamiento, de intimidación y/o de acoso escolar, ya sean realizadas por los empleados, estudiantes, o por terceros, debe tomar medidas inmediatas y apropiadas para investigar y determinar lo sucedido. El plantel escolar debe tomar medidas inmediatas y eficaces, razonablemente calculadas, para poner fin a la conducta, y eliminar un entorno hostil, si es que ha sido creado y evitar que la conducta vuelva a ocurrir. Estas medidas se deben tomar aunque el individuo no presente una queja, o bien si éste pide al plantel escolar u oficina que tome medidas.

Esta política antidiscriminatoria se aplica a todos los actos relacionados con la actividad escolar o asistencia dentro de cualquier plantel escolar u oficina bajo la jurisdicción del Superintendente del Distrito Escolar Unificado de Los Ángeles.

Para consultas o quejas relacionadas con la discriminación, hostigamiento, intimidación y/o acoso escolar basado en las características reales o percibidas mencionadas arriba contacte a su director, la persona asignada al Título IX/Administrador de Quejas del Acoso Escolar o a la:

- Oficina para el Cumplimiento de la Equidad Educativa
  Julie Hall-Panameño
- Coordinador de la Sección 504 y el Título IX del Distrito
  (213) 241 7682

Para preguntas o quejas relacionadas con el empleado a empleado, estudiante a empleado, o discriminación u hostigamiento laboral contacte a su director o a la:

- Sección de Igualdad de Oportunidad de Empleo
  (213) 241 7685

Ambas oficinas están ubicadas en:

- Distrito Escolar Unificado de Los Ángeles
  333 South Beaudry Avenue - Piso 20
  Los Angeles, CA 90017

BUL-3349.1
Office of General Counsel

August 6, 2014
LOS ANGELES UNIFIED SCHOOL DISTRICT

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 § 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 inquiries about District policies and procedures related to sexual harassment, including how to file a sexual harassment complaint, contact:

Educational Equity Compliance Office
Julie Hall-Panameño
LAUSD Section 504 and Title IX Coordinator
(213) 241-7682

For inquiries or complaints related to employee-to-employee, student-to-employee, or work/employment related discrimination or harassment, contact:

Equal Employment Opportunity Section
(213) 241-7685

Both Offices located at:
Los Angeles Unified School District
333 South Beaudry Avenue - 20th Floor
Los Angeles, CA 90017

BUL-3349.1
Office of General Counsel

August 6, 2014
DISTRITO ESCOLAR UNIFICADO DE LOS ÁNGELES
POLÍTICA SOBRE EL ACOSO SEXUAL

El Distrito Escolar Unificado de Los Ángeles está comprometido a proporcionar un ambiente laboral y de aprendizaje libre del acoso sexual. El Distrito prohíbe el acoso sexual hacia y departe de los empleados, los estudiantes o las personas haciendo negocios con o para el Distrito en base al sexo real o percibido, orientación sexual, identidad de género o expresión de género. El incumplimiento a esta política es una violación a las leyes estatales y federales.

El acoso sexual es definido por el Código de Educación de California § 212.5 como cualquier conducta de índole sexual no deseada, pedir favores sexuales y otra conducta verbal, visual o física de naturaleza sexual hecha por un trabajador o cualquier otra personal en el plantel educativo, bajo cualquiera de las siguientes condiciones:

- La rendición a la conducta se hace explícita o implícitamente como una condición de empleo, estatus académico o ascenso laboral.
- La rendición a la conducta del individuo o el rechazo de la misma, es usado como plataforma del empleo o de las decisiones académicas que afectan al individuo.
- La conducta tiene el propósito o efecto de causar un impacto negativo en el trabajo, en el rendimiento académico o el efecto de crear un ambiente de trabajo o de estudio intimidante, hostil u ofensivo para el individuo.
- La rendición a la conducta del individuo o el rechazo de la misma se usa como base para cualquier decisión que afecte al individuo con respecto a las prestaciones, servicios, reconocimientos, programas o actividades disponibles en o a través del plantel educativo.

Al presenciar un acto de discriminación, hostigamiento, intimidación y/o acoso escolar basado en las características reales o percibidas de una categoría protegida (como se enumeraron arriba), el personal del plantel educativo está obligado a tomar medidas inmediatas para intervenir siempre y cuando sea seguro hacerlo. Al reportar tal conducta a un administrador o a la persona asignada al Título IX/Administrador de Quejas del Acoso Escolar puede hacer una intervención apropiada. Una vez que el plantel escolar u oficina tenga conocimiento de conductas discriminatorias, de hostigamiento, de intimidación o de acoso escolar, ya sean realizadas por los empleados, estudiantes, o por terceras personas, debe tomar medidas inmediatas y apropiadas para investigar y determinar lo sucedido. El plantel escolar debe tomar medidas inmediatas y eficaces, razonablemente calculadas, para poner fin a la conducta, y eliminar un entorno hostil, si es que ha sido creado y evitar que la conducta vuelva a ocurrir. Estas medidas se deben tomar aunque el individuo no presente una queja, o bien si éste pide al plantel escolar u oficina que tome medidas. Esta política se aplica a todos los actos relacionados con la actividad escolar o asistencia dentro de cualquier plantel escolar u oficina bajo la jurisdicción del Superintendente del Distrito Escolar Unificado de Los Ángeles.

Cualquier estudiante o empleado del Distrito que cree que ha sido víctima de acoso sexual debe llevar la queja al administrador del plantel escolar o la persona asignada al Título IX/Administrador de Quejas del Acoso Escolar para que se tomen las medidas adecuadas para resolver el problema. El Distrito prohíbe las represalias en contra de cualquier persona que presente una queja de acoso sexual o cualquier participante en el proceso de la investigación de la queja. Las quejas deberán ser investigadas con prontitud de una manera que respete la privacidad de las partes involucradas.

Para consultas sobre las políticas del Distrito y los procedimientos relacionados al acoso sexual, que incluye cómo presentar un queja de acoso sexual, contacte:

Oficina para el Cumplimiento de la Equidad Educativa
Julie Hall-Panameño
Coordinador de la Sección 504 y el Título IX del Distrito
(213) 241 7682

Para preguntas o quejas relacionadas con el empleado a empleado, estudiante a empleado, o discriminación u hostigamiento laboral, comuníquese a:

Sección de Igualdad de Oportunidad de Empleo
(213) 241 7685

Ambas oficinas están ubicadas en:

Distrito Escolar Unificado de Los Ángeles
333 South Beaudry Avenue - Piso 20
Los Ángeles, CA 90017

BUL-3349.1
Office of General Counsel

August 6, 2014
THE TITLE IX/BULLYING COMPLAINT MANAGERS FOR OUR SCHOOL ARE:

________________________________________________________

ROOM #

________________________________________________________

ROOM #

________________________________________________________

ROOM #

Report discrimination, harassment, intimidation and bullying to any of the people listed here or to any school administrator.

THEY CAN HELP!
Los administradores del Título IX/ ADMINISTRADORES DE QUEJAS DE ACOSO ESCOLAR DE NUESTRA ESCUELA SON:

________________________________________________________
SALÓN #

________________________________________________________
SALÓN #

________________________________________________________
SALÓN #

Reportar la discriminación, hostigamiento, intimidación y el acoso escolar a cualquiera de las personas mencionadas aquí o a los administradores de la escuela.

¡ELLOS PUEDEN AYUDARLE!
# Title IX/Bullying Complaint Log

<table>
<thead>
<tr>
<th>Date opened</th>
<th>Reporting party</th>
<th>Alleged target(s)</th>
<th>Alleged accused</th>
<th>Investigator(s) (name/dates)</th>
<th>Findings: unfounded, insufficient info, iSTAR# and/or MiSiS</th>
<th>Behavior has ceased</th>
<th>Date closed</th>
<th>Date of response to complainant</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Person filing complaint:

Name: ____________________________________________  Last First Middle

Home Address: ____________________________________________  Street City Zip

Home Telephone: ____________________________  Other Contact Number: __________________________

Person Filing Complaint is: □ Parent □ Advocate □ Student □ Employee □ Other ______________________

Complaint filed on behalf of:

Name: ____________________________________________  Last First Middle

For Student: / / Date of Birth  Grade  For Employee: Employee Number ESC

School/Work Site: ____________________________________________

Please give the facts about the complaint and attached any relevant documents if available:

Date of Incident: / / Place of Incident: ____________________________________________

Names of Accused: ____________________________________________

Name of Witnesses: ____________________________________________

Brief Description of Incident: ____________________________________________

Has your complaint been discussed with any LAUSD personnel? □ Yes □ No

If yes, to whom (person/office) have you spoken and what was the outcome? __________________________

Signature: ____________________________________________  Date: __________________________
**Persona presentando esta queja:**

<table>
<thead>
<tr>
<th>Nombre:</th>
<th>Primer Nombre</th>
<th>Segundo Nombre</th>
<th>Apellido</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domicilio:</td>
<td>Calle</td>
<td>Ciudad</td>
<td>Código Postal</td>
</tr>
<tr>
<td>Teléfono del Hogar:</td>
<td>Otro Número de Contacto:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

La Persona presentando esta queja es:  
- [ ] Padre  
- [ ] Defensor  
- [ ] Estudiante  
- [ ] Empleado  
- [ ] Otro ________

**La Queja presentada en nombre de:**

<table>
<thead>
<tr>
<th>Nombre:</th>
<th>Primer Nombre</th>
<th>Segundo Nombre</th>
<th>Apellido</th>
</tr>
</thead>
<tbody>
<tr>
<td>Para el Estudiante:</td>
<td>Fecha de Nacimiento</td>
<td>Grado</td>
<td>Para el Empleado:</td>
</tr>
<tr>
<td>Escuela/Sitio Laboral:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fecha del Incidente:</td>
<td>Lugar del Incidente:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nombre(s) del (los) Acusado(s):  
______________________________  
______________________________  
______________________________

Nombre(s) del (los) Testigo(s):  
______________________________  
______________________________  
______________________________

Por favor proporcione los hechos acerca de la queja y adjuntar los documentos pertinentes de su caso si dispone de ellos:

Breve Descripción del Incidente (añadir más páginas si es necesario):

______________________________  
______________________________  
______________________________  
______________________________  
______________________________  
______________________________  
______________________________  
______________________________  
______________________________  
______________________________

¿Se ha discutido su queja con cualquier miembro del personal de LAUSD?  
- [ ] Sí  
- [ ] No

Si es afirmativo, con quién (persona/oficina) ha conversado y cuál fue el resultado?  
______________________________  
______________________________  
______________________________  
______________________________

Firma:  
______________________________  
Fecha:  
______________________________
SEXUAL HARASSMENT POLICY ACKNOWLEDGEMENT

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 § 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 inquiries about District policies and procedures related to sexual harassment, including how to file a sexual harassment complaint contact:

Educational Equity Compliance Office
Julie Hall-Panameño, LAUSD Section 504 and Title IX Coordinator
(213) 241-7682

For inquiries or complaints related to employee-to-employee, student-to-employee, or work/employment related discrimination or harassment, contact:

Equal Employment Opportunity Section
(213) 241-7685

Both Offices located at:
Los Angeles Unified School District
333 South Beaudry Avenue - 20th Floor
Los Angeles, CA 90017

I have reviewed this policy and understand my rights and responsibilities. I understand sexual harassment is prohibited.

Student Signature: ___________________________________
Parent(s)/Guardian(s) Signature: ___________________________________   ___________________________________

BUL-3349.1
Office of General Counsel

August 6, 2014
DISTRITO ESCOLAR UNIFICADO DE LOS ÁNGELES

RECONOCIMIENTO DE LA POLÍTICA SOBRE EL ACOSO SEXUAL

El Distrito Escolar Unificado de Los Ángeles está comprometido a proporcionar un ambiente laboral y de aprendizaje libre del acoso sexual. El Distrito prohíbe el acoso sexual hacia y de parte de los empleados, los estudiantes o las personas haciendo negocios con o para el Distrito en base al sexo real o percibido, orientación sexual, identidad de género o expresión de género. El incumplimiento a esta política es una violación a las leyes estatales y federales.

El acoso sexual es definido por el Código de Educación de California § 212.5 como cualquier conducta de índole sexual no deseada, pedir favores sexuales y otra conducta verbal, visual o física de naturaleza sexual hecha por un trabajador o cualquier otra personal en el plantel educativo, bajo cualquiera de las siguientes condiciones:

- La rendición a la conducta se hace explícita o implícitamente como una condición de empleo, estatus académico o ascenso laboral.
- La rendición a la conducta del individuo o el rechazo de la misma, es usado como plataforma del empleo o de las decisiones académicas que afectan al individuo.
- La conducta tiene el propósito o efecto de causar un impacto negativo en el trabajo, en el rendimiento académico o el efecto de crear un ambiente de trabajo o de estudio intimidante, hostil u ofensivo para el individuo.
- La rendición a la conducta del individuo o el rechazo de la misma se usa como base para cualquier decisión que afecte al individuo con respecto a las prestaciones, servicios, reconocimientos, programas o actividades disponibles en o a través del plantel educativo.

Al presenciar un acto de discriminación, hostigamiento, intimidación y/o acoso escolar basado en las características reales o percibidas de una categoría protegida (como se enumeraron arriba), el personal del plantel educativo está obligado a tomar medidas inmediatas para intervenir siempre y cuando sea seguro hacerlo. Al reportar tal conducta a un administrador o a la persona asignada al Título IX/Administrador de Quejas del Acoso Escolar puede hacer una intervención apropiada. Una vez que el plantel escolar u oficina tenga conocimiento de conductas discriminatorias, de hostigamiento, de intimidación o de acoso escolar, ya sean realizadas por los empleados, estudiantes, o por terceras personas, debe tomar medidas inmediatas y apropiadas para investigar y determinar lo sucedido. El plantel escolar debe tomar medidas inmediatas y eficaces, razonablemente calculadas, para poner fin a la conducta, y eliminar un entorno hostil, si es que ha sido creado y evitar que la conducta vuelva a ocurrir. Estas medidas se deben tomar aunque el individuo no presente una queja, o bien si éste pide al plantel escolar u oficina que tome medidas. Esta política se aplica a todos los actos relacionados con la actividad escolar o asistencia dentro de cualquier plantel escolar u oficina bajo la jurisdicción del Superintendent del Distrito Escolar Unificado de Los Ángeles.

Cualquier estudiante o empleado del Distrito que cree que ha sido víctima de acoso sexual debe llevar la queja al administrador del plantel escolar o la persona asignada al Título IX/Administrador de Quejas del Acoso Escolar para que se tomen las medidas adecuadas para resolver el problema. El Distrito prohíbe las represalias en contra de cualquier persona que presente una queja de acoso sexual o cualquier participante en el proceso de la investigación de la queja. Las quejas deberán ser investigadas con prontitud de una manera que respete la privacidad de las partes involucradas.

Para consultas sobre las políticas del Distrito y los procedimientos relacionados al acoso sexual, que incluye cómo presentar un queja de acoso sexual, contacte:

Oficina para el Cumplimiento de la Equidad Educativa
Julie Hall-Panameño
Coordinador de la Sección 504 y el Título IX del Distrito
(213) 241 7682

Para preguntas o quejas relacionadas con el empleado a empleado, estudiante a empleado, o discriminación u hostigamiento laboral, comuníquese a:

Sección de Igualdad de Oportunidad de Empleo
(213) 241 7685
Ambas oficinas están ubicadas en:
Distrito Escolar Unificado de Los Ángeles
333 South Beaudry Avenue - Piso 20
Los Ángeles, CA 90017

He revisado esta política y entiendo mis derechos y responsabilidades. Entiendo que el acoso sexual está prohibido.

Firma del Estudiante: _______________________________   Firma del Padre/Tutor: _______________________________

Office of General Counsel

BUL-3349.1

August 6, 2014
COMPLAINT INVESTIGATION RECORD
(Student-to-Student, Student-to-Adult, and/or Adult-to-Student Sexual Harassment)
[For School/District recording purposes only]

School | ISTAR#  
--- | ---  

**RECORD OF INVESTIGATION:**

<table>
<thead>
<tr>
<th>Interview alleged target(s) of sexual harassment</th>
<th>Date(s)</th>
<th>Interview accused person(s)</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview witnesses (if any)</td>
<td>Date(s)</td>
<td>Name of Investigator</td>
<td></td>
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</tbody>
</table>

**FINDINGS/DETERMINATION:**

- Findings indicate sexual harassment occurred
  - Student-to-Student
  - Student-to-Adult
  - Adult-to-Student
  - Corrective actions needed
- Findings indicate that inappropriate behavior occurred, but the behavior did not meet the defining elements of sexual harassment
  - Corrective actions needed
- There are no findings of sexual harassment or inappropriate behavior
  - No corrective action needed

**CORRECTIVE ACTIONS (Check all that apply):**

<table>
<thead>
<tr>
<th>Involving Accused Person(s)</th>
<th>Date</th>
<th>Involving Alleged Target(s)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Informed of Complaint</td>
<td>/ /</td>
<td>Parent informed of Complaint</td>
<td>/ /</td>
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<tr>
<td>□ Conference</td>
<td>□ Letter</td>
<td>□ Telephone</td>
<td>□ Conference</td>
</tr>
<tr>
<td>□ Provide/Explain District Sexual Harassment Policy/Procedures</td>
<td>/ /</td>
<td>□ Provide/Explain District Sexual Harassment Policy/Procedures</td>
<td>/ /</td>
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<tr>
<td>□ Referral for School Counseling</td>
<td>/ /</td>
<td>□ Referral for School Counseling</td>
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<tr>
<td>□ Education/Behavior Contract</td>
<td>/ /</td>
<td>□ Referral for Outside Counseling</td>
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<tr>
<td>□ Class Schedule Change</td>
<td>/ /</td>
<td>□ Class Schedule Change</td>
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<td>□ School Discipline Provided</td>
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<td>□ Disciplinary Conference</td>
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<td>□ Disciplinary Conference</td>
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<td>□ Opportunity Transfer</td>
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<tr>
<td>□ Suspension</td>
<td>/ /</td>
<td>□ Monitor to Check That Unwanted Behavior Has Stopped</td>
<td>/ /</td>
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<tr>
<td>□ Expulsion</td>
<td>/ /</td>
<td>□ After One Week</td>
<td>/ /</td>
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<tr>
<td>□ Accused Person’s Parents Notified of Resolution of Incident/Complaint</td>
<td>/ /</td>
<td>□ After Two Weeks</td>
<td>/ /</td>
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<tr>
<td>□ Safety Plan</td>
<td>/ /</td>
<td>□ Safety Plan</td>
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<td>□ Other</td>
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<td>□ Other</td>
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**DESCRIBE OTHER ACTIONS TAKEN OR FURTHER REMEDIAL ACTION TO BE UNDERTAKEN TO PREVENT RECURRENCE OF THE INCIDENT/BEHAVIOR:**

**NOTIFICATION OF FINDINGS AND ACTIONS TAKEN:**

<table>
<thead>
<tr>
<th>Targeted Person</th>
<th>Date(s)</th>
<th>Parents</th>
<th>Date(s)</th>
<th>Law Enforcement</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accused Person</td>
<td>Date(s)</td>
<td>Parents</td>
<td>Date(s)</td>
<td>DCFS</td>
<td>Date(s)</td>
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</tbody>
</table>

RETAIN INVESTIGATION RECORDS IN A CENTRAL LOCATION. PROVIDE A COPY OF THE COMPETED RECORD TO THE ISTAR DESIGNEE TO ENSURE RECORD IS ATTACHED/ENTERED INTO ISTAR.
STUDENT ACCUSED OF SEXUAL HARASSMENT
Sample Follow-Up Letter to Parents
Corrective Actions Taken to Address Behavior

ENGLISH
PUT ON SCHOOL LETTERHEAD

[Insert Date]

Parent(s)/Guardian(s) Names
[Insert Address]

RE: Student’s Name, Grade, Date of Birth

Dear Parent/Guardian,

It is our goal at _______________________________ School to provide a safe school environment for every student. In keeping with that goal, I wish to keep you informed of actions taken in regard to your child being involved in a situation that included conduct that would be considered a violation of the District’s sexual harassment policy.

The actions listed below were taken in an effort to address the reported situation that involved your child, and I hope no other problems of this kind will occur in the future. Please know we are working with all parties who may have been involved in this incident. Confidentiality prevents us from sharing actions taken with other parties. This letter reflects actions that were taken with your child:

• Counseled your child regarding the allegations that inappropriate conduct took place and stressed the seriousness of his/her actions.
• Directed your child to immediately stop the inappropriate conduct.
• Advised your child that any retaliatory behavior against any person connected with the complaint will not be tolerated.
• Administered a classroom or school suspension as a consequence of your child’s actions.
• Invited you, the parents, to a conference to discuss the reported incidents.
• Completed an individual student safety plan.
• Advised your child that his/her behavior would continue to be monitored by the school.

District policy prohibits acts of retaliation against persons involved in complaint investigations. If incidents occur, please advise the school administration promptly. If you are dissatisfied with the actions taken, you may file a complaint with the Educational Service Center Operations Coordinator/Title IX Designee at the Educational Service Center Office at (insert Educational Service Center address). The Educational Service Center telephone number is ____________. Please be aware that any such written complaint must be filed within six months of the reported situation.

Please feel free to call me at (     ) _________________ if you would like to discuss this matter.

Sincerely,
_______________________________________
Principal

c: _________________________, Superintendent, Educational Service Center __
__________________________, Administrator of Operations, Educational Service Center __
__________________________, Operations Coordinator, Educational Service Center __
STUDENT ACCUSED OF SEXUAL HARASSMENT
Sample Follow-Up Letter to Parents
Corrective Actions Taken to Address Behavior

SPANISH
Put on School Letterhead

[Insert Fecha]
Parent(s) Guardian(s) Names
[Insert Address]
RE:  Student’s Name, Grade, Date of Birth
Estimado(s) padre(s) o tutor(es) de: __________________________________________

Es nuestra meta en la escuela _______________________ ofrecerle a cada estudiante un entorno escolar seguro.
Para cumplir con dicha meta, deseo mantenerlos informados sobre las medidas que se han tomado con respecto a la
situación en la que su hijo está involucrado, la cual incluyó un comportamiento que puede ser considerado como una
violación a las políticas sobre el acoso sexual del Distrito.

Las acciones enumeradas a continuación fueron tomadas en un esfuerzo para hacer frente a la situación denunciada
que involucró a su hijo(a), y espero que ningún otro problema de este tipo ocurra en el futuro. Por favor, sepan que
estamos trabajando con todas las partes que puedan haber estado involucradas en este incidente. La confidencialidad
no nos permite compartir las acciones tomadas con otras personas. Esta carta refleja las acciones que fueron
tomadas con su hijo(a):
• Asesoré a su hijo(a) sobre los hechos alegados de que se comportó inapropiadamente e hice hincapié de la
  gravedad de sus acciones.
• Le informé a su hijo(a) que debe dejar de comportarse en esa manera inapropiada inmediatamente.
• Le advertí a su hijo(a) que no toleraremos ningún tipo de conducta de carácter vengativo en contra de cualquier
  persona vinculada con la denuncia.
• Los suspendí del aula o de la escuela como consecuencia de su(s) acción(es).
• Los invité a ustedes, los padres de familia, a una reunión para conversar sobre el incidente sobre el cual se me
  ha informado.
• Formulé un plan de seguridad individual.
• Le advertí a su hijo(a) que continuaremos supervisando su comportamiento en la escuela.

La política del Distrito prohíbe cualquier acto de represalias en contra de personas involucradas en la investigación.
Si otros incidentes ocurrieren, favor de notificar a la administración de la escuela lo más pronto posible. Si no se
siente satisfecho con las medidas tomadas por la escuela, tiene el derecho de presentar una denuncia con el
Coordinador de Operaciones, la persona designada del Título IX, en el Centro de Servicios Educativos al (insert ESC
office address). El número de teléfono del Centro de Servicios Educativos es _________. Dicha denuncia deberá
presentarse por escrito dentro de un plazo máximo de seis meses a partir de la fecha en la que ocurrió el incidente
sobre el cual se nos informó.

Si desea conversar conmigo sobre este asunto por favor sienta la libertad de llamarme al ____________.

Atentamente,

_______________________________________________
Director/a

c: ____________________, Superintendente, Centro de Servicios Educativos
_______________________________________________
_______________________________________________, Administrador de Operaciones, Centro de Servicios Educativos
_______________________________________________, Coordinador de Operaciones, Centro de Servicios Educativos
STUDENT TARGET OF SEXUAL HARASSMENT
Sample Follow-Up Letter to Parents
Corrective Actions Taken to Address Complaint

ENGLISH
PUT ON SCHOOL LETTERHEAD

[Insert Date here]

Parent(s)/Guardian(s) Names
[Insert Address]

RE: Student’s Name, Grade, Date of Birth

Dear Parent/Guardian,

It is our goal at ______________________ School to provide a safe school environment for every student. In keeping with this goal, I wish to keep you informed of actions taken in regard to a situation brought to the school’s attention where your child was subjected to conduct that could be considered a violation of the District’s sexual harassment policy.

I have addressed the situation that was reported in the manner indicated below, and I hope that no other similar problems will occur in the future. Actions taken include the following:

• Contacted you, the parents, in order to discuss the reported incident.
• Counseled the accused person and stressed the seriousness and consequences of his/her actions.
• Directed the accused person to immediately stop the inappropriate conduct.
• Advised the accused person that any retaliatory behavior against any person connected with the complaint will not be tolerated.
• Held an administrative conference with the parents of the accused person.
• Alerted relevant school staff of the reported incident and actions taken.
• Arranged with the classroom teacher to have the students separated in the classroom setting.
• Completed an individual student safety plan with your child.
• Assigned school staff to continue to monitor the situation.

District policy prohibits acts of retaliation against persons involved in complaint investigations. If other incidents occur, please advise the school administration promptly. If you are dissatisfied with the actions taken, you may file a complaint with the Educational Service Center Operations Coordinator/Title IX Designee at the Educational Service Center ___ Office at (insert Educational Service Center address). The Educational Service Center ___ telephone number is _________________. Any such written complaint must be filed within six months of the reported situation.

Please feel free to call me at (   ) ________________ if you would like to discuss this matter.

Sincerely,

______________________________________
Principal

c: ____________________________, Superintendent, Educational Service Center ___
 ____________________________, Administrator of Operations, Educational Service Center ___
 ____________________________, Operations Coordinator, Educational Service Center ___
SITÚACION DEL ALUMNO/A EXPUESTO/AM A LA HARASMINA SEXUAL

EJEMPLO DE CARTA DE Sigue-UP AL PERSONAL
CORRECCIONES TÍMIDAS PARA ATRIBUIR LA RECLAMACIÓ/N

SPANISH
PUT ON SCHOOL LETTERHEAD

[Insert Fecha]

Parent/Guardian Name
[Insert Address]

RE: Student’s name, grade, Date of Birth (DOB)

Estimado(s) Sr./Sra. _____________,

Es nuestra meta en la escuela _________________ ofrecerle a cada estudiante un ambiente académico seguro. Para cumplir con dicha meta deseo mantenerle informado sobre las medidas que se tomaron con respecto a una situación que se le hizo notar al personal de la escuela, en la cual su hijo/a fue sujeto a cierta conducta o comportamiento que podría ser considerada como una violación de las normas del Distrito que rigen al acoso sexual.

Me he encargado de la situación sobre la cual se me informó en la manera descrita a continuación y espero que este tipo de problema no vuelva a ocurrir en el futuro. Las siguientes son algunas de las medidas que he tomado:

• Me contacté con usted(es), los padres de familia, para conversar sobre el incidente con respecto al cual se me informó.
• Me he reunido con la persona acusada y lo he aconsejado con respecto a la gravedad de sus acciones y de las consecuencias que podría enfrentar.
• Le informé a la persona acusada que deberá dejar de comportarse en esa manera inapropiada inmediatamente.
• Le advertí a la persona acusada que no se tolerará ninguna conducta de carácter vengativo en contra de la persona vinculada con la denuncia.
• He tenido una reunión administrativa con los padres de familia de la persona acusada.
• He conversado sobre el incidente con el personal escolar apropiado y sobre las medidas que se han tomado.
• He hecho los arreglos necesarios con el maestro del aula para mantener separados a estos estudiantes cuando se encuentren en el aula.
• Asigné a miembros del personal de la escuela para que continúen supervisando la situación.

La política del Distrito prohíbe cualquier acto de represalias en contra de personas involucradas en la investigación del denunciante. Si otros incidentes ocurriesen, favor de notificar a la administración de la escuela lo más pronto posible. Si no se siente satisfecho con las medidas tomadas por la escuela, tiene el derecho de presentar una denuncia con el Coordinador de Operaciones, la persona designada del Título IX, en el Centro de Servicios Educativos al (insert ESC office address). El número de teléfono del Centro de Servicios Educativos es _______. Dicha denuncia deberá presentarse por escrito dentro de un plazo máximo de seis meses a partir de la fecha en la que ocurrió el incidente sobre el cual se nos informó.

Si desea conversar conmigo sobre este asunto por favor sienta la libertad de llamarme al _____________.

Atentamente,

_______________________________________________
Director/a

c: _________________________, Superintendente, Centro de Servicios Educativos
__________________________, Administrador de Operaciones, Centro de Servicios Educativos
__________________________, Coordinador de Operaciones, Centro de Servicios Educativos
I. INTRODUCTION

The following safety suggestions are provided as a supplement to various existing safety practices at school sites and, where appropriate, may be helpful to Principals and School Leadership Councils in programming events, developing guidelines, setting school policy and supporting safe school plans.

II. ADMINISTRATORS' RESPONSIBILITIES

A. Have custodial personnel check the campus for loiterers and/or trespassers, especially restroom areas, when opening and closing the buildings and grounds.

B. Call School Police at (213) 625-6631 should an investigation establish a need for assistance when a loiterer appears on or adjacent to the campus.

C. Develop classroom-to-office contingency emergency communication plans.

D. Remove graffiti immediately or as soon as possible utilizing LAUSD, community agency and/or private business resources.

E. Implement a neighborhood school watch program and request residents of the community to report any unusual activities on campus to the principal during regular business hours and to School Police or the local law enforcement agency during nights, weekends and/or holidays. Provide community with aforementioned appropriate telephone numbers.

For further information, please contact the Office of School Operations and Safety at (213) 625-6040 or your Local District Operations Coordinator.

This bulletin replaces Office of School Operations Bulletin No. N-10 of the same subject, dated July 12, 1999. The content reflects changes in current procedures.
F. Identify safe and unsafe routes between school and home for students and staff. Local transportation agencies should be contacted for assistance, information and/or materials such as Pedestrian Route Maps.

G. Provide safety bulletins and available information to all staff members regarding any incident or situation that might impact their personal safety or the school's educational environment.

H. Develop strategies to control rumors concerning school or community incidents.

I. Organize, under the supervision of appropriate school personnel, a team of volunteer parents, other community residents and staff members to patrol the campus and the perimeter. In addition, the team should assist students traveling to and from school.

J. Review and post, at all utilized entrances, appropriate and approved signs regarding visitors, trespassing, loitering, etc. For assistance in obtaining exterior signs, please contact your Maintenance and Operations Director.

K. Lock all school gates and exterior doors leading off campus during hours that school is in session with the exception of the main entrance. See Bulletin No. N-33 (Rev.), Locked Campuses During Class Hours at All Schools, September 7, 2001, Educational Services Division.

L. Have all visitors report to the Main Office upon arrival. Issue and require each to carry or wear a Visitor's Pass while on campus. The Visitor's Pass must be returned prior to departure.


N. Issue school discipline policies and expectations of students, staff and parents at the beginning of the school year or track.

O. Monitor or prohibit student access to cars during school hours.

P. Assign available personnel to patrol the campus perimeter, known trouble spots and all building entrances during the course of the school day.

Q. Review procedures related to the proper use and security of issued hand-held and base radios. See LAUSD Radio Unit Handbook for Local Campus Radio System or call Gary Franks, Senior Radio Communications Technician, at (213) 625-6630.

R. Prohibit the wearing of gang apparel or the use of gang-related symbols.
III. STAFF'S RESPONSIBILITIES

A. Report to the Main Office or other designated office prior to proceeding to assigned classrooms or work areas.

B. Lock classroom doors when working alone before or after school hours.

C. Establish and maintain a buddy system when working in isolated areas and/or traveling to and from parking areas at the start and close of school.

D. Exercise stringent control of assigned school keys.

E. Secure all personal valuables.

F. Report any person loitering in or adjacent to parking areas, etc., and/or sitting in a parked car.

G. Instruct students to avoid strangers and provide strategies for avoiding contact with strangers. Utilize the following resources as appropriate: LAUSD crime prevention programs, drug resistance programs (DARE, SANE), child abuse and traffic safety bulletins.

IV. PROCEDURES

Each year, school administrators will be required to review the information contained in this bulletin with the students and staff at the school. The certification form (see Attachment A) must be signed by the principal and returned to the Local District Operations Coordinator.

# # #
STUDENT AND EMPLOYEE SAFETY CERTIFICATION

All administrators are required to review with students and staff Educational Services Bulletin No. N-10 (Rev.), titled *Student and Employee Security*, dated September 7, 2001, during the first week of each year for year-round schools and each semester for traditional calendar schools.

The signature below indicates that the above referenced bulletin has been reviewed with students and staff.

School: ________________________________  Local District: ______________

Principal's Signature: ____________________  Date: ________________

Please return completed form to your **Local District Operations Coordinator**.
The Los Angeles Unified School District (District) is committed to providing a learning and working environment in which all individuals are treated with respect and dignity. Each student and employee has a right to learn and work in an environment that is free from unlawful discrimination. No District student or employee shall be excluded from participation in, be denied the benefits of, or be subject to discrimination on the basis of actual or perceived gender/sex (including gender identity, gender expression, marital status, parenting, pregnancy, childbirth, breastfeeding, false pregnancy, termination of pregnancy and pregnancy related medical conditions), sexual orientation or a person’s association with a person or group with one or more of these actual or perceived characteristics in any District educational program or activity or to which it provides significant assistance.

This bulletin replaces BUL-2521.1 Title IX Policy/Complaint Procedures dated June 7, 2006. The content updates current law regarding Title IX required notices, single-gender classes and schools, District policy and procedures, including complaint investigations, as well as provides current contact and reference information.

Existing law under Title IX of the Education Amendments of 1972 states, “No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

California Education Code (E.C.) § 200 et seq., affords all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in § 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state.

California’s public schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity.

The law clarifies that gender means actual or perceived sex, and includes a
person’s gender identity and gender expression or gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth.

Both law and District policy require that all educational programs and activities should be conducted without discrimination based on legally protected characteristics.

More recent law elaborates that a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with the pupil’s gender identity, irrespective of the gender listed on the pupil’s records.

II. DEFINITIONS

With respect to this policy, the following definitions apply:

- **Appeal**: A written request to review the complaint.
- **Complainant**: A District student, parent/guardian of a District student, District employee, or other person who submits a complaint.
- **Complaint**: An oral or written allegation that there has been a violation of this policy bulletin, Title IX or Education Code § 220.
- **Complaint Procedure**: The District’s internal procedure to process complaints.
- **Days**: Calendar days unless otherwise specified.
- **District**: Any operating unit or program of the District.
- **Gender**: A person’s actual or perceived sex and includes a person’s perceived identity, appearance, or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person’s sex at birth.
- **Gender Identity**: An individual’s internal, deeply rooted identification as female, male or a non-binary understanding of gender, regardless of one’s assigned sex at birth. All people have a gender identity.
- **Gender Expression**: A person’s gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth. Students who adopt a presentation that varies from the stereotypic gender expectations sometimes may describe themselves as gender nonconforming, gender queer or gender fluid.
- **Respondent**: An individual alleged to have committed acts in violation of this policy, sometimes referred to as “accused.”
- **Parenting Students**: Students who are the biological mother or biological father of a child, regardless of their marital status.
- **Pregnancy**: Pregnancy at any stage, including childbirth, breastfeeding, pregnancy-related medical condition, false pregnancy, termination of pregnancy or recovery therefrom.
- **Sex**: The biological condition or quality of being female or male.
GUIDELINES (cont.):

- **Sexual Orientation**: A person’s emotional and/or sexual attraction to another person based on the gender of the other person. Common terms used to describe sexual orientation include, but are not limited to, lesbian, gay, heterosexual, and bisexual. Sexual orientation and gender identity are different.

- **Target**: An individual alleged to have experienced acts in violation of this policy.

- **Title IX**: Title IX of the Education Amendments of 1972.

- **Title IX/Bullying Complaint Manager**: An administrator and/or designee responsible to oversee the response to complaints of sex discrimination, sexual harassment, intimidation, bullying and/or hazing.

- **Transgender**: A person whose gender identity differs from their gender assigned at birth and whose gender expression consistently varies from stereotypical expectations and norms. A transgender person desires to live persistently by a gender that differs from that which was assigned at birth. Each transgender person has a unique process in which they go from living and identifying as one gender to another. Gender transition can occur at any age. It begins internally then expands to external expression. This can include social, medical and/or a legal transition.

III. **EQUAL TREATMENT OF STUDENTS ON THE BASIS OF ACTUAL OR PERCEIVED SEX IN EDUCATIONAL PROGRAMS AND ACTIVITIES**

While the District does not discriminate on the basis of all protected characteristics per the annually issued memorandum *Nondiscrimination Required Notices and Ordering of Student Brochures*, the law assures equal treatment of students in educational programs and activities and specifies that equity on the basis of actual or perceived sex, sexual orientation, gender, gender identity or gender expression shall be practiced in the following ways:

A. **Programs and Activities**

1. Students have the right to equal learning opportunities in their school.

2. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of actual or perceived sex, sexual orientation, gender, gender identity or gender expression, disability, nationality, race or ethnicity, immigration status, religion, or association with anyone with one or more of these characteristics in any program or activity.

3. Students shall be permitted to participate in sex-segregated school programs and activities and use facilities consistent with the student’s gender identity, irrespective of the gender listed on the student’s record.

B. **Course Accessibility and Instruction**

1. Students may not be required to take or be denied enrollment in a course because of actual or perceived sex, sexual orientation, gender, gender
GUIDELINES (cont.):

Identity or gender expression.

a. Instruction in all courses and classes must be co-educational, unless otherwise specified under law.

b. Elementary and secondary units of instruction which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls in accordance with their gender identity.

c. Student grouping by vocal range and quality is allowed in a chorus or choruses.

d. Students have the right to be evaluated and graded without regard to actual or perceived sex, sexual orientation, gender, gender identity or gender expression.

e. Instructional materials and textbooks shall not contain any matter reflecting adversely upon persons because of actual or perceived sex, sexual orientation, gender, gender identity or gender expression, except if such passages are for historical reference.

f. Instructional materials and textbooks shall accurately portray the cultural, racial, gender, and sexual diversity of our society.

g. When developing the master program in secondary schools, consideration must be given to the naming and scheduling of classes as to promote sex/gender integration, especially in non-traditional course offerings.

h. In general, the law does not allow for sex segregation in educational programs except under limited conditions. Recent California law, consistent with Title IX regulations, allows for the District to maintain existing single-sex instructional settings, wherein students may participate on the basis of their gender of identity, with evaluations of the school’s programs’ or classes’ effectiveness to occur every two years at Girls Academic Leadership Academy, Boys Academic Leadership Academy and Young Oak Kim Academy.

C. Counseling

1. Students shall be provided counseling and guidance that is not discriminatory.

2. No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category. In addition, counselors shall affirmatively explore with students the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex.

D. Physical Education

1. All physical education classes, instruction and testing must be co-
GUIDELINES (cont.):

2. Regulations state that schools must not provide any course or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation by its students on such basis, including physical education classes.

3. Student grouping by ability is allowed. However, any grouping of students during physical education activities should be on-going, flexible, and modified per unit activity and may not have a discriminatory impact. Students are to be assessed by objective standards of individual performance without regard to sex.

4. See BUL-1826.0 *Sex Equity in Physical Education Programs* for detailed information regarding physical education.

E. Athletics

Compared programs must be equivalent, that is equal, or equal in effect. Identical benefit, opportunities, or treatment are not required, provided the overall effect of any differences is negligible. Overall, the athletic interests and abilities of male and female students must be equally and effectively accommodated.

1. Schools shall offer all students equal opportunities to play sports.

2. Equipment and supplies, game and practice schedules, budgets, coaching, travel allowances, facilities, recruitment, publicity, support services and tutoring offered to teams shall provide comparable and equitable athletic opportunities for members of both sexes.

3. Students shall be permitted to participate in sex-segregated athletic teams and competitions consistent with their gender identity in accordance with California Interscholastic Federation guidelines.

F. Sexual Harassment

Sexual harassment of or by school employees or students is a form of sex and gender discrimination and is prohibited. School personnel must respond promptly to allegations of sexual harassment. See District policy BUL-3349.1 *Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student–to-Adult)* for detailed information regarding sexual harassment.

G. Pregnant and Parenting Students

1. No student or applicant for enrollment will be subject to discrimination on the basis of that student’s pregnancy at any stage of pregnancy, childbirth,
GUIDELINES (cont.):

lactation status, false pregnancy, termination of pregnancy, recovery from pregnancy, or parental or marital status.

2. Pregnant and parenting students, regardless of their marital status, have the same rights as other students to remain in their current educational program or to attend any District school or program for which they would otherwise qualify and to do so in an environment free of discrimination or harassment.

4. Pregnant and parenting students must have full access to the same programs and activities for which they would otherwise qualify, including, but not limited to, graduation, awards, ceremonies, field trips, student clubs, after-school activities, and any other school-related programs/activities. As such, students cannot be expelled, suspended, or otherwise excluded from, or required to participate in, school programs/activities solely on the basis of their pregnancy-related conditions or parental/marital status.

4. District schools and programs shall make reasonable accommodations to facilitate the equal access and full participation of pregnant, lactating, breastfeeding and parenting students.

5. Schools may require a pregnant female student to provide written permission from her licensed healthcare provider that she is physically and emotionally able to remain in or participate in a school activity or program only if such permission is also required for other health conditions or temporary disabilities requiring medical care.

See District policy BUL-2060.1 Pregnant and Parenting Students Educational Rights for detailed information regarding pregnant and parenting students.

H. Extra-Curricular Activities, Programs, and Clubs

Participation in all extra-curricular activities, programs, and student clubs shall be available to all students without regard to actual or perceived sex, sexual orientation, gender, gender identity or gender expression.

All student clubs are to have equal access to facilities and a fair opportunity to meet.

No extra-curricular activity, program, or club is to be labeled or scheduled with the result of the separation of students on the basis of actual or perceived sex, sexual orientation, gender, gender identity or gender expression. Participation in student clubs will follow guidelines for student body activities and student club bylaws.

I. Fundraising
GUIDELINES (cont.):

Board Rule 1721 states, “It is the intent of the Board that no donation shall provide a substantial advantage in educational benefits to a school if such benefits cannot be balanced in all schools.” When fundraising for programs and activities in a school, ensure equity across the school. Where booster clubs provide benefits and services to athletes of one sex that are greater than what the District is providing to athletes of the other sex, the District shall take action to ensure that the benefits and services are equivalent for both sexes.

IV. CERTAIN PROGRAMS AND ACTIVITIES ARE EXCLUDED

Title IX and the California Education Code do not apply to the following:

A. YMCA, YWCA, Boy Scouts, Girl Scouts, Camp Fire Girls and voluntary youth service organizations.

B. Father-son and mother-daughter activities, provided that comparable activities are offered for students of the other sex. Care must be taken that such activities accommodate for students and their various family configurations.

C. Scholarships based upon a combination of factors where participation is limited to individuals of one sex, if the activity complies with other nondiscriminatory provisions of the law and District policy.

V. RESPONSIBILITY FOR POLICY IMPLEMENTATION

A. School Principals or Site Administrators shall:

1. Identify the administrators or designees responsible to serve as the site’s Title IX/Bullying Complaint Managers and establish a systematic process to oversee the response to complaints of sexual harassment in a safe and private manner.

   a. The role of the Title IX/Bullying Complaint Manager is to oversee the response to any complaints of sexual harassment or sex discrimination, as well as to provide support, information, and options to complainants and/or targets regarding sexual harassment or sex discrimination. The Title IX/Bullying Complaint Manager also has responsibilities regarding addressing complaints of bullying and hazing as articulated in District policy BUL-5212.2 Bullying and Hazing Policy (Student-to-Student and Student-to-Adult).

   b. School sites must identify at least two Title IX/Bullying Complaint Managers so complainants can choose the person with whom they feel most comfortable discussing their concerns.
GUIDELINES (cont.):

c. Provisions must be made to facilitate the ability of non-verbal or limited-English speaking complainants to access the Title IX/Bullying Complaint Managers and file a complaint. A complainant unable to make a written complaint will be assisted by District personnel.

2. Inform staff, students, parents, volunteers, coaches or activity leaders of District policy requiring the promotion of mutual respect, tolerance and acceptance, as well as District policy regarding nondiscrimination and sexual harassment and information about reporting procedures for targets or witnesses of discrimination or sexual harassment.

3. Distribute the District’s *Title IX and Nondiscrimination, Students Know Your Rights* brochure to every student in secondary and adult schools at the beginning of each school year. See the annually issued District memorandum *Nondiscrimination Required Notices and Ordering of Student Brochures* for how to obtain this brochure.

4. Present the District’s policy on nondiscrimination and sexual harassment in age-appropriate language as part of any orientation for new students at the beginning of each semester or summer session as applicable. This presentation shall include information concerning how to file a discrimination or sexual harassment complaint.

5. Provide training to certificated and classified staff regarding the District’s nondiscrimination and sexual harassment policies and communicate to staff their individual responsibilities to respond, intervene and report such behavior.

6. Certify in the Administrator Certification On-Line System that the location has complied with the mandates of this policy. See the *Administrator Certification On-Line System* memorandum issued annually by the Division of District Operations.

7. Refer to the Educational Equity Compliance Office and Local District area any complaint that names the principal as a respondent or any complaint that alleges school-wide discriminatory practices.

B. Title IX/Bullying Complaint Managers shall:

1. Post the English and Spanish *Title IX/Bullying Complaint Manager* posters attached to this policy in school administrative offices, including student government meeting rooms or other prominent locations accessible to students where notices are regularly posted regarding rules, regulations, procedures or standards of conduct.
GUIDELINES (cont.):

2. Employ this policy at the site, in consultation with the principal or designee, to provide a comprehensive system through which allegations of sexual harassment and sex discrimination can be safely and easily reported, and the ensuing investigations, interventions and monitoring documented comprehensively using appropriate District forms and electronic protocols.

3. Respond quickly to any complaints of harassment and discrimination, and take action to address the behavior, as well as provide support, information and options to students regarding discrimination and harassment.

4. Intervene immediately to witnessed events and take action to remedy harassment and discrimination.

5. Track the site’s response to harassment and discrimination complaints to analyze and identify any patterns or systemic problems revealed in order that they may be addressed. See the sample log (Attachment J) attached to this policy for tracking Title IX/Bullying complaints.

6. Promptly refer any complaints of harassment and discrimination involving an adult as perpetrator to the site administrator.

C. Employees shall:

1. Share responsibility for modeling appropriate behavior and creating an environment where students and staff know that sexual harassment and sex discrimination are inappropriate and will not be tolerated.

2. Educate students about appropriate interactions and social norms.

3. Cultivate positive relationships with students per the District’s Code of Conduct with Students.

4. Support the District’s efforts to recognize and prevent harassment and discrimination and take steps to intervene immediately and safely when such incidents occur.

5. Report incidents of sexual harassment and discrimination to the site administrator or Title IX/Bullying Complaint Manager.

6. Encourage anyone alleging to be a target of, a witness to, or to have information about harassment and/or discrimination to report such an incident to the designated administrator or Title IX/Bullying Complaint Manager.
GUIDELINES (cont.):

Manager.

7. Cooperate in complaint investigations of harassment and discrimination.

8. Guard against actions that would be considered retaliatory against anyone who has filed or is participating in a complaint investigation.

D. Students shall be informed that:

1. They are to act respectfully towards everyone and should consider how others may perceive or be affected by their actions and words.

2. They are to help create a safe school environment by not engaging in or contributing to harassment and discrimination. Student resources, such as brochures, posters and videos can be found on District websites at Human Relations, Diversity and Equity and Educational Equity Compliance Office.

3. They are to report incidents of harassment and discrimination to the designated administrator or Title IX/Bullying Complaint Manager in cases when they may be the witness or target of harassment and/or discrimination.

4. They are never to engage in retaliatory behavior or ask, encourage or consent to anyone retaliating on their behalf.

VI. NOTIFICATION – DISSEMINATION – POSTING

A. Employees

The Nondiscrimination Statement (Attachments A, B) and Sexual Harassment Policy (Attachments C, D) shall be provided to all District employees annually at the beginning of each school year.

B. Students

1. All required District nondiscrimination policy statements are included in the Parent Student Handbook, which all schools are required to distribute to all students annually and at the time of initial enrollment.

2. The District’s written policy on nondiscrimination and sexual harassment shall be presented in age-appropriate language as part of any orientation program conducted for new students at the beginning of each semester and summer session as applicable. This presentation shall include information concerning how to file and report a discrimination or sexual
GUIDELINES (cont.):

3. All secondary and adult schools are required to distribute the District’s *Title IX and Nondiscrimination, Students Know Your Rights* brochure to every student at the beginning of each school year and at the time of initial enrollment. See the annually issued Nondiscrimination Required Notices and Ordering of Student Brochures memorandum.

4. In Grades K-6, the *Students, Don’t Let Others Bully or Harass You!* brochure may be distributed and used for discussion of the required information. It may be found on the Educational Equity Compliance Office website.

C. Parents/Guardians

The *Parent Student Handbook* may be used to provide notification of the District’s *Nondiscrimination Statement* and *Sexual Harassment Policy* to parents and guardians.

Notification – Posting

1. The District’s English and Spanish *Nondiscrimination Statement* and *Sexual Harassment Policy* posters must be posted in all schools and offices, including staff lounges and student government meeting rooms, in the main administration building, or other prominent locations where notices are regularly posted regarding rules, regulations, procedures or standards of conduct.

2. The *Nondiscrimination Statement* and *Sexual Harassment Policy* posters can be ordered in Armenian, Chinese, Farsi, Korean, Polish, Russian or Tagalog, from the Educational Equity Compliance Office at (213) 241-7682 to then duplicate in the quantity necessary to meet the specific needs of the individual school’s student population.

3. The English and Spanish *Title IX/Bullying Complaint Manager* posters attached to this bulletin are to be used to identify those school administrators or designees designated to oversee sex discrimination and/or sexual harassment complaints.

4. *Title IX/Bullying Complaint Manager* posters are to be posted in school administrative offices, including student government meeting rooms or other prominent locations accessible to students where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct. Suggested other prominent locations may include classrooms,
GUIDELINES (cont.):
cafeterias and student bulletin boards.

Notification – Publication

The District’s Nondiscrimination Statement and Sexual Harassment Policy poster summaries attached to this bulletin shall be included in school or District publications (e.g., student planners, student handbooks or staff handbooks) that set forth the school’s or District’s comprehensive rules, regulations, procedures and standards of conduct.

Notification – Internet

Schools shall post in a prominent and conspicuous location on their websites all of the following:

1. The names and contact information of the Title IX Complaint Managers for that school, including phone numbers and email addresses.

2. This website link, Title IX and Nondiscrimination, which provides information regarding the rights of a pupil and the public and the responsibilities of the District under Title IX.

VII. CONFIDENTIALITY AND NON-RETAIATION

Complaints of harassment and discrimination involving students shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible under the law. Complainants are protected from retaliation. The District prohibits retaliation in any form against anyone who files a complaint of suspected harassment or discrimination or participates in the complaint investigation process. Retaliation is grounds for a separate complaint. Incidents of retaliation may be reported to the Title IX/Bullying Complaint Manager or administrator for appropriate investigation and follow-up. These confidentiality and non-retaliation requirements extend to all parties involved.

VIII. COMPLAINT PROCEDURES

When a complaint or a report of discrimination or harassment is received, it shall be given immediate attention. Schools/sites that know, or reasonably should know, of possible discrimination or harassment must promptly investigate to determine what occurred and take appropriate steps to eliminate the conduct, prevent its recurrence and remedy its effects. The school’s investigation is different from law enforcement or personnel investigations. A law enforcement or personnel investigation does not relieve sites of their independent obligation to investigate the conduct.
Complainants may access either an informal resolution at the site or formal complaint resolution process through the Educational Equity Compliance Office. Informal processes are encouraged for expedient resolutions. However, the informal process shall be bypassed if the complainant names a principal as a respondent or the complaint alleges school-wide discriminatory practices. In those circumstances, the complainant should initiate a formal complaint directly with the Educational Equity Compliance Office. Otherwise, refer to BUL-6612.0 Non-Discrimination and Anti-Harassment (Including Sexual Harassment) Policy and Complaint Procedure for employee-to-employee related harassment or discrimination complaints.

Below are the guidelines for investigating and responding to sexual harassment and sex discrimination complaints.

A. Informal Process or Site Level Investigation Response:

Any written or oral report of discrimination or harassment is a discrimination or harassment complaint and must be addressed. The Title IX Sex Discrimination/Sexual Harassment Complaint (Attachments G, H) may be used to file the complaint. A reasonable effort must be made to investigate and address allegations submitted anonymously if the report contains sufficient information to identify alleged targets and/or accused persons.

The following guidelines are recommended to investigate and resolve complaints using the informal process at the site:

1. Assure the target(s) that the District takes allegations of harassment and/or discrimination seriously, will not tolerate such treatment, and has strong policies against it.

2. Inform the target(s) of the confidentiality and non-retaliation guidelines, and assure them that they will not be required to confront the accused persons.

3. Assure the target(s) of interim steps that will be taken to monitor the parties and effectively address any alleged discriminatory or harassing behavior, to include providing additional monitoring of the safety of targets and any specific steps to eliminate the conduct. Make targets aware of available resources and the right to report a crime to law enforcement.

Interim measures to protect targets may include options to avoid contact with the accused in academic and extracurricular settings, safety plans, increased monitoring, training and educational materials to address
GUIDELINES (cont.):
school climate, as well as support resources, such as academic support, counseling, health and mental health services. In general, when taking interim measures, minimize the burden on the target(s).

4. Provide the names of school personnel who can help if the situation/incident continues or escalates.

5. Provide all parties, including parents and guardians, with the District’s Nondiscrimination Statement and/or Sexual Harassment Policy poster summaries as applicable. Sexual Harassment Policy Acknowledgement forms found in BUL-3349.1 Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student–to-Adult) can be used to document the sexual harassment policy has been reviewed and is understood by all parties. Secondary students may also be provided with the District’s Title IX and Nondiscrimination, Students Know Your Rights brochure. In Grades K-6, students may be provided with the Students, Don’t Let Others Bully or Harass You! brochure.

6. When investigating sexual harassment complaints, carefully consider all available information in determining whether the conduct described violates the District’s sexual harassment policy and whether it rises to the level of creating a hostile environment.

The following elements should be used for this analysis:

a. Was the conduct unwelcome to the target?
b. Was the conduct of a sexual nature or based on actual or perceived sex, sexual orientation, gender, gender identity or gender expression?
c. Was the conduct severe, persistent or pervasive?
d. Was the conduct objectively offensive; in other words, would a reasonable victim of similar characteristics (i.e. age, gender) find the conduct objectively offensive?
e. Did the conduct limit the individual’s ability to participate in or benefit from an educational program or activity?

When the answers to questions “a” and “b” are “yes,” the conduct could constitute sexual harassment. Taking into consideration the totality of the circumstances, if the answers to all the questions are “yes” then the sexual harassment likely also constitutes a hostile environment which is a violation of Title IX and can be subject to formal discipline.

It is important to note that sexual harassment is inappropriate and requires an immediate response and/or corrective actions to be taken to prevent its recurrence and address its effects, whether or not the conduct
has risen to the level of a hostile environment.

If the conduct does not meet the elements of this analysis for sexual harassment or hostile environment, the conduct may still be inappropriate and require an immediate response and corrective action.

When investigating discrimination complaints, carefully consider all available information in determining whether the conduct described in the complaint violates the District’s nondiscrimination policy. The following three questions should be asked:

a. Was the student treated differently in a way that interfered with or limited the ability of the student to participate in or benefit from a District program or activity?

b. Was the different treatment based on actual or perceived sex, sexual orientation, gender, gender identity or gender expression?

c. Did the context or circumstances of the incident(s) provide a legitimate and non-discriminatory basis for the different treatment pursuant to District policy?

When, based on the evidence obtained as part of the investigation, the answers to questions “a” and “b” are “yes” and the answer to “c” is “no,” the incident/situation may be considered sex discrimination. However, conduct that does not rise to the level of sex discrimination may still be considered inappropriate behavior and may require that corrective actions be taken.

7. Obtain specific information relevant to the complaint such as where, when, and the frequency with which the incident(s) occurred, as well as the identities of the accused persons, other affected parties and any witnesses. If appropriate, request that complainants provide a written statement. If complainants are unable to provide written statements, District personnel will provide assistance. It is recommended that transcribed statements be done in the presence of a District witness.

8. Interview accused persons and provide assurances regarding confidentiality and non-retaliation. If appropriate, request that accused persons provide written statements. If accused persons are unable to provide written statements, District personnel will provide assistance. It is recommended that transcribed statements be done in the presence of a District witness.

9. Interview any witnesses or other affected parties identified by the targets and accused persons and provide assurances regarding confidentiality
10. Take appropriate administrative steps to respond to allegations of sex discrimination or sexual harassment, including acting to end the conduct, monitoring to ensure it does not reoccur and addressing any hostile environment that may have been created. Response strategies may involve the initiation of interventions, counseling and disciplinary proceedings for the accused and providing supports to targets and other affected parties, which can be memorialized using the District’s electronic tools for documenting interventions, discipline, counseling and incidents. Using the Complaint Investigation Record (Attachment I) along with the District’s electronic tool for reporting and documenting incidents, known as the Incident System Tracking Accountability Report (ISTAR), provides a vehicle to document the incident, required investigation, whether any discriminatory and/or harassing behavior has ceased and interventions provided for target(s) and the accused. See District policy BUL-5269.2 Incident System Tracking Accountability Report (ISTAR).

11. Refer to District policies BUL-5655.3 Guidelines for Student Suspension and BUI-6231.0 Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support for further guidance with interventions. For assistance in providing written communication of the school’s investigative responses to parents of the accused, see the Sample Follow-Up Letter to Parents for accused students found in BUL-3349.1 Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult).

12. Inform complainants in general terms that the District protects the privacy and confidentiality of individuals regarding the outcomes of the complaint and whether corrective actions have been or will be taken to resolve the complaint as required by law. Tell complainants of applicable appeal processes.

13. Inform parents/guardians of student complainants about the filing, the status of the investigation and findings, as well as the resolution of any complaint of discrimination or harassment in general terms. Care must be taken to protect the identity of the accused and any witnesses and the confidentiality of the specific administrative actions. Confidentiality
GUIDELINES (cont.):

laws prohibit sharing information about a child’s educational records, disciplinary actions, counseling or other sensitive information to persons other than that child’s legal parents/guardians and authorized staff. For assistance in providing written communication of the school’s investigative responses to parents/guardians of student complainants, see the Sample Follow-Up Letter to Parents for student targets found in BUL-3349.1 Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student–to-Adult).

14. If a student has been a target of discrimination or harassment based on sexual orientation or gender identity, consult with the student to determine an appropriate way to inform the student’s parents/guardians of the conduct. Student sexual orientation or gender identity should be divulged only on a need-to-know basis among staff and not otherwise divulged without permission of the student. See District policy BUL-6224.1 Transgender Students – Ensuring Equity and Nondiscrimination.

15. Monitor with targets that the discrimination/harassment has ceased. For example, arrange for a designated staff person to check-in with targets after one week and again after two weeks to evaluate whether remedies implemented have been effective.

16. The Complaint Investigation Record (Attachment I) may be used to document findings and actions taken to address the complaint, as well as monitoring and assessment of the effectiveness of actions taken. If discriminatory or harassing conduct has not ceased, additional actions and monitoring will be required. The completed Complaint Investigation Record is in addition to noting incidents, discipline and counseling using the District’s electronic databases. A copy of the completed Complaint Investigation Record should be provided to the site’s ISTAR designee to attach to the electronic incident record.

17. A behavior may be inappropriate yet not meet the impact criteria of sex discrimination or sexual harassment. The Complaint Investigation Record may be used when the conduct is determined to be inappropriate behavior that did not constitute discrimination/harassment. Corrective action may still be necessary and the form provides a vehicle to document the investigation and actions taken.

18. Complaint Investigation Record forms must be safeguarded by retaining them in a separate school file in a central location as opposed to a student’s cumulative record. Upload electronic copies of the completed investigation record to ISTAR, if applicable, as well as print and attach copies of relevant ISTARs to any hardcopy file of the investigation.
GUIDELINES (cont.):

record. Access to these records is restricted to those individuals with a legitimate need for such access. These records must be kept for five years from the school year in which the complaint was filed. Duplicate copies should also be filed in each accused student’s individual disciplinary file.

B. Formal Complaint of Discrimination/Harassment and/or Appeal of Site Informal Decision:

1. In addition to or instead of filing a complaint at a site, individuals have the right to file a formal written complaint of discrimination or harassment with the Educational Equity Compliance Office within six months of the last occurrence or when knowledge of the complaint was first obtained depending on which comes first. A complainant unable to make a written complaint will be assisted by District personnel.

2. The written complaint/appeal may be filed using the Title IX Complaint Form, the District’s Uniform Complaint Procedures (UCP) form or simply by filing a written complaint statement.

3. The complaint shall contain the following information:

   a. The specific facts about the complaint which may be helpful to the complaint investigator including, but not limited to the following: the nature of the complaint, names of those involved, witnesses, and dates/places of occurrences;

   b. The specific relief being sought; and

   c. Other relevant or supportive documentation or information the complainant believes will provide assistance in understanding the complaint.

4. The formal complaint should be made to the District’s Title IX Coordinator in the Educational Equity Compliance Office at 333 South Beaudry Avenue, 20th Floor, Los Angeles, California 90017 for appropriate investigation and response.

C. Formal Complaint/Appeal Process - The Educational Equity Compliance Office will follow steps outlined below and in the District’s UCP policy in response to a formal written discrimination or harassment complaint or appeal of a site decision:

1. Provide the complainant with a written acknowledgement of the complaint within 10 days which:
GUIDELINES (cont.):

a. Advises and assures the complainant that confidentiality of the facts will be observed to the maximum extent possible.
b. Advises and assures the complainant that the District prohibits retaliation against anyone who files a complaint or participates in a complaint investigation.
c. States that the complaint investigation/resolution process will be completed within 60 days of receipt of the complaint.
d. Advises the complainant to call or send any additional information or documentation relevant to the complaint.
e. Informs the complainant that a written report of findings and conclusions, listing any corrective action taken will be provided at the conclusion of the investigation.

2. Conduct an impartial investigation and work to resolve the matter.

3. Provide a written report of findings and conclusions to the complainant and the respondent within 60 days of receipt of the complaint/appeal that also contains the following:

   a. The assurance that the District prohibits retaliation in any form for filing a complaint/appeal, reporting instances of noncompliance, discrimination, harassment, intimidation and/or bullying or for participation in the complaint-filing or investigation process. These non-retaliation requirements extend to all parties involved.
   b. A statement advising the complainant of the option to appeal the Educational Equity Compliance Office’s decision to the California Department of Education within 15 days of receipt of the Educational Equity Compliance Office’s decision letter.

D. Further Options Regarding Complaints of Sex-Based Discrimination, Harassment, Intimidation and/or Bullying

A complainant may appeal the Educational Equity Compliance Office’s findings to the California Department of Education – Education Equity UCP Office within 15 days of receipt of the District’s decision. Such appeals should specify the reasons for appealing the decision, include a copy of the original complaint and the District’s decision and be addressed to: California Department of Education, Education Equity UCP Office, 1430 N Street, Sacramento, California 95814.

E. Civil Remedies

Pursuant to the California Education Code § 262.3, persons who have filed a complaint should also be advised that civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may...
also be available to them under California or federal discrimination, harassment, intimidation and/or bullying laws.

ATTACHMENTS:

Attachment A: Nondiscrimination Statement (English)
Attachment B: Nondiscrimination Statement (Spanish)
Attachment C: Sexual Harassment Policy (English)
Attachment D: Sexual Harassment Policy (Spanish)
Attachment E: Title IX/Bullying Complaint Manager Poster (English)
Attachment F: Title IX/Bullying Complaint Manager Poster (Spanish)
Attachment G: Title IX Sex Discrimination/Sexual Harassment Complaint (English)
Attachment H: Title IX Sex Discrimination/Sexual Harassment Complaint (Spanish)
Attachment I: Complaint Investigation Record
Attachment J: Title IX/Bullying Complaint Log

AUTHORITY: This is the policy of the Superintendent. The following legal standards are applied:

Title IX Regulations, Title 34, Code of Regulations, Part 106
California Education Code, § 200, § 201, § 220, § 221.5, § 221.7, § 221.8, §§ 222-224, § 230, § 262.3, § 46010.1, § 48205, § 49602, §51222, § 51241
California Family Code, § 6924, and § 6925
California Penal Code, § 11166
Title 5, California Code of Regulations, §§ 4600-4687, § 4900, et seq.

RELATED RESOURCES:

- Administrator Certification On-Line System, Memorandum issued annually by the Office of the Superintendent
- Bullying and Hazing Policy (Student-to-Student and Student-to-Adult), BUL-5212.2, Division of District Operations
- Child Abuse and Neglect Reporting Requirements, BUL-1347.3, Office of the General Counsel
- Code of Conduct with Students – Distribution and Dissemination Requirement, BUL-5167.0, Office of the Superintendent
- Lactation Accommodations for Employees, BUL-6689.0, Office of the General Counsel
- Nondiscrimination Required Notices and Ordering of Student Brochures, Memorandum issued annually by Office of the General Counsel
- Parent Student Handbook Distribution, Memorandum issued annually by the Office of the Superintendent
- Pregnant and Parenting Students Educational Rights, BUL-2060.1, Student Health and Human Services and Office of the General Counsel
- Responding to and Reporting Hate-Motivated Incidents and Crimes, BUL-2047.1, Office of the General Counsel
- Sex Equity in Physical Education Programs, BUL-1826.0, Chief Instructional Officer, Secondary
• *Sex-Specific and All-Gender Single and Multiple-User Restrooms*, REF-6799.0, Office of the General Counsel
• *Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult)*, BUL-3349.1, Office of the General Counsel
• *Non-Discrimination and Anti-harassment (Including Sexual Harassment) Policy and Complaint Procedure*, BUL-6612.0, Office of the General Counsel
• *Transgender Students – Ensuring Equity and Nondiscrimination*, BUL-6224.1, Office of the General Counsel
• *Uniform Complaint Procedures (UCP)*, BUL-5159.7, Office of the General Counsel

**ASSISTANCE:**

For further information or assistance:

Educational Equity Compliance Office (Student Related Matters) (213) 241-7682; http://achieve.lausd.net/eeco; LGBTQ resources

Julie Hall-Panameño, Director
District Title IX & Section 504 Coordinator

Equal Opportunity Section (Employee Related) (213) 241-7685; http://achieve.lausd.net/Page/3056

Human Relations, Diversity and Equity (213) 241-8719; https://achieve.lausd.net/human-relations

Learning Zone Web-Based Training – *Title IX Complaint Manager Training*

Local District Office
- Local District Administrator of Operations or Operations Coordinator
- Local District Title IX Designee

Office of the General Counsel (213) 241-7600
LOS ANGELES UNIFIED SCHOOL DISTRICT

NONDISCRIMINATION STATEMENT

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

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

Harassment occurs when a target is subjected to unwelcome conduct on the basis of a protected characteristic, which in turn rises to also creating a hostile environment when the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under similar circumstances, and 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.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived protected characteristics, school personnel are required to take immediate steps to intervene when it is safe to do so. Once a school or office has notice of discriminatory, harassing, intimidating and/or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred and take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action. Complainants are protected from retaliation. The District prohibits retaliation against any person who files a complaint or an appeal, reports instances of noncompliance, discrimination, harassment, intimidation, and/or bullying, or who participates in the complaint-filing or investigation process.

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.

For inquiries or complaints related to discrimination, harassment, intimidation and/or bullying of students based on actual or perceived protected characteristics, contact your school’s administrator, the school’s Title IX/Bullying Complaint Manager or:

Julie Hall-Panameño
District Section 504 and Title IX Coordinator
Educational Equity Compliance Office
(213) 241-7682

For inquiries or complaints related to employee-to-employee, student-to-employee, or work/employment related discrimination, harassment, and/or intimidation, contact your school administrator or:

Equal Employment Opportunity Section
(213) 241-7685

Both Offices are located at:

Los Angeles Unified School District
333 South Beaudry Avenue – 20th Floor
Los Angeles, CA 90017

BUL-2521.2
Office of the General Counsel

February 14, 2018
DISTRITO ESCOLAR UNIFICADO DE LOS ÁNGELES

DECLARACIÓN DE PROHIBICIÓN A LA DISCRIMINACIÓN

El Distrito Escolar Unificado de Los Ángeles está comprometido a brindar un ambiente laboral y educativo libre de toda discriminación, acoso, intimidación y/o abuso. El Distrito prohíbe la discriminación, acoso, intimidación y/o abuso por razones, reales o percibidas, de raza, género/sexo (incluyendo identidad de género, expresión de género, embarazo, amamantamiento, condiciones médicas relacionadas con el embarazo), orientación sexual, religión, color, origen nacional, ascendencia, estado de inmigración, discapacidad física o mental, condición médica (relacionada con cáncer y características genéticas), estatus militar o de veterano de guerra, estado civil, estado de pareja registrada, edad (mayores de 40 años), información genética, creencia o afiliación política (ajena a un sindicato), asociación de una persona con otra persona o grupo que tenga una o más de estas características reales o percibidas o por cualquier otra razón que cuente con la protección de ordenanzas o reglamentos, leyes federales, estatales o locales en los programas o actividades que ofrece el Distrito o para los cuales ofrece ayuda sustancial.

La discriminación es un trato distinto por razones de una característica en el individuo que está protegida por la ley dentro del contexto de un programa educativo, trabajo o actividad sin una razón legítima que sea no discriminatoria e interfiere y limita la capacidad del individuo para participar o beneficiarse de los servicios, actividades o privilegios que brinda el Distrito.

El acoso ocurre cuando la persona, blanco de dicho acoso, está sujeta a una conducta desagradable por razones de características en el individuo que están protegidas por la ley y que a su vez también origina un ambiente hostil donde el acoso es tanto subjetivamente ofensivo en contra de la persona, blanco de dicho acoso, y también sería ofensiva para una persona razonable de la misma edad y características en circunstancias similares y es suficientemente severa, generalizada o persistente de tal manera que interfiere o limita la capacidad del individuo para participar o beneficiarse de los servicios, actividades u oportunidades que brinda el Distrito.

El personal escolar que observe discriminación, acoso, intimidación y/o abuso por razones, reales o percibidas, de un individuo con características que protege la ley, tiene la obligación de inmediato tomar las medidas para intervenir si existen las condiciones de seguridad necesarias. Una vez que el personal de una escuela u oficina ha sido notificado de una conducta de discriminación, acoso, intimidación y/o abuso, cometida ya que sea por empleados, estudiantes o terceras personas, deberá tomar las medidas necesarias e inmediatas para investigar o determinar lo que ocurrió y de manera razonable y bien pensada tomar pasos oportunos y efectivos para detener la conducta, eliminar un ambiente hostil, si se ha creado, y prevenir que la conducta ocurra una vez más. Estos pasos se deberán tomar ya sea que exista una persona que se quejó o pidió intervención por parte del personal o la dirección escolar. Los demandantes están protegidos contra represalias. El Distrito prohíbe las represalias contra cualquier persona que presente una queja o apelación, informa casos de incumplimiento, discriminación, acoso, intimidación y/o abuso, o que participe en el proceso de presentación de quejas o investigación.

Esta política de prohibición a la discriminación se aplica a todas las acciones relacionadas con actividad o asistencia escolar en de todas las escuelas u oficinas dentro de la jurisdicción del Superintendente del Distrito Escolar Unificado de Los Ángeles.

Si usted tiene alguna pregunta o queja relacionada con discriminación, acoso, intimidación y /o abuso de estudiantes por razones, reales o percibidas, de un individuo con características que protege la ley, comuníquese con su administrador escolar, el Administrador de Quejas por Intimidación/Título IX o con:

Julie Hall-Panameño,
District Section 504 and Title IX Coordinator
Educational Equity Compliance Office
(213) 241-7682

Si usted tiene alguna pregunta o queja relacionada con discriminación, acoso y/o intimidación entre empleados, entre un estudiante y empleado o de carácter laboral, comuníquese con su administrador escolar o con:

Equal Employment Opportunity Section
(213) 241-7685

Ambas oficinas están ubicadas en:

Los Angeles Unified School District
333 South Beaudry Avenue – 20th Floor
Los Angeles, CA 90017

BUL-2521.2
Office of the General Counsel

February 14, 2018
LOS ANGELES UNIFIED SCHOOL DISTRICT

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 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 inquiries about District policies and procedures related to sexual harassment of or by students, including how to file a sexual harassment complaint contact:

Educational Equity Compliance Office
Julie Hall-Panameño
LAUSD Section 504 and Title IX Coordinator
(213) 241-7682

For inquiries or complaints related to employee-to-employee, student-to-employee, or work/employment related discrimination or harassment, contact:

Equal Employment Opportunity Section
(213) 241-7685

Both offices located at:
Los Angeles Unified School District
333 South Beaudry Avenue - 20th Floor
Los Angeles, CA 90017

BUL-2521.2
Office of the General Counsel

February 14, 2018
DISTRITO ESCOLAR UNIFICADO DE LOS ÁNGELES
POLÍTICA SOBRE EL ACOSO SEXUAL

El Distrito Escolar Unificado de Los Ángeles está comprometido a proporcionar un ambiente laboral y de aprendizaje libre del acoso sexual. El Distrito prohíbe el acoso sexual hacia y departe de los empleados, los estudiantes o las personas haciendo negocios con o para el Distrito en base al sexo real o percedido, orientación sexual, identidad de género o expresión de género. El incumplimiento a esta política es una violación a las leyes estatales y federales.

El acoso sexual es definido como cualquier conducta de índole sexual no deseada, pedir favores sexuales y otra conducta verbal, visual o física de naturaleza sexual hecha por un trabajador o cualquier otra personal en el plantel educativo, bajo cualquiera de las siguientes condiciones:

- La rendición a la conducta se hace explícita o implicitamente como una condición de empleo, estatus académico o ascenso laboral.
- La rendición a la conducta del individuo o el rechazo de la misma, es usado como plataforma del empleo o de las decisiones académicas que afectan al individuo.
- La conducta tiene el propósito o efecto de causar un impacto negativo en el trabajo, en el rendimiento académico o el efecto de crear un ambiente de trabajo o de estudio intimidante, hostil o ofensivo para el individuo.
- La rendición a la conducta del individuo o el rechazo de la misma se usa como base para cualquier decisión que afecte al individuo, en relación con prestaciones, servicios, reconocimientos, programas o actividades disponibles en o a través del plantel educativo.

Al presenciar un acto de discriminación, hostigamiento, intimidación y/o acoso escolar basado en las características reales o percibidas de una categoría protegida (como se enumeraron arriba), el personal del plantel educativo está obligado a tomar medidas inmediatas para intervenir siempre y cuando sea seguro hacerlo. Al reportar tal conducta a un administrador o a la persona asignada al Título IX/Administrador de Quejas del Acoso Escolar puede hacer una intervención apropiada. Una vez que el plantel escolar u oficina tenga conocimiento de conductas discriminatorias, de hostigamiento, de intimidación o de acoso escolar, ya sean realizadas por los empleados, estudiantes, o por terceras personas, debe tomar medidas inmediatas y apropiadas para investigar y determinar lo sucedido. El plantel escolar debe tomar medidas inmediatas y eficaces, razonablemente calculadas, para poner fin a la conducta, y eliminar un entorno hostil, si es que ha sido creado y evitar que la conducta vuelva a ocurrir. Estas medidas se deben tomar aunque el individuo no presente una queja, o bien si éste pide al plantel escolar u oficina que tome medidas. Esta política se aplica a todos los actos relacionados con la actividad escolar o asistencia dentro de cualquier plantel escolar u oficina bajo la jurisdicción del Superintendente del Distrito Escolar Unificado de Los Ángeles.

Cualquier estudiante o empleado del Distrito que cree que ha sido víctima de acoso sexual debe llevar la queja al administrador del plantel escolar o la persona asignada al Título IX/Administrador de Quejas del Acoso Escolar, para que se tomen las medidas adecuadas para resolver el problema. El Distrito prohíbe las represalias en contra de cualquier persona que presente una queja de acoso sexual o cualquier participante en el proceso de la investigación de la queja. Las quejas deberán ser investigadas con prontitud de una manera que respete la privacidad de las partes involucradas.

Para consultas sobre las políticas del Distrito y los procedimientos relacionados al acoso sexual hacia y departe de los estudiantes, que incluye cómo presentar un queja de acoso sexual, contacte:

Oficina para el Cumplimiento de la Equidad Educativa
Julie Hall-Panameño
Coordinador de la Sección 504 y el Título IX del Distrito
(213) 241 7682

Para preguntas o quejas relacionadas con el empleado a empleado, estudiante a empleado, o discriminación u hostigamiento laboral, comuníquese a:

Sección de Igualdad de Oportunidad de Empleo
(213) 241 7685

Ambas oficinas están ubicadas en:

Distrito Escolar Unificado de Los Ángeles
333 South Beaudry Avenue - Piso 20
Los Ángeles, CA 90017
THE TITLE IX/BULLYING COMPLAINT MANAGERS FOR OUR SCHOOL ARE:

________________________________________________________
ROOM #

________________________________________________________
ROOM #

________________________________________________________
ROOM #

Report discrimination, harassment, intimidation and bullying to any of the people listed here or to any school administrator.

THEY CAN HELP!
LOS ADMINISTRADORES DEL TÍTULO IX/
ADMINISTRADORES DE QUEJAS DE ACOSO ESCOLAR
DE NUESTRA ESCUELA SON:

________________________________________________________

SALÓN #

________________________________________________________

SALÓN #

________________________________________________________

SALÓN #

Reportar la discriminación, hostigamiento, intimidación y el acoso escolar a cualquiera de las personas mencionadas aquí o a los administradores de la escuela.

¡ELLOS PUEDEN AYUDARLE!
## Person filing complaint:

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**Person Filing Complaint is:**
- [ ] Parent
- [ ] Advocate
- [ ] Student
- [ ] Employee
- [ ] Other

## Complaint filed on behalf of self (person filing complaint as indicated above) or on behalf of:

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Last</td>
<td>First</td>
<td>Middle</td>
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<tr>
<td>For Student:</td>
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<td></td>
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<tr>
<td>Date of Birth</td>
<td>Grade</td>
<td>Track</td>
</tr>
<tr>
<td>For Employee:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Date of Birth</td>
<td>Grade</td>
</tr>
<tr>
<td>School/Work Site</td>
<td></td>
<td>Local District</td>
</tr>
</tbody>
</table>

## Please give the facts about the complaint and attach any relevant documents if available:

<table>
<thead>
<tr>
<th>Date of Incident</th>
<th>Place of Incident</th>
</tr>
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</tbody>
</table>

**Names of Accused Persons**

**Names of Witnesses**

**Brief Description of Incident:**

## Has your complaint been discussed with any LAUSD personnel?

- [ ] Yes
- [ ] No

If yes, to whom (person/office) have you spoken and what was the outcome?

**Signature** _____________________________ **Date** _____________________________

Los Angeles Unified School District - Educational Equity Compliance Office
333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017 (School Mail: Beaudry Site, 20th Floor)
Telephone: (213) 241-7682      FAX: (213) 241-3312      Website: [eeco.lausd.net](http://eeco.lausd.net/)

BUL-2521.2
Office of the General Counsel
La persona que presenta la queja:

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Apellido</th>
<th>Primer Nombre</th>
<th>Segundo Nombre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domicilio</td>
<td>Calle</td>
<td>Ciudad</td>
<td>Código Postal</td>
</tr>
<tr>
<td>Teléfono Particular</td>
<td></td>
<td>Otro número</td>
<td></td>
</tr>
</tbody>
</table>

La persona que presenta la queja es:

- [ ] Padre de familia
- [ ] Representante
- [ ] Estudiante
- [ ] Empleado
- [ ] Otro

Queja presentada por el interesado (persona que presenta la queja como se indica arriba) o en nombre de otra persona:

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Apellido</th>
<th>Primer Nombre</th>
<th>Segundo Nombre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Para el estudiante</td>
<td>/</td>
<td>Fecha de Nacimiento</td>
<td>Grado</td>
</tr>
<tr>
<td>Para el Empleado</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escuela / Lugar de trabajo</td>
<td></td>
<td>Distrito Local</td>
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</tr>
</tbody>
</table>

Explique los hechos que sustentan esta queja y adjunte documentos pertinentes:

<table>
<thead>
<tr>
<th>Fecha del incidente</th>
<th>/</th>
<th>Lugar del incidente</th>
</tr>
</thead>
</table>

Nombre de los acusados

Nombre de los Testigos

Breve descripción del incidente:

¿Ha sido tratada su queja con alguna persona de la administración del LAUSD?

- [ ] Sí
- [ ] No

Si marcó sí, explique con quién habló (persona u oficina) y cual fue el resultado.

Firma_________________________________________  Fecha _____________

Distrito Escolar Unificado de Los Angeles – Oficina de Cumplimiento de la Equidad Educativa
333 S. Beaudry, Piso 20, Los Angeles, CA 90017 (Correo de la Escuela: Beaudry Ave. Piso 20)
Teléfono: (213) 241-7682       FAX: (213) 241-3312       Website: eeco.lausd.net/
**COMPLAINT INVESTIGATION RECORD**

(Student-to-Student, Student-to-Adult, and/or Adult-to-Student Sex Discrimination/Harassment)

[For School/District recording purposes only]

<table>
<thead>
<tr>
<th>School</th>
<th>ISTAR#</th>
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**RECORD OF INVESTIGATION:**

<table>
<thead>
<tr>
<th>Interview alleged target(s)</th>
<th>Date(s)</th>
<th>Interview accused person(s)</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview witnesses (if any)</td>
<td>Date(s)</td>
<td>Name of Investigator</td>
<td></td>
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</tbody>
</table>

**FINDINGS/DETERMINATION:**

- [ ] Findings indicate sex discrimination and or harassment occurred
  - [ ] Student-to-Student
  - [ ] Student-to-Adult
  - [ ] Adult-to-Student
  - [ ] Corrective actions needed

- [ ] Findings indicate that inappropriate behavior occurred, but the behavior did not meet the defining elements of sex discrimination or sexual harassment
  - [ ] Corrective actions needed

- [ ] There are no findings of sex discrimination, sexual harassment or inappropriate behavior
  - [ ] No corrective action needed

**CORRECTIVE ACTIONS (Check all that apply):**

<table>
<thead>
<tr>
<th>Involving Accused Person(s)</th>
<th>Date</th>
<th>Involving Alleged Target(s)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Informed of Complaint</td>
<td>/ /</td>
<td>Parent informed of Complaint</td>
<td>/ /</td>
</tr>
<tr>
<td>Conference ☐ Letter ☐ Telephone ☐</td>
<td></td>
<td>Conference ☐ Letter ☐ Telephone ☐</td>
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</table>

Caution - In gender identity or sexual orientation harassment, consult with alleged target as to a safe way to inform parent/guardian of the harassment.

| Provide/Explain District Sexual Harassment Policy/Procedures | / / | Provide/Explain District Sexual Harassment Policy/Procedures | / / |
| Referral for School Counseling | / / | Referral for School Counseling | / / |
| Education/Behavior Contract | / / | Referral for Outside Counseling | / / |
| Class Schedule Change | / / | / / |
| School Discipline Provided | / / | / / |
| Disciplinary Conference | / / | / / |
| Opportunity Transfer | / / | / / |
| Suspension | / / | Monitor to Check That Unwanted Behavior Has Stopped |
| Expulsion | / / | ☐ After One Week | / / |
| ☐ Accused Person’s Parents Notified of Resolution of Incident/Complaint | / / | ☐ After Two Weeks | / / |
| ☐ Safety Plan | / / | ☐ Safety Plan | / / |
| ☐ Other | / / | ☐ Other | / / |

**DESCRIBE OTHER ACTIONS TAKEN OR FURTHER REMEDIAL ACTION TO BE UNDERTAKEN TO PREVENT RECURRENCE OF THE INCIDENT/BEHAVIOR:**


**NOTIFICATION OF FINDINGS AND ACTIONS TAKEN:**

<table>
<thead>
<tr>
<th>Targeted Person</th>
<th>Date(s)</th>
<th>Parents</th>
<th>Date(s)</th>
<th>Law Enforcement</th>
<th>Date(s)</th>
<th>DCFS</th>
<th>Date(s)</th>
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<tr>
<td>Accused Person</td>
<td>Date(s)</td>
<td>Parents</td>
<td>Date(s)</td>
<td>DCFS</td>
<td>Date(s)</td>
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**RETAIN INVESTIGATION RECORDS IN A CENTRAL LOCATION. PROVIDE A COPY OF THE COMPETED RECORD TO THE ISTAR DESIGNEE TO ENSURE RECORD IS ATTACHED/ENTERED INTO ISTAR.**

BUL-2521.2
Office of the General Counsel

For assistance:
Los Angeles Unified School District - Educational Equity Compliance Office
333 South Beaudry Avenue, 20th Floor; Los Angeles, CA 90017 Telephone: (213) 241-7682
<table>
<thead>
<tr>
<th>Date opened</th>
<th>Reporting party</th>
<th>Alleged target(s)</th>
<th>Alleged accused</th>
<th>Investigator(s) (name/dates)</th>
<th>Findings: unfounded, insufficient info, iSTAR# and/or MiSiS</th>
<th>Behavior has ceased</th>
<th>Date closed</th>
<th>Date of response to complainant</th>
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**TITLE:** Ethics Policies  
**NUMBER:** BUL-4748.0  
**ISSUER:** James Morris, Chief of Staff  
**Office of the Superintendent**  
**DATE:** May 18, 2009

**POLICY:** As with organizations in almost every sector of our society, the Los Angeles Unified School District is committed to cultivating ethical conduct to build trust and to improve organizational performance. It is the responsibility of all certificated and classified staff (including substitutes and part-timers) to be knowledgeable about LAUSD’s ethics policies and to take an active role in promoting an organizational culture that encourages ethical conduct. This bulletin provides additional information on the resources available to help district staff address ethics concerns in a proactive and transparent manner.

**MAJOR CHANGES:** This is a new Bulletin. This Bulletin provides information on the four ethics policies that have been adopted by the Board of Education beginning in 1998.

**GUIDELINES:** The following guidelines apply:

1. **PURPOSE**

   LAUSD’s Board of Education and leadership recognize three key research findings which inform our commitment to supporting employees with the tools and resources necessary to strengthen ethical practice: 1) organizations without a strong ethical culture cannot sustain success; 2) ethics codes help to instill an ethical culture by providing expectations and guidance on standards of work-related conduct, particularly in areas not governed by law, and 3) studies estimate that the cost of ethical misconduct and fraud costs organizations at least seven percent of annual revenues.

   For an organization like LAUSD with a roughly $7 billion budget (excluding bond projects), this translates to a figure tantamount to $500 million annually which can be better applied to benefit students. Moreover research indicates that fraud tends to increase during economic downturns due to factors of pressure, opportunity and ability to rationalize unethical or illegal behavior. Thus, strengthening the ethical culture in a school or office is especially critical in austere times when fewer resources can be devoted to internal controls.

---

1 Source: Association of Certified Fraud Examiners (www.acfe.org)
II. SYNOPSIS OF EXISTING ETHICS POLICIES

LAUSD has four Board-approved ethics policies which staff should be familiar with. A brief high-level synopsis of each policy is as follows:

1. **Employee Code of Ethics** – addresses use of position, use of resources, gifts, etc.
2. **Conflict of Interest Code** – addresses conflicts, recusals, and mandated disclosure
3. **Contractor Code of Conduct** – addresses limits on working with and for vendors
4. **Lobbying Disclosure Code** – addresses limits on marketing and influence efforts

To access the above Codes, please go to the Ethics Office website at: www.lausd.net/ethics, or click the link here.

III. RESPONSIBILITY FOR POLICY IMPLEMENTATION

A. School Principal/Site Administrator Responsibilities

Each school principal/site administrator has the responsibility:

1. To model ethical conduct in his or her LAUSD work.
2. To promote a culture that encourages ethical conduct by supporting staff in knowing LAUSD’s ethics standards and procedures. At minimum, ethics policies and procedures should be communicated to staff via annual distribution of the Employee Code of Ethics and other ethics awareness materials (see: www.lausd.net/ethics). Other ethics policies should be disseminated as relevant (e.g. staff members who help choose products or services should be directed to review the Contractor Code of Conduct).
3. To reinforce ethical practice with training and periodic communications such as having staff take advantage of the professional development activities from LAUSD’s Ethics Booster Training Kit on at least an annual basis (see “Assistance” section).
4. To hold employees accountable for ethical conduct in LAUSD-related matters by making the time and effort to recognize good ethics as well as following through with disciplinary measures when there are ethics violations.
5. To certify on the “Administrator Certification Form” that the school/work location provides staff with a copy of the Employee Code of Ethics and a training or discussion about the importance of ethical conduct on at least an annual basis.
B. Individual Employee Responsibilities

Research shows that employee role-modeling of ethical conduct through:
a) talking about the importance of ethics, b) honoring the public’s trust and adhering to ethics standards, c) keeping promises and commitments to colleagues, students and their families and other stakeholders, and d) maintaining respectful communication has the greatest demonstrated impact on positive ethical outcomes.

As such, each district employee has the responsibility:

1. To set a good example of ethical conduct in his or her LAUSD work.

2. To be familiar with LAUSD’s ethics policies and to participate in annual training activities such as the “ethics booster.”

3. To contribute to proactive and transparent management of potential ethics concerns by raising matters in a respectful and constructive manner.

4. To seek guidance from a supervisor or other trustworthy source, if you are unsure of the most ethical and responsible course of action.

5. To know that you are not just a role model to your peers, but equally importantly to the students of the LAUSD.

AUTHORITY

This is the policy of the Board of Education and Superintendent which is informed by existing laws, including but not limited to: California Education Code Section 44110 et seq., 44932, 49073-49079; California Government Code Sections 1090-1098, 1126, 8314, 87100-87105; 87200-87210; and Penal Code Sections 93, 115 and 424.

RELATED RESOURCES:

- Administrator Certification Form. Memorandum issued annually by the Office of General Counsel.
- Code of Conduct with Students – Distribution and Dissemination. Memorandum 4400.0 issued by the Office of the Superintendent.

ASSISTANCE: For assistance or further information, please contact any of the following LAUSD resources:

• Local Superintendent or Division Head
• Local District Operations Coordinator
• LAUSD Ethics Office at (213) 241-3330

To request an Ethics Booster Training Kit for your school or office, if you have not previously received one, call the Ethics Office at (213) 241-3330 or the Stores Warehouse at (562) 654-9009. For additional ethics tools and bonus features, please visit the Ethics Office website at: www.lausd.net/ethics
TITLE: NON-DISCRIMINATION AND ANTI-HARASSMENT (INCLUDING SEXUAL HARASSMENT) POLICY AND COMPLAINT PROCEDURE

ROUTING
All Employees

NUMBER: BUL-6612.0

ISSUER: David Holmquist, General Counsel
Office of the General Counsel

DATE: November 10, 2015

POLICY: The Los Angeles Unified School District is committed to maintaining a working and learning environment that is free from discrimination and all forms of harassment of or by employees, students, or persons doing business for the District.

This Policy prohibits discrimination and harassment or differential treatment on the basis of race, gender/sex (including gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy related medical conditions), sexual orientation, religion, color, national origin, ancestry, physical or mental disability, medical condition (cancer-related and genetic characteristics), military and veteran status, marital status, registered domestic partner status, age (40 and above), genetic information, political belief or affiliation (not union related), or any other basis protected by federal, state or local law, ordinance, or regulation. All such discrimination and harassment is unlawful, including such harassment against applicants, employees, and persons who provide services pursuant to a contract. Such individuals are protected from discrimination or harassment based on the above-listed protected categories, whether they actually have or are perceived to have these characteristics. The District’s policy prohibits all employees from engaging in discrimination and harassment, whether directed toward other employees, students, or non-employees with whom the District has a business, service or professional relationship. Similarly, all non-employees are prohibited from engaging in discrimination and harassment based on any protected category at the District.

The District considers discrimination or harassment of any kind to be a major offense, which can result in disciplinary action to the offending
employee up to and including termination.

Any District employee who believes that she or he has been a victim of discrimination or harassment by another employee or nonemployee shall bring the problem to the attention of the site administrator, designee, or her or his immediate supervisor so that appropriate action may be taken to resolve the problem. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned. The District prohibits retaliatory behavior against anyone who files a complaint of discrimination or harassment or any participant in the investigation of such a complaint.

MAJOR CHANGES: This bulletin replaces Bulletin No. S-27, Employment Discrimination Complaint Procedure, issued by Human Resources, dated December 3, 2001, and Bulletin No. 1893.1, “Sexual Harassment Policy (Employee-To-Employee),” issued by the Office of General Counsel, dated August 1, 2005. This revision combines the two former Bulletins into a single Bulletin and contains updated information regarding the related resources listed. This revision also reflects current state and federal requirements and provides guidance and procedures for investigating complaints of discrimination and harassment.

The following guidelines apply.

GUIDELINES:

I. DEFINITIONS

A. Complaint as it relates to this Policy shall mean allegations of workplace discrimination or harassment in violation of federal, state, or local laws or District Equal Employment Opportunity policies. A Complaint under this Policy covers allegations or workplace discrimination or harassment based upon an individual’s race, gender/sex (including gender identity, pregnancy, childbirth, breast feeding, and pregnancy related medical conditions), actual or perceived sexual orientation, religion, color, national origin, ancestry, physical or mental disability, medical condition (cancer-related and genetic characteristics), military and veteran status, marital status, registered domestic partner status, age (40 and above), genetic information, political belief or affiliation (not union related), or any other basis protected by federal, state or local law, ordinance, or regulation, including retaliation for making a Complaint or participating in an inquiry about such conduct.

For purposes of this Policy, Complaint does not include:

• Allegations based upon union affiliation/activities;
• Workplace Violence, Bullying, and Threats not based upon a Protected Category as defined below (Please refer to Bulletin 5610.0 dated September 30, 2011); or


Complaints should be made in writing utilizing the Employment Discrimination/Harassment Complaint Form (Attachment A). The Complaint should indicate if it is being submitted at the site level of to the District’s Equal Opportunity Section (EOS).

Employees who perceive they are being treated disrespectfully or subjected to workplace harassment that is not based upon a Protected Category should report it to the site administrator or designee. If the employee’s complaint is against the site administrator, then the complaint should be made to the Principal Leader at the Local District level.

B. Complainant shall refer to an employee who files a Complaint alleging a violation of this policy or non-discrimination and anti-harassment laws, regulations, or ordinances against another employee or nonemployee. A Complainant can also be a person providing services pursuant to a contract with the District.

C. Equal Opportunity Section (EOS) shall refer to the office designated by the District to investigate employee discrimination or harassment complaints. EOS is responsible for the administration of the District’s equal opportunity policies and programs, including the Investigation of discrimination and harassment complaints that have been filed with a state or federal agency, or those complaints filed internally, which could not be resolved at the site level.

D. Investigation shall refer to an official inquiry and systematic examination of the allegation(s) in order to make a determination as to the merits of the Complaint. The Investigation is not governed by the strict rules of evidence, cross-examination, or civil discovery rules. Its purpose is to provide a fair and expeditious administrative review of Complaints.

The Investigation procedures include:

1. An evaluation of the allegations of employment discrimination or harassment as presented in the Complaint.
2. Interviewing both the Complainant and Respondent.
3. Interviewing relevant witnesses to the alleged discriminatory action or harassment.
4. Examination of any relevant evidence.
5. Informing all concerned that the matter is confidential and that no retaliation shall be tolerated.

E. **Protected Category(ies)** shall refer to gender/sex (including gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy related medical conditions), race, actual or perceived sexual orientation, religion, color, national origin, ancestry, physical or mental disability, medical condition (cancer-related and genetic characteristics), military and veteran status, marital status, registered domestic partner status, age (40 and above), genetic information, political belief or affiliation (not union related), or any other basis protected by federal, state or local law, ordinance, or regulation.

F. **Respondent** shall refer to the individual (e.g., the supervisor, co-worker, non-employee third parties, including parents or vendors) alleged to have committed acts in violation of this policy or non-discrimination and anti-harassment laws, regulations, or ordinances.

II. UNDERSTANDING DISCRIMINATION AND HARASSMENT

As a general rule, employees should be referred to as individuals, rather than in reference to the individual's membership in any of the Protected Categories.

Even complimentary statements that refer to a Protected Category are demeaning because they fail to recognize the person as an individual.

References to any of the Protected Categories are normally not job-related and, thus, there is no valid reason to make such references in most business situations.

Although an individual may be proud of his or her affiliation with a Protected Category, and the individual may refer to his or her own membership in a Protected Category, others should refrain from making such references. Group references and derogatory language employed against one's self or another member of the same group may not be considered demeaning, but may be demeaning or discriminatory if a member of another group uses the same terminology.

In sum, each employee has the right to be considered an individual; thus each employee has the duty to treat others as individuals.

Prohibited discriminatory or harassing acts or behaviors include, but are not limited to, the following:

1. Verbal conduct (e.g., suggestive, insulting or derogatory comments, epithets, innuendoes, sounds, whistling, jokes, teasing or slurs) based on any Protected Category, and sexual propositions or
threats.

2. Physical conduct (e.g., assault, impeding or blocking movement, or any unwanted physical contact or interference with normal work or movement, including touching, pinching, brushing the body, hugging, pushing, shoving), contact or assault when directed at an individual because of any Protected Category.

3. Nonverbal conduct (e.g., leering, staring, obscene gestures) based on any Protected Category.

4. Display of signs, pictures, cartoons, written statements, e-mails, internet messages or postings, or other material that denigrates or discriminates against any employee based on any Protected Category.

5. Unwanted sexual advances; threats or demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss, and offers of employment or some other contract benefits in return for sexual favors.

6. Retaliation for having reported or threatened to report harassment.

Sexual Harassment, as defined by the California Education Code section 212.5 and Title 5 of the California Code of Regulations section 4916, is unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, whether it occurs between individuals of the same sex or individuals of opposite sexes, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual’s employment, academic status, or progress.

2. Submission to, or rejection of, the conduct by an individual is used as a basis of employment or academic decisions affecting the individual.

3. The conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or creating an intimidating, hostile, or offensive work or educational environment.

4. 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 work or the educational institution.

All forms of Sexual Harassment are prohibited.
In addition to direct discrimination or harassment, an individual may also be subject to discrimination or harassment based upon actions that were not directed at or intended for them. Examples of indirect discrimination or harassment include, but are not limited to:

1. **Third Party Harassment** – When two (or more) persons engage in behavior which offends a third party who is being subjected to the other’s behavior and the behavior is based on any of the Protected Categories or sexual in nature, resulting in the third party being harassed based on such unwelcome behavior.

2. **Paramour Favoritism** – When a supervisor engages in a consensual sexual relationship with a subordinate and the supervisor rewards the subordinate with job advantages (e.g., overtime work, better shift, promotion, etc.) which are unjustified and not legitimate, others who do not receive such job advantages may be subjected to a hostile work environment based on sex.

Further, discrimination or harassment is not limited to conduct between two or more employees. Any discrimination or harassment based upon any of the Protected Categories by non-employees such as vendors, parents, students, is also unlawful under federal and state law and prohibited by this policy. In cases involving acts of nonemployees, the extent of the District’s control and any other legal responsibility which the District may have with respect to the conduct of those nonemployees shall be considered.

### III. REPORTING DISCRIMINATION OR HARASSMENT

Any employee who believes he or she has been discriminated or harassed should immediately report the facts of the incident or incidents, the names of the individuals involved, and the names of any witnesses to the site administrator, designee, or his or her immediate supervisor. Similarly, all employees should immediately report any incidents of discrimination or harassment they witness to the site administrator, designee, or his or her immediate supervisor. If you receive a Complaint of discrimination or harassment from a non-employee, also immediately report the Complaint to the site administrator, designee, or your immediate supervisor. You will not be retaliated against in any way if you file a good-faith Complaint or cooperate with, or participate in, any procedures or Investigations related to Complaints of discrimination or harassment.

Under the following situations, a Complainant may bypass the site administrator, designee, or his or her immediate supervisor and file a Complaint directly with EOS:

1. If the Respondent is the site administrator, designee, the
Complainant’s immediate supervisor;

2. The Complainant is not comfortable making a Complaint to the site administrator, designee, or his or her immediate supervisor; or

3. The Complainant believes that the site administrator, designee, or his or her immediate supervisor has not adequately investigated or addressed the Complaint.

To ensure a fair process and prompt resolution, any Complaint filed should be in writing utilizing the Employment Discrimination/Harassment Complaint Form (Attachment A). The completed Employment Discrimination/Harassment Complaint Form should clearly record information about the Complainant, the nature of the Complaint, and all pertinent information related to the Complaint. This form must then be submitted to the site administrator, designee, or his or her immediate supervisor. If the Complaint cannot be resolved at the site level, the Complainant should submit the form to EOS.

A Complaint of discrimination or harassment must be filed as soon as reasonably possible following the alleged discrimination or harassment, but no later than twelve (12) months of the last alleged discriminatory or harassing act.

Complaints of discrimination or harassment shall be handled in a confidential manner, respecting the privacy of all parties to the fullest extent possible. Every attempt shall be made to limit the distribution of information to those persons with a need to know within the confines of the District's reporting procedures and the investigative process. The District will not tolerate retaliation in any form against a Complainant for the filing of a complaint, for opposing District actions, or reporting or threatening to report such actions, or for participating in an Investigation. The District, however, does not condone fabrication of allegations of discrimination or harassment. Making false allegations of discrimination and harassment may result in discipline.

The District encourages employees and non-employees to report any incidents of discrimination or harassment forbidden by this policy immediately so that complaints can be quickly and fairly resolved.

It is unlawful to discipline, retaliate, harass, or otherwise discriminate against an employee because he or she has opposed unlawful employment practices, filed a complaint of employment discrimination or harassment, or testified or assisted in an Investigation of a discrimination or harassment complaint.

If you have any questions concerning this policy, please feel free to contact
IV. RESPONDING TO COMPLAINTS

When a Complaint of discrimination or harassment is received, it shall be given immediate attention.

A. Site Administrator, Designee, And Immediate Supervisor Received Complaints

If and when possible, Complaints should be addressed at the work site. Supervisors who become aware of a potential discriminatory or harassing behavior must take action by conducting an inquiry/investigation and take any appropriate corrective action. However, a Complaint may be referred to EOS when appropriate and a Complaint that alleges that the site administrator, designee, or Complainant's immediate supervisor engaged in the discriminatory or harassing conduct should be directed to EOS.

The following steps may be followed to achieve Complaint resolutions at the work site level:

1. Assure the Complainant that the District takes allegations of discrimination or harassment seriously, will not tolerate such treatment, and has strong policies against discrimination or harassment.

2. Obtain specific information relevant to the Complaint such as where and when the incident(s) occurred, were there any witnesses, and did the incident(s) take place once, or, if more often, how often. If age appropriate, request that a written statement be made. Any oral report of discrimination or harassment, however, is to be considered a Complaint and must be addressed.

3. Interview and counsel the Complainant and/or the aggrieved and explain the options available to resolve the situation. Write down details concerning the Complaint.

4. Provide the Complainant and/or the aggrieved with the assurances regarding confidentiality and non-retaliation.

5. Explain to the aggrieved that he or she will not be required to confront the Respondent. If the aggrieved desires an informal resolution, assist with the process; however, the Complainant and/or aggrieved shall never be made to confront the Respondent unless the Complainant and/or the aggrieved consents and reprisal or intimidations is unlikely.
6. Assure the aggrieved that steps will be taken to check that the alleged discriminatory or harassing conduct does not continue. Provide the individual with the names of District personnel who can help if the situation continues, escalates, or arises again.

7. Interview any witnesses identified by the Complainant and the aggrieved and provide the same assurances regarding confidentiality and non-retaliation to said witnesses.

8. Interview the Respondent and provide the same assurances as above. The Respondent should be interviewed and informed of whatever actions or activities he or she was alleged to have committed that were offensive to the Complainant.

9. Interview any witnesses identified by the Respondent and provide the same assurances as above.

10. Provide all parties, including Respondent, with copies of the District’s relevant and appropriate District policies, brochures, and Bulletins.

11. Make a credibility assessment of each witness interviewed, including the aggrieved and Respondent.

12. Make a determination whether or not the alleged conduct has occurred and, more importantly, whether the alleged discrimination or harassment is based upon a Protected Category and in violation of conduct is based the District’s Non-Discrimination and Anti-Harassment Policy. Although the alleged conduct may not rise to the level of discrimination or harassment in violation of this Policy, the alleged conduct may still be considered inappropriate behavior and may require that corrective actions be taken.

13. If a determination is made that the alleged conduct occurred, whether or not a violation of this Policy, appropriate action must be taken against all parties determined to have engaged in the inappropriate conduct to ensure that the inappropriate conduct does not recur. Corrective action may include the initiation of disciplinary proceedings or simply providing additional training to further educate the necessary parties about appropriate workplace behavior.

14. Inform the Complainant and/or the aggrieved in general terms that corrective actions have been or will be required to resolve the complaint. Specific corrective actions with regard to employees or students are to be kept confidential.
15. Follow-up and verify with the aggrieved that the conduct has ceased and that no further inappropriate conduct has occurred.

16. Follow up and verify with the Complainant that the action taken did stop the harassment and did remedy the complaint.

17. Document the steps taken to resolve the complaint and any action taken in monitoring or following up to assess the effectiveness of the remedies put in place.

18. Maintain a separate investigation file for each complaint. Access to these records is to be restricted to those individuals who have a legitimate need for such access. These records must be kept indefinitely, and at least during the duration of the employment of the Complainant and Respondent.

Most importantly, take complete and accurate notes throughout the investigation.

B. Complaints Received By EOS

If a Complaint cannot be resolved at the school site, the Complainant should submit the complete Employment Discrimination/Harassment Complaint Form (Attachment A) to EOS.

1. Role of EOS

The role of the EOS Investigator is to determine violation(s) of District Policy only. EOS will conduct an impartial Investigation and work to resolve the matter by taking appropriate action, which may result in disciplinary or other remedial measures up to and including termination.

2. Complaint Procedure

Upon receipt of the written Complaint, EOS shall review the Complaint to determine the initial timeliness, validity and thoroughness of the information submitted in the Complaint. Untimely Complaints shall be closed. EOS shall inform the Complainant in writing of the acceptance of the Complaint for Investigation within ten (10) working days of its receipt. The Complainant shall be promptly notified if further information or documentation is required to support the Complaint.

EOS will provide the Complainant with a written acknowledgment of receipt of the Complaint which:

a) Advises and assures the Complainant that confidentiality of the facts will be observed to the fullest extent possible.
b) Advises and assures the Complainant that the District prohibits retaliation against anyone for who files a Complaint or participates in an Investigation.

c) Advises the Complainant that he or she should feel free to call or send any additional information relevant to the Complaint.

d) Advises the Complainant if Complaint does not have a basis in the Protected Categories.

e) Informs the Complainant that a written summary of findings will be provided to the Complainant at the conclusion of the Investigation.

f) Specific corrective actions with regard to employees are to be kept confidential and or handled at the local district level.

This Complaint procedure shall not apply if the allegations of the Complaint fall solely within the purview of matters covered by a collective bargaining agreement.

3. Investigation

EOS will complete an Investigation within 60 days of receipt of the written Complaint. The Investigation shall consist of an official inquiry and systematic and timely examination of the allegation(s), pattern and practices, pertinent documents, witness interviews, and an assessment of credibility in order to make a determination as to the merits of the Complaint. EOS has the role of fact finder and is not the representative of any of the individuals involved in the complaint.

The scope of the Investigation shall be limited to the allegations cited in the Complaint, which shall be construed to effectuate the purposes of the District’s non-discrimination and anti-harassment policy.

The Complainant and/or the Respondent may at any point in the procedure be accompanied and represented by another individual. This normally includes representation by the relevant union.

Parties involved in the Complaint, as well as any witness, may be allowed release time (without loss of pay) to attend meetings or interviews held during assigned duty time with EOS personnel investigating the Complaint.

4. Investigation/Complaint Conclusion
An Investigation/Complaint can result in various outcomes, including but not limited to the following:

a. **Withdrawal**

The Complaint, or any part thereof, may be withdrawn by the Complainant at any time during the Investigation. The request for withdrawal must be submitted in writing to the EOS by the Complainant. Please note, regardless of the withdrawal of the Complaint, if the District believes the conduct is ongoing, the District may continue the Investigation, as otherwise required by law.

b. **Uncooperative Complainant/Aggrieved**

The Complaint and the Investigation may be closed by the EOS on the basis of an uncooperative Complainant or the aggrieved. “Uncooperative” in this context includes, but is not limited to, failure to respond, to keep appointments, to cooperate with the EOS investigator, or to provide requested documentation (if available).

c. **Agency Filing**

In the event that the Complainant or the aggrieved files a formal charge of discrimination with the Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC), the District may close the internal Investigation and respond to the DFEH or EEOC. The parties and appropriate supervisory officials shall be notified of the closure of the internal Investigation following receipt of an external agency complaint.

d. **Settlement**

If, during the Investigation of the Complaint, a settlement is reached between District management and the Complainant, a Settlement Agreement shall be reduced to writing and approved by the EOS Director, before the Complaint shall be considered closed. The Settlement Agreement must be signed by both the Complainant and the appropriate District management official.

e. **Investigative Findings**

In the event that EOS reaches a finding as a result of its Investigation, EOS may issues one of the following:

- **“Unfounded Finding”** meaning that EOS has determined that the allegations in the Complaint are either false,
inherently improbable, no evidence was provided through witnesses to support the claim, or the allegations do not constitute a violation of the District’s policy on non-discrimination and anti-harassment. An “Unfounded Finding” shall be issued in writing to the Complainant, the aggrieved, Respondent, and the appropriate site administrator, district superintendent, or unit division head.

- “Substantiated Finding” means that the EOS has determined that the allegations in the Complaint are based upon credible evidence to constitute a violation of the District’s policy. A “Substantiated Finding” does not necessarily mean that any law has been violated. A “Substantiated Finding” shall be issued in writing to the Complainant, the aggrieved, Respondent and the appropriate site administrator, district superintendent, branch or division head, office of Staff Relations, and Employee Services section.

A “Substantiated Finding” shall result in appropriate administrative and/or disciplinary action(s), including but not limited to termination, and a copy of the finding shall be placed in the personnel folder of the Respondent.

A closure letter will be provided to the Complainant and/or the aggrieved outlining the manner in which the Investigation/Complaint concluded, including a report of the findings if any, and emphasizing the confidential nature of the Investigation/Complaint process and reiterating the District’s non-retaliation provisions of this policy. The closure letter should also advise the Complainant of his or her right to appeal the EOS decision.

5. Appeals

Either the Complainant, the aggrieved, or Respondent has the right to appeal EOS’s decision by filing an appeal with the local superintendent or division administrator. The appeal must be in writing and received by the local superintendent, or division administrator or such other office that may be designated by the Superintendent, within fifteen (15) working days of the Complainant’s, the aggrieved’s, and/or Respondent’s receipt of the closure letter by EOS.

The acceptable issues for appeal are: bias of the investigator, new
evidence that was not previously considered; or failure to follow procedures that substantively alter EOS’ investigative findings. The appeal need not be an evidentiary hearing.

The designee shall review the matter and issue a written decision to the parties concerned. The decision of the reviewer shall be the District’s final response.

V.  DISTRICT EMPLOYEE’S OBLIGATIONS

As role models to students, all District employees are expected to carry out their duties and responsibilities in a manner which is free from discriminatory or harassing conduct.

Each District employee has the obligation to:

1. Not engage in any conduct which constitutes discrimination, disrespect, harassment and/or retaliation prohibited by this policy.

2. Report any incidents of discrimination or harassment to the site administrator, designee, or his or her immediate supervisor.

3. Encourage anyone alleging that he or she has been subject to discrimination or harassment to report such an incident.

4. Cooperate with the District’s efforts to eliminate and prevent discrimination or harassment.

5. Cooperate in any investigation of a Complaint of discrimination or harassment.

6. Guard against any actions that would be considered retaliatory against another employee or others who have filed or is participating in an investigation of a Complaint of discrimination or harassment.

Any District employee who engages in or permits unlawful discrimination or harassment shall be subject to disciplinary action up to and including dismissal.

A District employee shall be deemed to have permitted unlawful discrimination or harassment if he or she fails to take remedial action and/or report an observed incident of discrimination or harassment, whether or not the aggrieved complains.

VI.  POSTINGS/PUBLISHING

The federal EEOC poster titled "Equal Employment Opportunity Is The Law" (http://www1.eeoc.gov/employers/poster.cfm) and the State DFEH poster titled "Harassment or Discrimination in Employment" (http://www.dfeh.ca.gov/res/docs/publications/DFEH-162.pdf) must be posted in English and Spanish. The posters summarize protections against discrimination on the basis of race, color, religion, national origin, age (40 and above), medical condition (cancer/genetic characteristics), disability
(mental, physical, and pregnancy-related) including HIV and AIDS, denial of pregnancy disability leave or reasonable accommodation, sex, sexual orientation, marital status, and status as Vietnam-era veteran or special disabled veteran.

A copy of the District’s Nondiscrimination Statement and Sexual Harassment Policy posters must also be posted. All District offices and schools are required to post these posters in a "conspicuous" location where notices to applicants, employees, and parent volunteers customarily are posted.

A copy of the District’s one page summaries Nondiscrimination Statement and Sexual Harassment Policy, which can be found on the District’s website, shall be included in any school or District publication (e.g., Local School Handbook) that sets forth the school’s or the District’s comprehensive rules, regulations, procedures, and standards of conduct.

VII. Employee’s Further Options of Addressing Discrimination or Harassment

1. State and Federal Agencies

   Employees have the right to file a complaint with the state or federal equal employment enforcement agencies:

   State – Department of Fair Employment & Housing (DFEH)
   611 West Sixth Street, Suite 1500
   Los Angeles, CA 90017
   (213) 439-6799

   Federal – Equal Employment Opportunity Commission (EEOC)
   255 East Temple Street, Fourth Floor
   Los Angeles, CA 90012
   (213) 894-1000 or (800) 669-4000

2. Civil Law Remedies

   Pursuant to the state law, persons who have filed a complaint should also be advised that civil law remedies may also be available to them.

**AUTHORITY:** This is a policy of the Office of General Counsel. The following legal standards are applied in this policy:

   California Fair Employment & Housing Act (FEHA), Government
Pursuant to the California Education Code, Sections 48980(h) and 231.5, a copy of the District’s non-discrimination and anti-harassment policy shall:

- Be included in the notifications that are sent to parents/guardians at the beginning of each school year. (The “Parent-Student Handbook” may be used to provide these notifications).

- Be displayed in a prominent location in the main administrative building, staff lounge, or other area of the campus or school site. “Prominent location” means that location where notices regarding rules, regulations, procedures, and standards of conduct are posted.

**RELATED RESOURCES:**


- Bulletin No. L-4, Subject, “Title IX Policy/Grievance Procedure,” issued by the Office of the General Counsel, dated August 15, 2001, provides the substantive provisions of Title IX and the California Education Code for the equal treatment of students in District education programs and activities, as well as a grievance/complaint process to be used in complaints of unlawful discrimination based on sex, sexual orientation, or gender.

- Bulletin No. 1347, Subject, “Child Abuse—Reporting,” issued by Student Health and Human Services, dated November 15, 2004, provides complete information on child abuse reporting procedures in conformance with California state law and District policy.

- Sexual Harassment Policy (Student-To-Student, Adult-To-Student, and Student-To-Adult) Bulletin – 1041, dated June 10, 2004

- Additional related information/communications regarding sexual harassment and Title IX (as well as copies of the District’s policy bulletins on these subjects and copies of the above-referenced student brochures) may be found at both of the following web sites:
  - [http://www.lausd.k12.ca.us/lausd/offices/eed](http://www.lausd.k12.ca.us/lausd/offices/eed) (public), and
  - [http://notebook.lausd.net](http://notebook.lausd.net) (only available to District employees)
ASSISTANCE: For assistance or further information concerning sexual harassment and employee/employment discrimination please contact: Cheryl Broussard, Supervising EEO Investigator, Equal Opportunity Section at (213) 241-7685.

For assistance with issues relating to employee discipline, call your respective Local District Staff Relations Coordinator.

For assistance with student against student related sexual harassment complaints, call Educational Equity Compliance at (213) 241-7682.
EMPLOYMENT DISCRIMINATION/HARASSMENT/RETALIATION COMPLAINT
FORM INTERNAL COMPLAINT SYSTEM

CASE NO.___________________

Initial Filing:  □ Site Level  □ Equal Employment Opportunity Section

1. Name ___________________________________________   Telephone No. _____________

   Home Address _______________________________________________________________

   City & State ______________________________________    Zip Code _________________

2.  Job Title _________________________________________ Employee No. ______________

   Work Location_____________________________________ Telephone No. _____________

3.  Date of the alleged discriminatory/harassing act: ____________________________________

   (Internal Complaint System requirement: Above date must be within six months of date you
   file this complaint.)

4.  Check and specify the basis upon which your complaint is being filed.
   (Example: __ National Origin Hispanic)

   □ Race ____________________________       □ Color
   □ National Origin ____________________       □ Sex
   □ Age _____________________________       □ Disability
   □ Religion ___________________________       □ Political Belief or Affiliation
   □ Medical Condition (cancer-related)       □ Ancestry
   □ Military Status                        □ Sexual Orientation
   □ Marital Status

5.  The alleged employment discrimination/harassment occurred in connection with:

   □ Assignment         □ Harassment         □ Sexual Harassment         □ Apprenticeship
   □ Retaliation        □ Benefits           □ Lay Off                  □ Demotion
   □ Promotion          □ Transfer           □ Discharge                □ Wages
   □ Disciplinary Action □ Terms and Conditions
   □ Reasonable Accommodation □ Other (Specify) ___________________

6.  Name(s), Title(s), Work Location(s) and Telephone Number(s) of the accused:

   ________________________________   ________________________________   ________________________________
7. Present the facts of the alleged discriminatory/harassing employment practice. Describe completely the reason(s) for your complaint. You must include the date(s) and relevant circumstances underlying your allegation. Give the names of all persons involved. Please add sheets if necessary.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

8. Do you have witnesses that can corroborate your allegations? □ Yes □ No
   If yes, please identify:

______________________________________________________________________________
______________________________________________________________________________

9. Please supply supporting evidence that you may have to document the basis for the alleged discriminatory/harassing practice that you are claiming (e.g., copies of any written material, e-mails, pictures, etc.).

   I have attached supporting evidence: □ Yes □ No

10. Have you filed any other claim, complaint or grievance related to this matter? □ Yes □ No
    If Yes, please describe:

______________________________________________________________________________
______________________________________________________________________________

11. What remedy are you seeking to resolve your complaint?

______________________________________________________________________________
______________________________________________________________________________

I understand that the filing of this complaint does not protect any other rights that I may have as an employee of the District or as covered by a collective bargaining agreement. By signing below, I declare and affirm under penalty of perjury under the laws of the state of California that the statements made herein (and the accompanying attachments, if any) are true and correct to the best of my knowledge, information, and belief.

Complainant’s Signature ______________________ Date Filed ______________________

Please submit this form to the site administrator, designee, or his or her immediate supervisor. If the complaint is being filed with the Equal Opportunity Section, please mail or fax to EOS at: 333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017; facsimile 213.241.3308. For more information, please call EOS at 213.241.7685.
TITLE: Section 504 of the Rehabilitation Act of 1973

NUMBER: BUL-4692.5

ISSUER: David Holmquist, General Counsel
        Office of General Counsel

DATE: June 15, 2015

POLICY: The Los Angeles Unified School District is committed to providing a working and learning environment that is free of discrimination, harassment, intimidation and bullying. The District affirms that no qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination, harassment, intimidation and bullying under any District program or activity. The denial of equal access to District education programs and/or activities and/or the denial of a “free appropriate public education” (FAPE) on the basis of students disabilities is considered disability-based discrimination under federal and state law.

In addition, the District must provide nonacademic and extracurricular services and activities in a manner that ensures individuals with disabilities have an equal opportunity to participate. Similarly, the District must make reasonable accommodations to its policies, practices and procedures when necessary to ensure other individuals with disabilities, such as parents and the general public, are not discriminated against on the basis of disability.

MAJOR CHANGES: This Bulletin replaces Bulletin No. BUL-4692.4 on the same subject issued by the Office of General Counsel, dated November 14, 2014. It provides updates and clarifies the guidelines to be used in serving students and other individuals with disabilities under Section 504.
GUIDELINES: The following guidelines apply.

I. **Background:** Section 504 of the Rehabilitation Act of 1973 (Section 504) is a civil rights law that prohibits discrimination/harassment on the basis of disability in any program or activity receiving federal financial assistance. Public school districts are among the entities that must comply with the nondiscrimination requirements of Section 504. 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 and the Individuals with Disabilities Education Act (IDEA).

The Americans with Disabilities Act (ADA) of 1990 is a civil rights law that also prohibits discrimination on the basis of disability by public institutions. The ADA was amended by the Americans with Disabilities Act Amendments Act (ADAAA) in 2008 and went into effect in January 2009. The intent of the ADAAA was to emphasize a broader application of the definition of disability under the ADA and Section 504, in order to supersede court decisions that had resulted in too narrow an interpretation of disability. The new law also eliminated the consideration of the ameliorative effects of mitigating measures when determining whether a student has a disability, though they remain relevant when evaluating students’ needs for accommodations/services. The expanded definition of disability means more students may be eligible for Section 504 nondiscrimination protections whether or not they currently need Section 504 plan accommodations/services.

II. **Related Definitions:**

A. **Accommodation:** A change in the educational setting, instructional strategies, materials, and/or supplementary/related aids and services that does not significantly alter the content of the curriculum or level of expectation for a student’s performance, but which allows the student to access the regular general education curriculum.

B. **Appropriate Education:** Education programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of nondisabled students are met. An appropriate education may include regular or special education and related aids and services to accommodate the unique needs of individuals with disabilities. An appropriate education will include evaluation, placement and due process procedures, as well as education of each student with a disability with nondisabled students to the extent appropriate to the needs of the student with a disability. One way to ensure that programs meet the needs of students with disabilities may occur through the development of an individualized education program (IEP). In addition, students with disabilities may not be excluded on the basis of disability and must be provided an opportunity to participate in nonacademic or
extracurricular activities equal to that provided to persons without disabilities.

C. *Educational placement:* The general education classroom with the use of supplementary/related aids and services.

D. *Has a record of such an impairment:* A history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities. A student with a record of impairment is entitled to protections from discrimination, harassment and retaliation on the basis of disability, but may not require the provision of a FAPE or reasonable accommodations to policies and procedures simply because of a record of disability.

E. *Individual with a disability:*  
   • Has a physical or mental impairment which substantially limits one or more major life activities;  
   • Has a record of such an impairment; or  
   • Is regarded as having such an impairment

F. *Major life activities:* Functions such as bending, breathing, caring for one’s self, communicating, concentrating, eating, hearing, learning, lifting, performing manual tasks, reading, seeing, sleeping, standing, speaking, thinking, walking, and working. Major life activities may also include, but not be limited to: functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

G. *Modification:* Strategies/supports that significantly alter the curriculum/grade level/common core state standard by which student performance is measured.

H. *Physical or mental impairment:*  
   • Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or  
   • Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness.  
   • An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

I. *Qualified disabled person (other than a student):* Individual with a disability who is an employee or other individual, including, but not limited to parents, guardians, family, and the public, who is entitled to access District programs or activities, whether or not their child is disabled.
J. **Qualified disabled person** (with respect to public preschool, elementary, secondary, or adult education services): Individual with a disability between the ages of 3 and 22.

K. **Regarded as having an impairment:**
   - Individual who has been subjected to discrimination/harassment because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity;
   - Entitled to protections from discrimination, harassment and retaliation on the basis of disability, but may not require the provision of a FAPE or reasonable accommodations/modifications to policies and procedures simply because of a record of disability.

   Note: Not applicable to impairments that are transitory (an impairment with an actual or expected duration of six months or less) and minor.

K. **Substantial Limitation:** A major life activity is substantially limited when a person is unable to perform a major life activity that the average student of the same grade or age or as compared to most students of the same grade or age can perform. The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:

   1. Medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
   2. Use of assistive technology;
   3. Reasonable accommodations, auxiliary aids or services; or
   4. Learned behavioral or adaptive neurological modifications.

III. **Child Find – Parent Notification:**

   A. The District has a duty to conduct a “child find” at least annually, during which, the District must make efforts to inform qualified students with disabilities and their parents of the District’s obligation to provide a FAPE.

   B. This duty extends to all students with disabilities between the ages of 3 and 22, residing within the District boundaries, including those who may be attending private or home schools.

   C. To meet this requirement, schools must distribute annually to every student the District’s “Parent Student Handbook,” during the first month of each school year or at the time of initial enrollment. The District’s “Section 504 and Students with Disabilities” brochure can also be used to notify parents and can be accessed through the District’s Educational Equity Compliance Office website at [http://achieve.lausd.net/eeco](http://achieve.lausd.net/eeco).
IV. Referral or Request for a Section 504 Evaluation:

Note: School personnel are required to use the Welligent Section 504 Program module when conducting Section 504 activities regarding referral, evaluation, plan development, and follow-up in order to more effectively serve, monitor and track students with disabilities under Section 504 (REF-6241.2 Mandatory use of Welligent Section 504 Program Module to Conduct All Section 504 Activities). The English and Spanish fillable forms are grouped into four phases of the Section 504 process: I. Management, II. Evaluation, III. Meeting, and IV. Follow-Up. In situations where Welligent is not functioning, the forms can be accessed on the Educational Equity Compliance Office website at http://achieve.lausd.net/eeco.

A. Individuals may request a Section 504 evaluation for a student by completing “Request for Section 504 Evaluation and Consent” (Form 1). Administrators/Section 504 designees shall assist in completing the form or in preparing a written request for requests made orally by individuals who are unable to submit written requests. Inform parents of their rights by attaching the “Section 504 Parent Procedural Safeguards” (Form 2) to the request.

B. Parental consent must be obtained and documented on Form 1 prior to proceeding with a Section 504 evaluation. However, a parent’s separate written request for a Section 504 evaluation should be considered consent to the request for a Section 504 evaluation in lieu of a signature on the District’s form if it cannot be obtained from the parent.

C. A parent residing in the District’s geographic area may request a Section 504 evaluation for a student currently enrolled in a private school from the student’s District school of residence. If the request is deemed appropriate, the school is to conduct a Section 504 evaluation. If the student meets the criteria under Section 504, the team shall develop a Section 504 Plan. Upon enrollment in a District school, the Section 504 Plan shall be implemented. If the student remains enrolled in a private school program, the District has no obligation to provide Section 504 accommodations/services.

D. Any copies of the request for evaluation and related documents must be maintained in a designated Section 504 file folder that is to be placed in the student’s cumulative record.

E. Indicators that a Section 504 referral may be appropriate include, but are not limited to, the following situations:
   • A disability is suspected and the student needs consistent and systematically implemented accommodations in order to have needs met as adequately as nondisabled peers.
   • A student has an episodic or temporary disability that is substantially limiting when active (i.e., a broken limb).
A student exhibits a severe health condition.

A disability is suspected but the student does not qualify for special education services.

A disability is suspected and the student demonstrates a pattern of not benefiting from instruction.

A disability is suspected and the student is considered at risk for school failure.

A disability is suspected and a pattern of suspensions exists.

A disability is suspected and the student’s access to district programs is impacted.

F. Students Needing Medication: It is not necessary to qualify a student as having a disability that substantially limits a major life activity under Section 504 in order to provide a service which schools perform for all general education students. As a result, not all students needing medication administered by school staff will require a Section 504 plan. However, a Section 504 referral will be appropriate for students who are found to have a disability that substantially limits a major life activity and need medication administration on a systematic basis to receive equal access to the educational program.

G. Requests for Section 504 Evaluation and Special Education Assessment Made Concurrently:

1. A referral for a Section 504 evaluation may be made concurrently with a pending special education evaluation. In such instances, the Section 504 evaluation should be conducted during the same 60-day timeline utilized for the special education assessment. Generally, however, the Section 504 evaluation can be conducted in less than 60 days.

2. If the student is found eligible under Section 504 prior to the special education team’s findings, a Section 504 plan should be developed pending the special education team’s findings. If the student is then found eligible for special education, an Individualized Education Program (IEP) is developed and the IEP team can incorporate into the IEP any accommodations/services provided in the Section 504 plan. A separate Section 504 team meeting should be convened when a student is identified as eligible for special education and no longer requires accommodations/services under Section 504, as described in Section IX Part C of this bulletin. Upon receiving consent to the IEP making the student eligible, the student record in Welligent will need to reflect the updated Section 504 program status as “discharged” and document in the Section 504 Details section that the student has been identified as eligible for special education.

3. When an IEP team determines a student is not eligible or no longer eligible for special education, there are some circumstances when a Section 504 referral for evaluation may be appropriate and should be
considered. The IEP team may document the student is being referred for a Section 504 evaluation and the eligibility evaluation shall be addressed in a separate Section 504 team meeting.

V. Analyzing the Appropriateness of a Referral for Section 504 Evaluation: When a request for evaluation is made, the school administrator/Section 504 designee shall create a Section 504 student record in the Welligent Section 504 program module as outlined in REF-6241.2, Mandatory Use of the Section 504 Program Module to Conduct All Section 504 Activities and document all Section 504 activities during the following steps:

A. Review relevant records and consult with persons knowledgeable about the student to determine whether the Section 504 referral is appropriate. If the referral is appropriate, proceed with the evaluation process.

B. If the referral is not appropriate (e.g., the student is receiving special education services, the student does not have a disability), then the administrator/designee shall do the following:

1. Provide parents written notice using the “Denial of Request for Section 504 Evaluation” (Form 3) to inform them of the school’s decision not to proceed with the Section 504 evaluation.

2. Appeal Rights: Included in the “Denial of Request for Section 504 Evaluation” is a statement advising parents of their rights and to make appeals/requests in writing to the area District Section 504 Designee or the District Section 504 Coordinator in the Educational Equity Compliance Office.

3. Provide the parent the “Section 504 Parent Procedural Safeguards” (Form 2).

VI. Section 504 Evaluation Process:

A. Timeline: While there is no specific timeline for completing the evaluation process, the evaluation must be completed within a reasonable period of time. Generally, it is not reasonable to exceed 60 days from the date of the Section 504 evaluation request, excluding vacation periods exceeding five days.

B. Preparing for the Section 504 Evaluation Meeting: The school administrator/Section 504 designee shall:

1. Provide parent the completed “Section 504 Parent Input Form” (Form 4), along with “Notice of Section 504 Evaluation Meeting” (Form 6) and a copy of the “Section 504 Parent Procedural Safeguards” (Form 2). Consideration must be made to conduct the Section 504 evaluation meeting at a mutually agreed upon time to enable the parent to participate in the meeting.
The “Notice of Section 504 Evaluation Meeting” includes questions as to whether parents require interpretation or translation of documents in order to effectively participate. Interpretation at Section 504 meetings should be provided by eligible District-trained interpreters. See District policy “Oral Interpretation at an Individualized Education Program (IEP) Team Meeting,” a reference guide issued annually by the Division of Special Education, for procedures and resources to assist schools in providing oral interpretation when requested. Translation of Section 504 related documents can be done by making a request using the process and forms on the District’s Translations Unit’s website at http://www.translationsunit.com/.

2. Provide teachers, as appropriate, with the “Section 504 Teacher Observation Form” (Form 5) to complete.

3. Select the Section 504 team members. Team members must be knowledgeable about:
   a. The student (i.e., Section 504 designee, parents, classroom teachers, school nurse, the student if age appropriate, counselors, and other suitable personnel).
   b. Evaluation information being drawn from a variety of sources.
   c. Accommodations/services to enable the team to make informed decisions.

4. Gather documentation about the student from a variety of sources including, but not limited to:
   a. Information provided by parents, including the “Section 504 Parent Input Form”
   b. Cumulative records
   c. Language surveys
   d. Progress reports/report cards
   e. Standardized test scores/district administered assessments
   f. Discipline records
   g. Attendance records
   h. Health records, if available (from the school nurse or parent, though a medical diagnosis is not required under Section 504 regulations)
   i. Information collected from staff interviews and/or from the completed “Section 504 Teacher Observation Form”
   j. Student portfolio/work samples
   k. IEP information/documentation from prior special education testing and evaluation (for students determined not eligible or no longer eligible for special education services) if applicable

C. Conducting the Section 504 Evaluation Meeting:
1. **Eligibility Determination:** The Section 504 team has the responsibility of completing and documenting the evaluation process using the “Section 504 Evaluation” (Form 7). The team shall use definitions provided in Section II of this policy under Related Definitions when considering Section 504 eligibility criteria determinations. The eligibility determination is made when the Section 504 team documents whether the student has a physical or mental impairment which substantially limits a major life activity, and whether the student requires accommodations/services under Section 504 in order to receive equal access to the educational program.

   a. **Document whether the student has a physical or mental impairment.** A medical diagnosis is not required for this determination. However, all evaluation data, including a medical diagnosis and information provided by parents, if available, is to be carefully considered.

      A student may have, and the Section 504 team should document, a disability that is episodic (i.e., epilepsy, etc.), in remission (i.e., sickle cell anemia, cancer, etc.) or controlled by mitigating measures (i.e., hearing aids, medication to control symptoms, prosthetics, etc.).

   b. **Document the major life activity that is substantially limited by the disability.** Special consideration should be given to all possible major life activities, and not solely the impact of a disability on the life activity of learning. For instance, a student’s disability of Crohn’s Disease may impact the major life activities of concentrating, eating, and bowel function. Substantial limitations of major life activities can impact a student’s access to the District’s instructional programs and activities.

      Once a student is identified as having a physical or mental impairment which substantially limits a major life activity, Section 504 nondiscrimination protections are available to that student whether or not the student also requires accommodations/services under Section 504. Nondiscrimination protections include the right to file complaints of alleged discrimination and the right to a manifestation determination when significant disciplinary changes of placement are being considered.

      The existence of a disability alone does not automatically qualify a student as eligible for accommodations/services under Section 504. For example, student’s whose disabilities are episodic, in remission or controlled by mitigating measures may have a substantial limitation of a major life activity which may or may not be manifested at the time of evaluation. The student would be identified as having a physical or mental impairment which substantially limits a major life activity when active and thus would be protected from discrimination. The school Section 504 Case Manager, described later in this policy,
would monitor these students to ensure they are afforded their nondiscrimination protections. However, the team must then consider whether the student requires accommodations/services under Section 504.

c. Document whether the student requires accommodations/services in a Section 504 Plan in order to receive equal access to the educational program. Eligibility for a Section 504 plan should be determined only after the team has documented that a student has a physical or mental impairment which substantially limits a major life activity and requires accommodations/services under Section 504.

The Section 504 team will indicate on the “Section 504 Evaluation” (Form 7) when a student with a disability does not require accommodations/services under Section 504, but does as a result of disability require nondiscrimination protections. If the team determines the student requires accommodations/services, a plan shall be developed [“Section 504 Plan” (Form 8)].

2. If the team determines that the student does not meet or no longer meets the criteria for services under Section 504: The Section 504 team will indicate on the “Section 504 Evaluation” form that the student does not require accommodations/services under Section 504.

3. When the parent disagrees with the Section 504 team decision: The parent must be informed of the appeal, complaint, and impartial mediation and hearing processes available to them. Parents’ rights are provided in the “Section 504 Parent Procedural Safeguards” (Form 2) and the “Section 504 Complaint Form” (Form 10).

4. A parent may refuse to consent to implement the Section 504 accommodations/services: The team will indicate the parent’s refusal on the “Section 504 Evaluation” Eligibility Determination section and the parent may indicate so on the “Section 504 Plan.” The Section 504 Case Manager will continue to monitor such students to ensure they are afforded their nondiscrimination protections.

5. A parent may revoke consent to implement Section 504 accommodations/services: Provide the parent with the completed “Section 504 Plan Parent Request to Revoke Consent” (Form 11). The Section 504 Case Manager will continue to monitor such students to ensure they are afforded their nondiscrimination protections.

D. Developing the Section 504 Plan:

1. The “Section 504 Plan” (Form 8) shall include the following components:

   a. A statement of the student’s physical or mental impairment.
b. A date when the plan is to be re-evaluated (every three years or sooner as appropriate, though teams may review plans annually as a best practice).

c. The student’s specific areas of educational impact or “Identified Need” that are impacted by the disabling condition.

d. “Related Accommodation” - The specific accommodations/services needed to enable the student to receive equal access to the educational program. Accommodations/services must be stated in specific and measurable terms (i.e., specific symptoms, behaviors, or triggers) that elicit the accommodations/services to be provided.

e. “Responsible Individual(s)” - The role/title of individuals to be responsible for implementing accommodations/services.

2. Accommodations/services are to provide access to the core curriculum and educational program by compensating for students’ disabilities, without altering the curriculum/common core state standards (i.e., what is being taught or tested) for which the student is being measured. A Section 504 plan cannot modify the curriculum.

3. An accommodation cannot exempt a student from a course or subject required for graduation/matriculation (i.e., a waiver of physical education classes), beyond those exemptions currently outlined in existing District policy.

   Note: The Physical Education Fitnessgram requirement identifies the following possible exception for students with disabilities. Pupils with physical disabilities or pupils who are physically unable to take the entire physical performance test shall be given as much of the test as their condition permits.

4. Accommodations/services should directly relate to students’ identified needs.

5. Accommodations/services in Section 504 plans should be specific, measurable and narrowly tailored to meet students’ identified needs to allow for consistent implementation.

6. If a student requires an accommodation/service occasionally, the plan should be written to incorporate the specific symptoms, behaviors, or triggers that elicit implementation of that accommodation/service.

7. Section 504 teams should be cautious when providing additional time beyond a week to make up assignments and should not exceed time beyond the final marking period for each semester, as this may be altering the level of expectation for a student’s performance, which is contrary to the purpose of Section 504.

8. If the Section 504 team determines an appropriate accommodation is to provide extended time for assignments, homework, and/or tests,
accommodations must clearly state how much extended time is required based on students’ identified needs (i.e., time and a half, 1 or 2 hours, a day, a week, or a weekend).

9. In general, a student who does not require an accommodation as part of the regular instruction/testing/evaluation should not require the accommodation only for standardized testing.

Note: A Section 504 team has no jurisdiction regarding testing accommodations provided by the College Board (i.e., for the Advanced Placement, PSAT, SAT Reasoning Test and the SAT Subject Tests or for other College Board tests) or the ACT (for the ACT test). Students or parents may apply for accommodations utilizing the procedures outlined by those organizations. Therefore, teams shall not indicate accommodations specific to College Board or ACT tests.

10. The responsible individual for implementing Section 504 accommodations/services should not be another student.

11. If a student’s Section 504 team (similarly IEP or other multidisciplinary team) determines that taking part in co-curricular, extra-curricular, or non-academic activities, including field trips, is a necessary component of the student’s FAPE, the team will develop and deliver appropriate accommodations/services through the process to enable the student to successfully access the activity. Where participation is not required to provide the student with FAPE, the law requires the District to provide students with disabilities an opportunity to participate in the activities equal to that provided students without disabilities (See Section IX).

VII. Following the Section 504 Evaluation Meeting: The school administrator/Section 504 Designee is responsible for:

A. Ensuring a Section 504 Case Manager is identified. See next section for Section 504 Case Manager Responsibilities.

B. Distributing the following documents to parents:
   • “Section 504 Evaluation” (Form 7)
   • “Section 504 Plan” (Form 8) if applicable
   • “Notice of Section 504 Eligibility Determination” (Form 9)
   • “Section 504 Parent Procedural Safeguards” (Form 2)

C. Distributing the “Section 504 Plan Distribution Notice” (Form 12) and monitoring that personnel responsible for implementation of Section 504 plans including, but not limited to, all of the student’s teachers and the student, as appropriate, receive the plan to ensure accommodations/services are provided as soon as possible.
A copy of the “Section 504 Plan” should also be placed in relevant teachers’ substitute folders, especially for students whose plans include medical protocols and behavior support plans. Repeat this process when staff changes occur (i.e., matriculation, new semesters).

D. Update pupil records as follows:

1. Place a Section 504 file folder in the student’s cumulative record with all related Section 504 documentation.

2. Update the Section 504 student record by entering Section 504 details in the Welligent Section 504 program module. Refer to REF-6241.2 for guidelines regarding Section 504 data entry.

3. Note: District employees are responsible for keeping medical/health information confidential, under both the American Health Insurance Portability and Accountability Act of 1996 and the Family Education Rights and Privacy Act. For instructions on handling these records, contact Student Medical Services at (213) 202-7584.

VIII. Section 504 Plan Implementation Obligation/Case Manager Responsibilities

A. The completed “Section 504 Plan” (Form 8) is a legal document and must be implemented as written. Disregard of the protected rights of students with disabilities may result in a complaint investigation and ruling by the United States Department of Education, Office for Civil Rights (OCR) and/or disciplinary action. Additionally, personal civil suits may be filed on behalf of students against individual District employees who fail to comply with Section 504 mandates.

B. Parent consent is required for implementation of the Section 504 plan. Parents may revoke consent for Section 504 accommodations/services [use the “Section 504 Plan Parent Request to Revoke Consent” (Form 11)] or may disagree with the accommodations/services and access procedural safeguards outlined in Section XIII – Complaint Procedures.

C. Responsible personnel are required to fully implement the Section 504 plan, and shall not modify the plan or determine accommodations/services are not necessary outside of a Section 504 team meeting.

D. A Section 504 eligible student’s scores/grades shall not be negatively affected by failure of responsible personnel to implement the Section 504 plan.

E. A Section 504 Case Manager should be assigned to monitor implementation of accommodations/services and student progress, while ensuring that students with disabilities have a learning environment free
from discrimination, harassment, intimidation and bullying.

**Section 504 Case Manager Responsibilities:**

1. Use the Welligent Section 504 Program module to update, monitor and track Section 504 details for students with or suspected of having disabilities under Section 504.

2. Monitor implementation of Section 504 plan accommodations/services.

3. Remind staff of their obligation to implement plan accommodations/services as written.

4. Notify the appropriate administrator when responsible personnel are not implementing the plan.

5. Ensure responsible personnel are consistently monitoring Section 504 student progress.

6. Ensure students with disabilities have learning environments free from discrimination, harassment, intimidation and bullying and are afforded nondiscrimination protections, whether or not they require Section 504 accommodations/services.

7. Provide periodic reports on student progress toward academic or behavioral performance, as determined by the Section 504 team.

8. Review the plan to determine accommodations/services are related to students’ identified needs and educational placement (especially when matriculating from school to school).

9. Ensure re-evaluations take place upon parent request, to revise ineffective accommodations/services, or when the accommodations/services are unrelated to students’ identified needs or educational placement.

**IX. Periodic Re-Evaluations/Exit Procedures:**

A. **Section 504 Re-Evaluation Requirements:**

1. At least every three years, but may be conducted more frequently (i.e., annually or as needed).

2. When there are changes in students’ disabilities, parents request changes to accommodations/services, or when there is an indication that plans are not effective in the current setting or in addressing students’ identified needs.

3. When there are placement changes, including, but not limited to, new
schools, matriculation, grade level changes, class and curriculum changes, and building/class location changes.

B. Section 504 Re-Evaluation Process:

1. The Section 504 team should use procedures outlined in VI - Section 504 Evaluation Process and consider additional data to determine whether students continue to meet criteria for Section 504 accommodations/services.
2. Complete the steps listed in VII - Following the Section 504 Evaluation Meeting/Case Management.

C. Process to Exit a Student from Section 504: A re-evaluation meeting should be conducted to document when students no longer have disabilities and do not require Section 504 accommodations/services. The team should use procedures in VI - Section 504 Evaluation Process.

X. Manifestation Determination/Discipline Procedures for Students Identified as Disabled Under Section 504:

A. Students who have been identified as disabled under Section 504 but do not require accommodations/services, and students with disabilities requiring accommodations/services under a Section 504 plan, are general education students and can be suspended for the same number of days as general education students. A Manifestation Determination analysis shall be conducted to determine whether behavior being considered for discipline is directly linked to the disability or the District’s failure to implement the Section 504 plan in the following situations:

1. Student has been suspended for 10 days in a school year (not required for suspensions totaling less than 10 days in a school year).
2. Student is being considered for a disciplinary change of placement (i.e., disciplinary opportunity transfer, recommendation for expulsion).

B. When making the Manifestation Determination analysis, the Section 504 team must consider the following and complete the Manifestation Determination section of the “Section 504 Evaluation” (Form 7):

1. Was the misconduct caused by, or directly and substantially related to, the student’s disability?
2. Was the misconduct a direct result of the District’s failure to implement the plan?

If the misconduct/behavior was not caused by, or directly and substantially related to the student’s disability, and was not a direct result of the District’s failure to implement the Section 504 plan, the
student may be disciplined as a general education student, including, but not limited to, suspension, disciplinary opportunity transfer or recommendation for expulsion.

When considering a disciplinary change of placement, contact the potential receiving school prior to issuing the transfer to ensure the Section 504 plan accommodations/services can be fully implemented at the new placement.

For students identified as disabled, but not requiring accommodations/services under Section 504, if there is a direct link between the misconduct and the disability, the school shall not suspend more than 10 days or make a disciplinary change of placement. The determination whether the District failed to implement the student’s Section 504 plan will not apply in this circumstance.

For students with disabilities who have a Section 504 plan, if the misconduct is directly linked to the student’s disability, and/or directly results from the District’s failure to implement the student’s Section 504 plan, the school shall not suspend more than 10 days or make a disciplinary change of placement. The team should consider updating plan accommodations/services and reviewing implementation strategies.

C. Exception to requirement to hold Manifestation Determination analysis:
A student who is currently using illegal drugs or alcohol and is to be disciplined for use or possession of illegal drugs or alcohol loses the procedural protections provided by Section 504, including the requirement to make a Manifestation Determination analysis prior to a disciplinary change of placement, even if the student has another disability. This would hold true even if the disabling condition could be directly related to the misconduct.

XI. Program Accessibility for Individuals with Disabilities:

A. Section 504 program/activity accessibility standards extend to ensuring that all otherwise qualified students with disabilities are provided with an equal opportunity to participate in the same educational programs or activities, including, but not limited to, classes/courses and curricular, extracurricular, and/or nonacademic activities, services, or benefits that are provided to students without disabilities.

1. This extends to District programs/activities that are held before school, during school, after school, when school is not in session, and those held during off track time.

2. No otherwise qualified student with a disability is to be denied enrollment in a class/course solely on the basis of a disability, unless a student’s IEP limits the student’s enrollment.
3. Otherwise qualified students with disabilities must be provided an equal opportunity to try out for and/or participate in curricular and extracurricular activities, including, but not limited to, field trips and before/after-school programs.

4. Schools are required to provide nonacademic services, including, but not limited to extracurricular activities and athletics, in a manner that affords students with disabilities equal opportunities for participation in such activities and services, unless the accommodations/services required to provide access, would fundamentally alter the very nature of the extracurricular activities and/or nonacademic services.

B. The school must identify appropriate accommodations/services needed for an otherwise qualified student with a disability to participate successfully in a curricular activity, field trip, extra-curricular activity or nonacademic service.

1. This provision shall not be interpreted to require participation of a student with a disability who, even with the benefit of accommodations/services, could not meet the essential academic or skill requirements of the program, activity, or service.

2. Accommodations/services for extracurricular or nonacademic activities must be considered unless they result in a fundamental alteration in the nature of the program.

3. Parents of students with disabilities cannot be required to participate with and accompany students on field trips, and/or curricular/ extracurricular activities as a condition for students to participate when a similar obligation is not imposed on parents of nondisabled students. Students with mobility impairments have a right to request accessible transportation to events where transportation is afforded to nondisabled peers. Staff must identify students with mobility impairments and request appropriate transportation using District policy REF-2111.0, “Field Trip Handbook and Revised Procedure.” Additionally, schools may not charge parents of students with disabilities a higher cost than nondisabled students as a condition to participate in the District’s extracurricular or nonacademic programs/services.

C. Parents and caregivers with disabilities are to be provided with reasonable accommodations/services to allow them to participate meaningfully in their child’s education. Consideration must be made to provide effective access to allow parents/caregivers to participate in the school’s programs and activities intended for their benefit, including, but not limited to, parent-teacher conferences, committees/councils, PTSA meetings, attendance at school ceremonies/performances, and open house.
D. For existing facilities (including schools and offices), federal regulations require that school districts operate programs and activities so that, when viewed in their entirety, they are readily accessible to and usable by individuals with disabilities. If the service, activity, or program as a whole is accessible, then not every part of the existing facility needs to be accessible and usable by persons with disabilities. Under Section 504, existing facilities are those already constructed, or for which construction began, prior to June 3, 1977.

E. Accessibility to District programs and activities may be achieved by nonstructural changes such as redesigning or modifying equipment or furniture, or rescheduling or relocating classes or other services to accessible rooms or buildings.

F. A request for funding for minor renovations (i.e., ramps, bathroom modifications) can be made to ensure access for students needing placement in currently inaccessible programs by following REF-1446.3, “Procedures for Requesting Program Accessibility Renovations/Accommodations.”

G. The accessibility standard for new construction is different from the standard for existing facilities. For new construction, the facility and every part of the facility must be readily accessible to and usable by persons with disabilities.

H. Site administrators are responsible for ensuring that otherwise qualified individuals with disabilities are provided with program accessibility in the site’s educational programs or activities. Encourage qualified individuals with disabilities who need a reasonable accommodation to a program, service or activity of the District to make the request in advance at the location where the accommodation is needed. Consult with the Educational Equity Compliance Office at (213) 241-7682 for guidance in meeting these requirements.

XII. Disability-Based Discrimination, Harassment, Intimidation and Bullying:

A. Discrimination is different treatment on the basis of disability in an educational program or activity without a legitimate nondiscriminatory reason that interferes with or limits the individual’s ability to participate in or benefit from the services, activities, or privileges provided by the District. Discrimination may be:

1. Failing to implement a student’s Section 504 plan.

2. Failing to provide an individual with disabilities an equal opportunity to participate in the same educational programs or activities.

3. Excluding or treating an individual with disabilities in an inferior of disparate manner.
4. Failing to take necessary steps to ensure individuals with disabilities are not excluded, denied services, or segregated from nondisabled individuals.

5. Failing to respond to disability-based complaints of bullying, intimidation or abusive behavior towards a student.

B. Harassment occurs when an individual with a disability is subjected to unwelcome conduct related to disability. Harassment can rise to the level of also creating a hostile environment when the conduct is subjectively offensive to the disabled individual and would be offensive to a reasonable person of the same age and characteristics under the same circumstances, and 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 may be:
   1. Emotionally and/or physically harmful
   2. Humiliating, threatening, intimidating
   3. Bullying based on disability
   4. Verbal acts and name-calling
   5. Nonverbal behavior, such as graphic and written statements

XIII. Complaint Procedures: Discrimination, harassment, intimidation and bullying complaints must be filed in writing within six months of the last occurrence or when knowledge of the complaint was first obtained. The complaint may be filed using the “Section 504 Complaint Form” (Form 10), District’s Uniform Complaint Procedure (UCP) or a written statement. The District will promptly investigate complaints and take reasonable actions to stop future incidences of discrimination, harassment, intimidation and bullying. Complainants are encouraged to try to resolve complaints informally at the school or within their area District office. However, the formal complaint procedure may also be used to address such complaints.

A. Informal Complaint Process — School-Site:

1. Individuals may file a complaint with the local school administrator alleging:
   a. The school is not in compliance with the District’s Section 504 policies/procedures.
   b. Disagreement with the school’s decisions regarding Section 504 identification, evaluation, or plan accommodations/services for students.
   c. Disability-based discrimination, harassment, bullying and intimidation.

2. Administrators must adequately respond to complaints received by:
   a. Investigating complaints promptly
b. Providing the District’s nondiscrimination policies and assurances the District takes allegations seriously, information will be treated confidentially and retaliation will not be tolerated

c. Obtaining information pertinent to the complaint

d. Interviewing all relevant individuals involved

e. Assessing whether District policy was violated

f. Taking appropriate steps to correct violations of District policy and/or end harassment, monitor that it does not reoccur, and to address any hostile environment that may have been created

g. Following-up to determine whether actions taken addressed complaints

h. Informing all relevant individuals of actions taken to resolve complaints

i. Providing information regarding formal complaint processes available to appeal the school’s decisions/resolutions

j. Keeping written records of complaints and remedies

B. Formal Appeal of School Section 504 Team Decision:

1. Parents have the right to appeal the school’s Section 504 team decisions with regard to identification, evaluation, or Section 504 plan accommodations/services.

2. Any appeal must be made in writing to the Section 504 Coordinator in the District’s Educational Equity Compliance Office following notice of the school’s decision. Parents making verbal requests for appeal will be assisted by District personnel in making written requests. The written appeal may also be filed using the “Section 504 Complaint Form” (Form 10) or the District’s UCP.

3. The appeal shall contain the following information:

   a. Specific nature of the school’s decisions with which the person disagrees as to Section 504 identification, evaluation, or plan accommodations/services.

   b. Relevant documentation/information the complainant believes will assist in understanding the appeal.

   c. Specific relief being sought.

C. Formal Complaint of Discrimination/Appeal of School Decision:

1. Any individual or organization has the right to file a written complaint of discrimination, harassment, intimidation or bullying which includes, but is not limited to, failure to implement the Section 504 plan, within six months from the date the alleged incident occurred or the date when knowledge of the facts was first obtained.
2. The complaint/appeal may be filed using the “Section 504 Complaint Form,” the District’s UCP, or simply by filing a written complaint. If a complainant is unable to put the complaint in writing, due to conditions such as disability or illiteracy, the District shall assist the complainant in making a written complaint.

3. The complaint shall contain the following information:

   a. Specific facts about the complaint which may help the investigator including: nature of the complaint, names of those involved, witnesses, and dates/places of occurrences.
   b. Relevant documentation/information the complainant believes will assist in understanding the complaint.
   c. Specific relief being sought.

D. Formal Complaint/Appeal Process: The Educational Equity Compliance Office will take the following steps in response to a formal written discrimination complaint or appeal of a school’s Section 504 team decision:

1. The Educational Equity Compliance Office will provide the complainant with a written acknowledgement of the complaint within 10 days which:

   a. Advises and assures the complainant that confidentiality of the facts will be observed to the maximum extent possible.
   b. Advises and assures the complainant the District prohibits retaliation against anyone who files a complaint or participates in a complaint investigation.
   c. States that the complaint investigation/resolution process will be completed within 60 days of receipt of the complaint.
   d. Advises the complainant to call or send additional information/documentation relevant to the complaint.
   e. Informs the complainant that a written report of findings and conclusions, listing any corrective action taken, will be provided at the investigation’s conclusion.

2. The Educational Equity Compliance Office will conduct or facilitate an investigation and work to resolve the matter.

3. Within 60 days of receipt of the complaint/appeal, the Educational Equity Compliance Office will provide the complainant and respondent a final written report of findings and conclusions, including a rationale for the disposition, that also contains:

   a. The assurance that the District will not tolerate retaliation against a complainant for the filing of a complaint or participating in the complaint investigation.
b. A statement advising the complainant of the final option to appeal the decision to the California Department of Education as indicated below.

E. Final Appeal Options Regarding Discrimination Complaints: Appeals of the Educational Equity Compliance Office’s decisions and/or findings regarding allegations of discrimination, harassment, intimidation, and/or bullying may be appealed to the California Department of Education, Office of the Assistant Chief Deputy Superintendent, 1430 N Street - Suite 5405, Sacramento, California 95814. The written appeal must be sent within 15 days of receipt of the District’s letter of findings and should specify the reasons for appealing the decision and include a copy of the District’s decision.

F. Civil Law Remedies: Pursuant to the California Education Code, Section 262.3, persons who have filed a complaint should also be advised that civil law remedies may be available to them.

XIV. Section 504 Parent Procedural Safeguards (Form 2): Parents shall be provided notice of procedural safeguards under Section 504, including the right to:

A. Receive written notice of the District’s intentions regarding identification, evaluation, and provision of Section 504 plan accommodations/services.

B. Review all relevant records regarding their child and obtain copies at reasonable cost.

C. Appeal/disagree with the District’s decisions with regard to the identification, evaluation, or Section 504 plan accommodations/services, file complaints concerning allegations of violations of Section 504 policy/procedures, or disability-based discrimination, harassment, intimidation and/or bullying, including, but not limited to, allegations of failure to implement Section 504 plans.

D. Request an informal mediation or impartial hearing if they disagree with identification, evaluation or plan accommodations/services under Section 504 with opportunity for participation in the hearing and representation by an attorney at the parent’s expense.

E. A review of the decision of the impartial hearing officer.

XV. Impartial Hearings:

A. Parents may request impartial hearings to contest school actions or alleged procedural violations as to Section 504 identification, evaluation, and accommodations/services, including failure to implement students’
plans, by sending a written request to the District’s Section 504 Coordinator in the Educational Equity Compliance Office.

B. The Educational Equity Compliance Office will select an impartial hearing officer, qualified to review the District’s decisions relating to Section 504, who will not be a District employee.

C. The impartial hearing process is as follows:

1. Hearings shall be conducted and written decisions mailed to parties within 60 calendar days of receipt of the written request for hearing.

2. Parents have the right to seek representation by an attorney for the hearing at their expense.

3. Either party has the right to seek a review of the Section 504 hearing officer’s decision by a court of appropriate jurisdiction.

4. The parties shall abide by the Section 504 hearing officer’s decision unless it is stayed, modified, or overturned by a court of competent jurisdiction.

XVI. Informal Mediation Procedure: Within 10 days of receipt of a written request for hearing, the Educational Equity Compliance Office will offer a voluntary informal mediation conducted by the area District’s Section 504 Designee or designee of the District Section 504 Coordinator in a non-adversarial atmosphere to resolve issues related to Section 504 identification, evaluation, or plan accommodations/services. Parents have the right to seek representation by an attorney for the mediation at their own expense.

The use of informal mediation shall not extend the hearing timeline unless parents agree in writing. If the mediation resolves the areas of disagreement, a written confirmation of the mediation results will be provided to affected parties and will conclude the process.

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


34 C.F.R. Part 104 - Section 504 of the Rehabilitation Act of 1973 - Nondiscrimination on the Basis of a Disability in Programs and Activities Receiving or Benefiting from Federal Financial Assistance

California Education Code Chapter 2, Educational Equity - Article 3, Prohibition of Discrimination §220
RELATED RESOURCES:

Administrator Certification On-Line System, Memorandum issued annually by School Operations

Administrators Role in Ensuring Compliance with Federal and State Special Education and Section 504 Legal Mandates, REF-6337.1, February 2, 2015

Bullying and Hazing Policy (Student-to-Student and Student-to-Adult), BUL- 5212.2, November 26, 2014

California Physical Fitness Test – Fitnessgram, Instructions issued annually by Office of Data and Accountability.

CAHSEE Exemption & Waiver Process for Students with Disabilities, REF-5452.1, May 11, 2015

CAHSEE Intensive Instruction & Services for Post 12th Grades: Valenzuela Settlement Requirements, REF-4701.1, April 26, 2010

Clerical Support for Special Education and Section 504 as Required by the Modified Consent Decree, REF-5640.2, August 18, 2014


Employment Discrimination Complaint Procedure, S-27.0, December 3, 2001

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

Field Trip Handbook and Revised Procedure, REF-2111.0, dated July 24, 2006

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

LAUSD Accessibility And Accommodations Guidelines For 2014 Smarter Balanced Field Test, REF-6249, March 17, 2014

Mandatory use of Welligent Section 504 Program Module to Conduct All Section 504 Activities, REF-6241.2, April 8, 2015


Opportunity Transfer (O.T.) – Policy and Procedures, BUL-6362.0, August 14, 2014

Oral Interpretation at an Individualized Education Program (IEP) Team Meeting, REF-1596.7 August 11, 2014

Management of Food/Other Severe Allergies and Epinephrine Auto-Injector Use, BUL-5628, October 17, 2011

Nondiscrimination Required Notices and Ordering of Student Brochures, Memorandum issued annually by Office of General Counsel.


Parent Student Handbook Distribution, Memorandum issued annually by Office of the Superintendent.

Physical Education Exemptions, BUL-2457.1, June 19, 2009

Procedures for Seniors Who Do Not Pass the CAHSEE, BUL-2451.4, June 17, 2009

Reasonable Accommodation for Individuals with Disabilities, BUL-
ASSISTANCE: For further information, contact the following District Offices:

Educational Equity Compliance Office (EECO): (213) 241-7682, Julie Hall-Panameño, Director/District Section 504 Coordinator.
Visit the EECO website for related information:
http://achieve.lausd.net/eeco.

District Nursing Services: (213) 202-7580

District Administrator of Operations/Section 504 Designee:

Reasonable Accommodations (employees): (213) 241-1319

Student Medical Services: (213) 202-7580

ATTACHMENTS: The required forms are grouped according to the four phases of the Section 504 process in English and Spanish:

I. Management:
Request for Section 504 Evaluation and Consent (Form 1)
Section 504 Parent Procedural Safeguards (Form 2)
Denial of Request for Section 504 Evaluation (Form 3)

II. Evaluation:
Section 504 Parent Input Form (Form 4)
Section 504 Teacher Observation Form (Form 5)
Notice of Section 504 Evaluation Meeting (Form 6)

IIIa. Meeting:
Section 504 Evaluation (Form 7)
Notice of Section 504 Eligibility Determination (Form 9)

IIIb. Meeting:
Section 504 Plan (Form 8)
IV. Follow-Up:
Section 504 Complaint Form (Form 10)
Section 504 Plan Parent Request to Revoke Consent (Form 11)
Section 504 Plan Distribution Notice (Form 12)
REQUEST FOR SECTION 504 EVALUATION and CONSENT

Pursuant to Section 504 of the Rehabilitation Act of 1973, the District has a duty to identify, refer, evaluate, and if eligible provide a free appropriate public education to disabled students. For additional information regarding Section 504, please contact your School’s Section 504 Designee: _____________________________ at (Ph) ________________ or you may call the District’s Educational Equity Compliance Office at (213) 241-7682.

Student ID:                                   Date: ________________________________

Last Name                                  First Name                             Grade

School                                      Educational Service Center

Student’s Primary Language                  English Language Development Level

Parent(s)/Guardian(s)                       Home Address

Home Phone                                  Cell Phone                             Work Phone

What is the reason for the request? (Clarify Student’s needs and area(s) of concern)

What major life activity is substantially limited? (Check all that apply below.)

☐ Learning                                   ☐ Seeing                                 ☐ Bending                                ☐ Brain function
☐ Reading                                    ☐ Hearing                                ☐ Standing                                ☐ Reproductive function
☐ Concentrating                               ☐ Eating                                 ☐ Performing manual tasks                ☐ Circulatory function
☐ Working                                    ☐ Speaking                                ☐ Bowel function                          ☐ Neurological function
☐ Thinking                                   ☐ Breathing                               ☐ Bladder function                        ☐ Normal cell growth
☐ Communicating                              ☐ Sleeping                                ☐ Digestive function                      ☐ Functions of immune system
☐ Lifting                                     ☐ Walking                                 ☐ Endocrine function                      ☐ Respiratory function
□ Other:

Are there current medical records, outside agency reports, prior school evaluations, etc., that would assist the team in evaluating the student? ☐ No ☐ Yes

Check all that apply:                        Provide an explanation for each item as applicable:

☐ Prior Special Education Evaluation
☐ Medical/Health Records
☐ Grades/Standardized Test Scores
☐ Language Surveys
☐ Assessments/Data
☐ Disciplinary Referrals
☐ Outside Agency Reports
☐ Other

Who is the individual making the request?

Name                                      Relationship

Additional information may be necessary to determine your child’s needs and whether he/she may be eligible for protections, accommodations, or services under Section 504. Evaluation may include but is not limited to: reviewing existing school records, observations, prior testing, work samples, grades, standardized test scores, and other data. Please review the enclosed “Section 504 Parent Procedural Safeguards.” If you consent to the evaluation, please check “I consent.” If you do not consent to the evaluation, please check “I do not consent.”

Check one of the following:                  Parent Signature                            Date

☐ I consent                                  ☐ I do not consent

Return this form to the School Section 504 Designee. Attach any supporting documentation.

Form 1: Request for Section 504 Evaluation and Consent
Attachments: Form 2: Section 504 Parent Procedural Safeguards
Form 4: Section 504 Parent Input Form

June 15, 2015
Office of General Counsel

Form 4-692.5
Mandatory Use of the Welligent Section 504 Program Module to Conduct All Section 504 Activities
SECTION 504 PARENT PROCEDURAL SAFEGUARDS

The purpose of this notice is to describe the procedural safeguards provided to the parents of students with disabilities under Section 504. The intent of the law is to keep parents fully informed concerning the District's decisions to identify, evaluate, and/or provide accommodations/services for their children. The District encourages and facilitates informal complaint resolutions of the same.

Section 504 of the Rehabilitation Act of 1973 is a federal law prohibiting discrimination against disabled persons who may participate in, or receive benefits from programs receiving federal financial assistance. Under Section 504 (§504), eligible students with disabilities are provided with educational benefits and opportunities equal to those provided to nondisabled students. Students with disabilities have the right to receive a free appropriate public education (FAPE) and to be educated with nondisabled students to the maximum extent appropriate.

Under §504, students are considered disabled if they suffer from a physical or mental impairment that substantially limits one or major life activities. Section 504 also protects students with a record of impairment or, who are regarded as impaired, from discrimination on the basis of disability. Students can be considered disabled, and may receive protections/accommodations under §504, even if they do not qualify for, or receive special education and related services under the Individuals with Disabilities Education Act (IDEA).

Parents of students with disabilities eligible under §504 have the following rights:

1. To receive written notice of the District’s intent to identify, evaluate, and/or to provide a §504 Plan for their child
2. To review all relevant records regarding their child and obtain copies at reasonable cost
3. To appeal/disagree with the District’s decisions with regard to the identification, evaluation, or §504 Plan accommodations/services, or file a complaint concerning allegations of a violation of §504 policy/procedures, or disability-based discrimination/harassment
4. To request an informal mediation or an impartial hearing if they disagree with their child’s identification, evaluation, or §504 Plan, with an opportunity to participate and be represented by an attorney at the parent’s expense
5. To review the decision of the impartial hearing officer

Upon request, the District will provide an oral interpreter at §504 Plan meetings for those whose primary language is not English. Upon request, the District will also provide translated versions of §504 related documents. A complaint investigation may be initiated by contacting the Educational Equity Compliance Office if there is an assertion that adequate interpretation was not provided at a §504 Plan meeting. For further information regarding complaint investigations, refer to the District’s policy, Uniform Complaint Procedures (UCP), BUL-5159.3, as summarized in the Parent Student Handbook.

For further information, you may contact:

Julie Hall-Panameno, Director
Educational Equity Compliance Office
Los Angeles Unified School District Section 504 Coordinator
333 South Beaudry Avenue—20th Floor
Los Angeles, CA 90017
(213) 241-7682

Form 2: Section 504 Parent Procedural Safeguards
DENIAL OF REQUEST FOR SECTION 504 EVALUATION

<table>
<thead>
<tr>
<th>Student ID:</th>
<th>Date</th>
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<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Grade</th>
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<tbody>
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<table>
<thead>
<tr>
<th>School</th>
<th>Educational Service Center</th>
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<table>
<thead>
<tr>
<th>Student’s Primary Language</th>
<th>English Language Development Level</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Dear ______________________________,

This is to inform you that the request for a Section 504 evaluation has been considered. It has been determined that a Section 504 evaluation is not warranted at this time based on a review of the following information:

- Prior Special Education Evaluation
- Disciplinary History
- Grades
- Medical/Health Records
- Student Success Team Decisions
- State/District Assessments
- Progress Reports/Report Cards
- Curriculum Based Assessments
- Psycho-Educational Reports
- Independent Agency Reports
- Parent Observations
- Other: ________________________
- Teacher Observations/Reports
- Attendance Records

The request for a Section 504 evaluation was denied because:

*Complete this form only when a request for Section 504 evaluation is not appropriate. If an evaluation is being denied, delete this text and include a rationale for the denial.*

The District encourages and facilitates informal complaint resolutions and parents have a right to:

1. **Appeal/disagree with the District's decisions with regard to the identification, evaluation, or Section 504 Plan accommodations/services, or to file a complaint concerning allegations of a violation of Section 504 Plan policies/procedures, or disability-based discrimination/harassment.**

2. **Request an informal mediation or an impartial hearing if they disagree with their child's identification, evaluation, or Section 504 Plan, with an opportunity to participate and be represented by an attorney at the parent's expense.**

Such appeals must be put in writing and sent to either:

<table>
<thead>
<tr>
<th>Educational Service Center - ______________</th>
<th>District Section 504 Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educational Equity Compliance Office</td>
</tr>
<tr>
<td></td>
<td>333 S. Beaudry Avenue – 20th Floor</td>
</tr>
<tr>
<td></td>
<td>Los Angeles, CA 90017</td>
</tr>
<tr>
<td></td>
<td>(213)241-7682</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone: ______________________________</th>
</tr>
</thead>
</table>

If you have questions or would like to schedule a meeting to discuss this matter, please do not hesitate to contact me.

Sincerely,

______________________________

(Signature)

<table>
<thead>
<tr>
<th>School Section 504 Designee</th>
<th>Phone Number</th>
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</thead>
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</tbody>
</table>
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
Oficina para el Cumplimiento de la Equidad Educativa

SOLICITUD DE EVALUACIÓN DE LA SECCIÓN 504 Y CONSENTIMIENTO

Conforme el artículo 504 de la Ley de Rehabilitación de 1973, el Distrito tiene la obligación de identificar, referir, evaluar y si es elegible, proporcionar una educación pública gratuita y apropiada a los estudiantes con discapacidad. Para obtener información adicional acerca de la Sección 504, comuníquese con la persona designada a la Sección 504 de la escuela: ________________________ al Tel. ________________________ o puede llamar a la Oficina para el Cumplimiento de la Equidad Educativa del Distrito al (213) 241-7682.

<table>
<thead>
<tr>
<th>Identificación del Estudiante:</th>
<th>Fecha:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apellido</td>
<td>Nombre</td>
</tr>
<tr>
<td>Escuela</td>
<td>Centro de Servicios Educativos (ESC)</td>
</tr>
<tr>
<td>Idioma Primario del Estudiante</td>
<td>Nivel de Desarrollo del Idioma Inglés</td>
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</tbody>
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<tr>
<th>Padre(s) / Guardian(es)</th>
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<tbody>
<tr>
<td>Dirección de la casa</td>
</tr>
<tr>
<td>Teléfono de la casa</td>
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</tbody>
</table>

¿Cuál es el motivo de la solicitud? (Aclarar las necesidades y el área(s) de la preocupación de los estudiantes)

¿Qué actividad importante de la vida se limita sustancialmente? (Marque todas las que correspondan a continuación.)

<table>
<thead>
<tr>
<th>Aprender</th>
<th>Lectura</th>
<th>Comunicación</th>
<th>Levantar</th>
<th>Ver</th>
<th>Escuchar</th>
<th>Comer</th>
<th>Hablar</th>
<th>Respirar</th>
<th>Dormir</th>
<th>Caminar</th>
<th>Agacharse</th>
<th>Pararse</th>
<th>Realización de tareas manuales</th>
<th>La función cerebral</th>
<th>La función reproductora</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trabajo</td>
<td>Pensar</td>
<td>Concentración</td>
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<td>La función intestinal</td>
<td></td>
<td>La función de la vejiga</td>
<td>La función digestiva</td>
<td>La función neurogénica</td>
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<td>La función de la vejiga</td>
<td></td>
<td>Función digestiva</td>
<td>La función endocrina</td>
<td>El crecimiento normal de las células</td>
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<td></td>
<td></td>
<td>Función endocrina</td>
<td></td>
<td>El cuidado de auto suficiencia</td>
<td>Funciones del sistema inmune</td>
<td>La función respiratoria</td>
</tr>
</tbody>
</table>

¿Hay registros médicos recientes, reportes de agencias externas, evaluaciones escolares previas, etc. que puedan ayudar al equipo en la evaluación del estudiante?  □ No  □ Sí

<table>
<thead>
<tr>
<th>Evaluaciones Previas para Educación Especial</th>
<th>Registros Médicos / Salud</th>
<th>Grados/Resultados de las pruebas estandarizadas</th>
<th>Encuestas de Lenguaje</th>
<th>Evaluaciones / Datos</th>
<th>Remisiones disciplinarias</th>
<th>Informes de agencias externas</th>
<th>Otro</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>¿Quién es la persona que presenta la solicitud?</th>
<th>Relación</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nombre</td>
<td></td>
</tr>
</tbody>
</table>

Información adicional puede ser necesaria para determinar las necesidades de su hijo/a y si él / ella puede ser elegible para las protecciones, adaptaciones o servicios bajo la Sección 504. La evaluación puede incluir, pero no limitarse a: revisar los registros escolares existentes, observaciones, exámenes previos, muestras de trabajo, calificaciones, resultados de exámenes estandarizados y otros datos. Por favor revise las Garantías Procesales de los Padres del “Artículo 504.” Si usted acepta la evaluación, favor de marcar “Doy mi consentimiento.” Si usted no da su consentimiento a la evaluación, por favor marque “No doy mi consentimiento.”

<table>
<thead>
<tr>
<th>Doy mi consentimiento</th>
<th>No doy mi consentimiento</th>
<th>Firma del Padre</th>
<th>Date</th>
</tr>
</thead>
</table>

Devuelva este formulario al Designado de la Sección 504 de la escuela. Adjunte cualquier documentación de apoyo.

Form 1: Request for §504 Evaluation & Consent
Attachments: Form 3: Section 504 Parent Procedural Safeguards
Form 5: Section 504 Parent Input Form

June 15, 2015
Office of General Counsel
GARANTÍAS PROCESALES DE LA SECCIÓN 504 PARA PADRES

El propósito de esta nota es describir las garantías procesales proporcionadas a los padres de estudiantes con discapacidades bajo la Sección 504. La intención de la ley es mantener a los padres planamente informados sobre las decisiones del Distrito para identificar, evaluar y / o proporcionar acomodaciones / servicios para sus hijos. El Distrito anima y facilita la resolución de quejas informales de la misma.

La Sección 504 del Acta de Rehabilitación de 1973 es una Ley Federal que prohíbe la discriminación contra las personas con discapacidad que puedan participar en, o recibir beneficios de programas que reciben asistencia financiera federal. Bajo la Sección 504 los estudiantes elegibles con discapacidades cuentan con beneficios educativos y oportunidades iguales a los proporcionados a los estudiantes sin discapacidades. Los estudiantes con discapacidades tienen derecho a recibir una educación pública gratuita y apropiada (FAPE – por sus siglas en inglés) y para ser educados con los estudiantes no discapacitados en la medida máxima apropiada.

Bajo la Sección 504, los estudiantes se consideran discapacitados si sufren de un impedimento físico o mental que limita sustancialmente una o más de las actividades importantes de la vida. La Sección 504 también protege a los estudiantes, con un registro de tal impedimento, o que se considera que tiene un impedimento, de la discriminación por motivos de discapacidad. Los estudiantes pueden ser considerados discapacitados, y pueden recibir protecciones / acomodaciones bajo la Sección 504, incluso si no tienen derecho a, o reciben educación especial y servicios afines bajo la Ley de Individuos con Discapacidades (IDEA - por sus siglas en inglés).

Los padres de estudiantes con discapacidades elegibles bajo la Sección 504 tienen los siguientes derechos:

1. De recibir una notificación por escrito de la intención del Distrito para identificar, evaluar y / o proporcionar un plan la Sección 504 para su hijo
2. De revisar todos los registros pertinentes en relación con sus hijos y obtener copias a un costo razonable
3. Apelar / estar en desacuerdo con la decisión del Distrito con respecto a la identificación, evaluación, o de Plan de la Sección 504, o presentar una queja relativa a denuncias de violación de las políticas / procedimientos de la Sección 504 o discriminación o acoso basados en la discapacidad
4. De solicitar una mediación informal o una audiencia imparcial si no están de acuerdo con la identificación de su hijo, evaluación o Plan de la Sección 504, con la oportunidad de participar y ser representado por un abogado a cargo de los padres
5. De revisar la decisión del oficial de audiencia imparcial

A petición, el Distrito proporcionara a un intérprete oral en las reuniones de §504 para aquellos cuyo primer idioma no es el inglés. A petición, el Distrito también proporcionara versiones traducidas de documentos relacionados a §504. Una investigación de la queja puede ser iniciada al contactarse con la Oficina de Cumplimiento para el Equidad Educativa si hay una afirmación que una interpretación adecuada no fue proporcionada en una reunión de §504. Para obtener más información sobre las investigaciones de quejas, consulte la política del Distrito, Procedimientos Uniforme de Quejas (UCP) (por sus siglas en inglés), BUL-5159.3, como se resume en el Manual para Padres de Estudiantes.

Para más información, puede ponerse en contacto con:
Julie Hall-Panameno, Director
Oficina para el Cumplimiento de la Equidad Educativa
Coordinador de la Sección 504 del Distrito Escolar Unificado de los Ángeles
333 South Beaudry Avenue-20th Floor
Los Ángeles, CA 90017
(213) 241-7682

Form 2: §504 Parent Procedural Safeguards

BUL-4692.5
Office of General Counsel

June 15, 2015
**RECHAZO DE LA SOLICITUD DE EVALUACIÓN PARA LA SECCIÓN 504**

<table>
<thead>
<tr>
<th>Identificación del Estudiante:</th>
<th>Fecha:</th>
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<tbody>
<tr>
<td>Apellido</td>
<td>Nombre</td>
</tr>
<tr>
<td>Escuela</td>
<td>Centro de Servicios Educativos</td>
</tr>
<tr>
<td>Idioma Primario del Estudiante</td>
<td>Nivel del Desarrollo del Idioma Inglés</td>
</tr>
</tbody>
</table>

Estimado/a ____________________________,

Esto es para informarle que la solicitud de una evaluación de la Sección 504 ha sido considerada. Se ha determinado que una evaluación de la Sección 504 no se justifica en este momento basada en una revisión de la siguiente información:

- Evaluación Previa de Educación Especial
- Historia Disciplinaria
- Grados
- Médico/Registros de salud
- Decisiones del equipo para el Éxito Estudiantil
- Valoración del Estado/Distrito
- Informes de Progreso Académico/Boleta de Calificaciones
- Evaluación Basada en el Plan de Estudio
- Reportes de Psico-pedagógicas
- Informes de agencias independientes
- Observaciones de los Padres
- Otro: ____________________________
- Observaciones de maestros/Reportes
- Registros de asistencia

La solicitud de una evaluación de la Sección 504 se le negó porque:

**Complete this form only when a request for Section 504 evaluation is not appropriate. If an evaluation is being denied, delete this text and include a rationale for the denial.**

El Distrito anima y facilita la resolución de quejas informales y los padres tienen el derecho de:

1. **Apelar/estar en desacuerdo con la(s) decisión(es) del Distrito con respecto a la identificación, evaluación, o la Sección 504 del Plan,** o para presentar una queja relativa a denuncias de violación de la Sección 504 políticas/procedimientos del Plan, o de discriminación/hostigamiento basada en la discapacidad.
2. **Solicitar una mediación informal o una audiencia imparcial si no están de acuerdo con la identificación de su hijo, evaluación o Plan de la Sección 504,** la oportunidad de participar y ser representados por un abogado por cuenta de los padres.

Estos recursos deben ser puestos por escrito y enviados a cualquiera de los dos:

<table>
<thead>
<tr>
<th>Centro de Servicios Educativo - ______________</th>
<th>Coordinador de la Sección 504</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oficina para el Cumplimiento de la Equidad Educativa</td>
<td></td>
</tr>
<tr>
<td>333 Sur Avenida Beaudry – Piso 20</td>
<td></td>
</tr>
<tr>
<td>Los Angeles, CA 90017</td>
<td></td>
</tr>
<tr>
<td>(213) 241-7682</td>
<td></td>
</tr>
<tr>
<td>Teléfono: ____________________________</td>
<td></td>
</tr>
</tbody>
</table>

Si tiene alguna pregunta o le gustaría reunirse para discutir este asunto, por favor no dude en comunicarse conmigo.

Sinceramente,

(Firma)

El designado de la Sección 504 de la escuela

Número de Teléfono
**SECTION 504 PARENT INPUT FORM**

To assist us with the evaluation of your child, please complete the following information as soon as possible and return to the School Section 504 Designee prior to the Section 504 evaluation meeting.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name</td>
<td>First Name</td>
</tr>
<tr>
<td>School</td>
<td>Educational Service Center</td>
</tr>
<tr>
<td>Student’s Primary Language</td>
<td>English Language Development Level</td>
</tr>
</tbody>
</table>

**Parent/Guardian**

| Home Address | Home Phone | Cell Phone | Work Phone |

**My Child’s Health** Check all that apply, answer the questions below, and explain your responses as necessary.

- [ ] My child is not currently under a doctor’s care for any physical or mental condition.
- [ ] My child has a physical or mental condition.
- [ ] My child has a physical or mental condition with symptoms that are sometimes more serious than other times.
- [ ] My child had a serious physical or mental condition that has gone away.

Explain:

<table>
<thead>
<tr>
<th>Name of Medication</th>
<th>Purpose of Medication</th>
<th>Dosage</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

**My Child at Home** Answer the questions below and explain your responses as necessary.

- Does your child seem to have difficulty doing homework? On average, how much time does your child spend on homework each day?
- Does your child have difficulty accessing physical environments or need physical supports around the home and community?
- Does your child receive help with homework/academics outside of school?
- Does your child have friends outside of school?
- Have there been any significant changes within the family recently, i.e. divorce, separation, relocations, serious illnesses, deaths, etc.?
- How does your child get along with peers, siblings, neighbors, and parents at home?
- What rewards/consequences are effective with your child?
### SECTION 504 PARENT INPUT FORM (Page 2)

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Date</th>
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<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**My Child at School** *Answer the questions below and explain your responses as necessary.*

- **Has your child ever been assessed for special education?**
- **Do you feel your child is having difficulties at school? How long has your child been having difficulties?**
- **Have you shared your concerns with any school personnel? With whom? When?**
- **What do you think is causing the difficulties at school?**
- **What accommodations do you think would be necessary in order for your child to have an equal opportunity to receive an education?**

**Additional information or concerns:**

- 
- 
- 
- 

**Parent Signature**

---

**Form 4: Section 504 Parent Input Form**

---

**BUL-4692.5**
Office of General Counsel

---

**June 15, 2015**
## SECTION 504 TEACHER OBSERVATION FORM

To assist in evaluation of the student, please complete the following information and return to the School Section 504 Designee by ________________

### Teacher

### Subject

### Student ID

### Date

### Last Name

### First Name

### Grade

### School

### Educational Service Center

### Student’s Primary Language

### English Language Development Level

### Performance Area

Check the box that identifies your level of concern for each performance area as applicable.

### Rationale

For each area of concern only, provide a brief explanation below. Specify impact on student’s ability to access the general education curriculum/instructional program.

### Language Arts (Reading and Writing)

- [ ] None
- [ ] Minimal
- [ ] Medium
- [ ] Significant

### Communication or English Language Development

- [ ] None
- [ ] Minimal
- [ ] Medium
- [ ] Significant

### Math

- [ ] None
- [ ] Minimal
- [ ] Medium
- [ ] Significant

### Physical Education

- [ ] None
- [ ] Minimal
- [ ] Medium
- [ ] Significant

### Work/Study Habits

- [ ] None
- [ ] Minimal
- [ ] Medium
- [ ] Significant

### Attention/Concentration

- [ ] None
- [ ] Minimal
- [ ] Medium
- [ ] Significant

### Socialization/Behavior

- [ ] None
- [ ] Minimal
- [ ] Medium
- [ ] Significant

### Test Taking

- [ ] None
- [ ] Minimal
- [ ] Medium
- [ ] Significant

Have you found any indications of a physical or mental impairment?

- [ ] No
- [ ] Yes* *If yes, please explain.

What has been done to address each identified area of concern? What were the results of these efforts?

Does the student currently have a Section 504 Plan?

- [ ] No
- [ ] Yes

If yes, are all of the accommodations being utilized?

- [ ] No
- [ ] Yes

Explain:
NOTICE OF SECTION 504 EVALUATION MEETING

Student ID

Date

Last Name

First Name

Grade

School

Educational Service Center

Student's Primary Language

English Language Development Level

Purpose of the Section 504 Evaluation Meeting (select one):

☐ Initial  ☐ Re-Evaluation  ☐ Manifestation Determination

Dear ________________________________.

In order to complete an evaluation to determine how to appropriately meet your child’s educational needs in his or her educational program, a Section 504 evaluation meeting will be conducted to review information that may include, but not be limited to: observations, interviews, a review of cumulative records, work samples, and other data collection. Please provide any information you feel may assist in making decisions to the School Section 504 Designee prior to the scheduled meeting.

This letter is to provide you with written notice that a Section 504 evaluation meeting will be held:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
</table>

Although your participation in this evaluation meeting is not required by law, your attendance at the meeting is encouraged. Following the meeting, the school will provide you a copy of the evaluation results. Please review the attached Section 504 Parent Procedural Safeguards, check the following options, sign and return this form to the school as soon as possible prior to the scheduled meeting.

☐ I will attend the meeting.

☐ I do not require the use of an interpreter during the meeting.

☐ I require the use of an interpreter during the meeting.

☐ I am unable to attend the meeting.

☐ I do not require a translated copy of the meeting documents.

☐ I require a translated copy of the meeting documents.

Parent Signature ___________________________ Date ___________________________

If you have questions or would like to schedule a meeting to discuss this matter, you may contact:

School Section 504 Designee ___________________________ Phone Number ___________________________

Form 6: Notice of Section 504 Evaluation Meeting
Attachment: Form 2: Section 504 Parent Procedural Safeguards
FORMULARIO DE ENTRADA DEL PADRE DEL ARTÍCULO 504

Para ayudarnos con la evaluación de su hijo, por favor complete la siguiente información tan pronto como sea posible y devolver al designado/a de la Sección 504 de la escuela antes de la reunión de evaluación de la Sección 504.

Identificación del Estudiante:  
Apellido  Nombre  Grado

Fecha:

Escuela  Centro de Servicios Educativos

Idioma Primario del Estudiante  Nivel del Desarrollo del Idioma Inglés

Padre(s)/Guardián(es)

Domicilio

Teléfono de la casa  Teléfono Celular  Teléfono de la Oficina

Salud de mi Hijo  Marque todo lo que corresponda, responda a las siguientes preguntas, y explicar sus respuestas como sea necesario.

☐ Mi hijo/a no está bajo tratamiento médico por alguna enfermedad física o mental.

☐ Mi hijo/a tiene una condición física o mental.

☐ Mi hijo/a tiene una condición física o mental con síntomas que a veces son más graves que otras veces.

☐ Mi hijo/a tiene una condición física o mental grave que ha desaparecido.

Explicar:

☐ Mi hijo/a no está tomando algún medicamento.

☐ Actualmente mi hijo/a está tomando los siguientes medicamentos:

<table>
<thead>
<tr>
<th>Nombre del medicamento</th>
<th>Propósito de los Medicamentos</th>
<th>Dosis</th>
<th>Duración del tiempo del medicamento</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mi Hijo/a en Casa  Responda a las siguientes preguntas y explique sus respuestas como sea necesario.

¿Su hijo/a parece tener dificultades para hacer la tarea? En promedio, ¿cuánto tiempo pasa su hijo/a haciendo las tareas cada día?

¿Su hijo/a tiene dificultades para acceder a los entornos físicos o necesitan apoyos físicos en el hogar y en la comunidad?

¿Recibe su hijo/a ayuda con las tareas escolares/académicas fuera de la escuela?

¿Su hijo/a tiene amigos fuera de la escuela?

¿Se han producido cambios significativos en la familia recientemente, i.e., divorcio, separación, mudanzas, enfermedades graves, muertes, etc.?

¿De qué manera su hijo/a se lleva con sus compañeros, hermanos, vecinos y padres en casa?

¿Qué recompensas/consecuencias son eficaces con su hijo/a?

Form 4: Section 504 Parent Input Form

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES  
Oficina para el Cumplimiento de la Equidad Educativa  

II. Evaluation
FORMULARIO DE APORTES DEL PADRE DEL ARTÍCULO 504 (Página 2)

Identificación del Estudiante: | Fecha: |
---|---|
Apellido | Nombre | Grado |

Mi Hijo/a en la Escuela Conteste las siguientes preguntas y explicar sus respuestas como sea necesario.

¿Ha sido evaluado su hijo/a para educación especial?

¿Siente que su hijo/a está teniendo dificultades en la escuela? ¿Cuánto tiempo ha estado teniendo dificultades su hijo/a?

¿Ha compartido sus preocupaciones con algún personal de la escuela? ¿Con quién? ¿Cuándo?

¿Qué cree que es la causa de las dificultades en la escuela?

¿Qué adaptaciones cree que sean necesarias para que su hijo/a tenga la misma oportunidad de recibir una educación?

Información o preocupaciones adicionales:

______________________________________________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________

Firma del Padre | Fecha
---|---

Form 5: Section 504 Parent Input Form
FORMULARIO DEL SECCIÓN 504 – OBSERVACIÓN DEL MAESTRO/A

Para asistir en la evaluación del estudiante, por favor complete la siguiente información y devolver a la persona designada a la Sección 504 de la escuela antes de ___________________________.

<table>
<thead>
<tr>
<th>Maestro</th>
<th>Tema</th>
</tr>
</thead>
</table>

<p>| Identificación del Estudiante: | Fecha: |</p>
<table>
<thead>
<tr>
<th>Apellido</th>
<th>Nombre</th>
<th>Grado</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escuela</td>
<td>Centro de Servicios Educativos</td>
<td></td>
</tr>
<tr>
<td>Idioma Primario del Estudiante</td>
<td>Nivel del Desarrollo del Idioma Inglés</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Área de Rendimiento</th>
<th>Razón Fundamental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artes del lenguaje (Lectura y Escritura)</td>
<td>Marque la casilla que identifica el nivel de preocupación de cada área de rendimiento. Para cada área de preocupación solamente, proporcionar una breve explicación. Especifique el impacto en la capacidad del estudiante para acceder al currículo de educación general / programa de instrucción.</td>
</tr>
<tr>
<td>Ninguno</td>
<td>Mínimo</td>
</tr>
<tr>
<td>Comunicación y Desarrollo del Idioma Inglés</td>
<td>Ninguno</td>
</tr>
<tr>
<td>Matemáticas</td>
<td>Ninguno</td>
</tr>
<tr>
<td>Educación Física</td>
<td>Ninguno</td>
</tr>
<tr>
<td>Hábitos de Trabajo / Estudio</td>
<td>Ninguno</td>
</tr>
<tr>
<td>Atención / Concentración</td>
<td>Ninguno</td>
</tr>
<tr>
<td>Socialización / Comportamiento</td>
<td>Ninguno</td>
</tr>
<tr>
<td>Tomar Exámenes</td>
<td>Ninguno</td>
</tr>
</tbody>
</table>

¿Ha encontrado una indicación de deficiencia física o mental?  
☐ No  ☐ Sí*  *Si su respuesta es sí, por favor explique.

¿Qué se ha hecho para hacer frente a cada área de preocupación? ¿Cuáles fueron los resultados de estos esfuerzos? 

¿Tiene el estudiante actualmente un Plan de la Sección 504?  
☐ No  ☐ Sí  
Si es así, ¿todas las adaptaciones están siendo utilizadas?  
☐ No  ☐ Sí  
Explique:
AVISO DE REUNIÓN DE EVALUACIÓN DE LA SECCIÓN 504

Identificación del Estudiante: Fecha:
Apellido    Nombre    Grado
Escuela    Centro de Servicios Educativos
Idioma Primario del Estudiante    Nivel del Desarrollo del Idioma Inglés

Propósito de la junta de evaluación de la Sección 504 (seleccione uno):
☐ Inicial  ☐ Reevaluación  ☐ Determinación de la Manifestación

Estimado ______________________________________,

Para completar una evaluación para determinar la forma de satisfacer adecuadamente las necesidades educativas de su hijo/a en su programa educativo, se llevará a cabo una reunión de evaluación de la Sección 504 para revisar la información que puede incluir, pero no limitarse a: observaciones, entrevistas, revisión de los registros acumulados, muestras de trabajo, y otras recopilaciones de datos. Por favor, proporcione la información que considere pueda ayudar en la toma de decisiones a la persona designada a la Sección 504 de la escuela antes de la reunión programada.

Esta carta es para llegar una notificación escrita de que se llevará a cabo una reunión de evaluación de la Sección 504:

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Hora</th>
<th>Ubicación</th>
</tr>
</thead>
</table>

A pesar de su participación en esta reunión de evaluación no es requerida por la ley, se recomienda su asistencia a la reunión. Tras la reunión, la escuela le proporcionará una copia de los resultados de la evaluación. Por favor, revise la Sección de Anexos 504 Garantías Procesales para Padres, compruebe las siguientes opciones, firmar y devolver este formulario a la escuela tan pronto como sea posible antes de la reunión programada.

☐ Asistiré a la junta.
☐ No requiero el uso de un intérprete durante la junta.
☐ Necesito el uso de un intérprete durante la junta.

☐ No podré asistir a la junta.

☐ No necesito una copia traducida de los documentos de la reunión.
☐ Necesito una copia traducida de los documentos de la reunión.

Firma del Padre    Fecha

Si tiene alguna pregunta o le gustaría reunirse para discutir este asunto, puede comunicarse con:

<table>
<thead>
<tr>
<th>Designado de la Sección 504</th>
<th>Número de Teléfono</th>
</tr>
</thead>
</table>

Form 6: Notice of Section 504 Evaluation Meeting
Attachment: Form 2: Section 504 Parent Procedural Safeguards
**SECTION 504 EVALUATION**

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Date</th>
<th>Last Name</th>
<th>First Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>School</th>
<th>Educational Service Center</th>
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</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Student's Primary Language</th>
<th>English Language Development Level</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Type of Meeting</th>
<th>Initial</th>
<th>Re-Evaluation</th>
<th>Manifestation Determination</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Team Members**

By signing below, the following Section 504 team members acknowledge their participation in this Section 504 evaluation meeting and indicate their area of knowledge with regard to this student. Please indicate if an interpreter is used.

<table>
<thead>
<tr>
<th>Name and Signature (Below)</th>
<th>Relationship/Title</th>
<th>Knowledge (Check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>□ Student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Evaluation Data</td>
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<td></td>
<td></td>
<td>□ Educational Placement</td>
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<td></td>
<td></td>
<td>□ Interpreter</td>
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<tr>
<td></td>
<td></td>
<td>□ Student</td>
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<tr>
<td></td>
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<td>□ Evaluation Data</td>
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<td>□ Educational Placement</td>
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<td>□ Interpreter</td>
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<td>□ Student</td>
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<td>□ Evaluation Data</td>
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<td>□ Educational Placement</td>
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<td>□ Interpreter</td>
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<td>□ Student</td>
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<td>□ Evaluation Data</td>
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<td>□ Educational Placement</td>
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<td>□ Student</td>
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<td>□ Evaluation Data</td>
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<td></td>
<td></td>
<td>□ Educational Placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Interpreter</td>
</tr>
</tbody>
</table>

Form 7: Section 504 Evaluation
Attachment: Form 9: Notice of Section 504 Eligibility Determination

June 15, 2015
Office of General Counsel
**SECTION 504 EVALUATION**

<table>
<thead>
<tr>
<th>Data Considered From the Following Sources</th>
<th>Date of Birth</th>
<th>Meeting Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Teacher/Administrator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Counsel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Disciplinary History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Attendance Records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Independent Agency Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ State/District Assessment Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Curriculum Based Assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Progress Report/Report Card</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Student Portfolio/Work Samples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Response to Intervention (RTI)</td>
<td></td>
<td></td>
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<tr>
<td>☐ Early Intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Home Language Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ School Health Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Medical Evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Mitigating Measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Psychological Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Psycho-Educational Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Special Education Records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Observation Data (Attached):**

- ☐ Student grades/progress reports (For high school students, include information regarding progress toward graduation.)
- ☐ Attendance reports
- ☐ Teacher observation form for each course an observation was completed

**Achievement Data (Document most current test results.)**

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Grade At time of test</th>
<th>Standard Score/Percentile</th>
<th>Performance Level/Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts (ELA):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History/Social Science:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California High School Exit Exam (CAHSEE) ELA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California High School Exit Exam (CAHSEE) Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- ☐ Accommodations are not needed for State/District tests
- ☐ Accommodations are needed for State/District tests and will be included in Section 504 Plan

**Language Status: English Language Development (ELD) Level:**

Does Student’s language status impact achievement? Explain effectiveness of language strategies.

**Health/Medical Information (Provide most current information.)**

<table>
<thead>
<tr>
<th>Vision Screening Date:</th>
<th>Hearing Screening Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results:</td>
<td>Results:</td>
</tr>
<tr>
<td>Notes:</td>
<td>Notes:</td>
</tr>
</tbody>
</table>

- ☐ Does the student have any health conditions? ☐ No ☐ Yes (If yes, explain.):

- ☐ Is student currently receiving medical care? ☐ No ☐ Yes (If yes, explain.):

- ☐ Is student currently taking any medications at home or school? ☐ No ☐ Yes (If yes, explain.):

- ☐ Does student have difficulty accessing physical environments or need physical supports around the campus? ☐ No ☐ Yes (If yes, explain.):

**Summary of additional health information provided by:**

(If additional health information was provided, summarize below.)

---

BUL-4692.5
Office of General Counsel
June 15, 2015

Latitude Learning Systems Inc.
Illa, Meeting
<table>
<thead>
<tr>
<th>MANIFESTATION DETERMINATION (FOR DISCIPLINARY CHANGE OF PLACEMENT ONLY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete this section only if student is being considered for change of placement due to disciplinary reasons or the total number of days suspended in a school year is 10 or more. Before changing placement of a student for disciplinary reasons, the Section 504 Team must conduct an evaluation to determine whether the behavior was a direct result of the student's disability. If the team establishes that the behavior was unrelated to the student's disability, a change of placement may be made.</td>
</tr>
<tr>
<td>Summarize behavior subject to disciplinary action (The Section 504 team should not address whether the alleged behavior occurred):</td>
</tr>
</tbody>
</table>

Based on review of data identified above, the Section 504 team has determined:

- The conduct in question was caused by, or directly and substantially related to the student's disability. AND/OR
- The conduct in question was a direct result of the school's failure to implement the student's Section 504 Plan. If either of the above is checked, the behavior is a manifestation of Student's disability.
- The behavior is not a manifestation of Student's disability.

<table>
<thead>
<tr>
<th>ELIGIBILITY DETERMINATION</th>
</tr>
</thead>
</table>
| Review eligibility determination Sections 1, 2, and 3 below and complete the section that most accurately represents the evaluation results. The Section 504 team understands the definition of disability shall be construed broadly to the maximum extent permitted. The Section 504 evaluation team must consider:

- Whether Student is eligible for nondiscrimination protections under Section 504, and if eligible for protections,
- Whether Student also requires accommodations/services in order to receive equal access to the educational program. |

This is an educational determination only and not a medical diagnosis. Impairments, whether episodic, in remission, or mitigated should also be listed as physical/mental impairments. Extensive documentation should not be required for diabetes, epilepsy, bipolar disorder, and autism.

1. Meets criteria for nondiscrimination protections and requires accommodations/services of a Section 504 plan

- Student has the following physical or mental impairment(s) ________________ which affects the following major life activities and has a substantial limitation of or is unable to perform the following major life activities as compared to age/grade level peers: (Check all that apply below.)

- Learning □ Speaking □ Bowel function □ Performing manual tasks
- Reading □ Breathing □ Bladder function □ Circulatory function
- Concentrating □ Sleeping □ Digestive function □ Neurological function
- Working □ Walking □ Endocrine function □ Normal cell growth
- Thinking □ Lifting □ Respiratory function □ Functions of immune system
- Communicating □ Bending □ Brain function □ Other:
- Seeing □ Standing □ Reproductive function
- Hearing □ Eating □ Caring for one's self

2. Meets criteria for nondiscrimination protections as a student with a physical or mental impairment but a Section 504 plan is not required at this time

- Student has the following physical or mental impairment(s) ________________, but is not substantially limited, is able to perform major life activities compared to age/grade level peers, and does not require accommodations/services in a Section 504 plan in order to receive equal access to the educational program at this time due to:

- Episodic (impairment may be substantially limiting at times when irritants or triggers are present, but is not currently substantially limiting i.e. allergies, asthma, migraines, cystic fibrosis, etc.)
- Remission (impairment that was once active and substantially limiting at one time, and could return, i.e. cancer, hepatitis, etc.)
- Mitigating Measures (receiving treatment, but would be substantially limited in the absence of treatment, i.e. medication, medical supplies, equipment, assistive technology, etc.)

Other:
- Parent has refused consent for Section 504 accommodations/services.
- Student has been identified as eligible for special education by an Individualized Education Program (IEP) team and accommodations/services will be documented in an IEP.

3. Does not meet criteria for nondiscrimination protections and does not require accommodations/services of a Section 504 plan

- Student does not have a physical or mental impairment that substantially limits any major life activities and is not eligible under Section 504. (Provide a rationale): 
- Student no longer has a physical or mental impairment that substantially limits any major life activities and is exited from the 504 program.
NOTICE OF SECTION 504 ELIGIBILITY DETERMINATION

Student ID

504 Evaluation Meeting Date

Last Name

First Name

School

Educational Service Center

Grade

Student's Primary Language

English Language Development Level

Date

Dear Parent/Guardian

☐ The Section 504 team met to evaluate your child to determine if he/she has a mental/physical impairment that substantially limits a major life activity and requires accommodations/services under Section 504 and concluded the following:

☐ Your child meets the criteria as disabled under Section 504, is eligible for nondiscrimination protections, and does require accommodations/services as documented in the attached Section 504 Plan.

☐ Your child meets the criteria as disabled under Section 504, is eligible for nondiscrimination protections, but does not require accommodations/services in a Section 504 plan at this time.

☐ Your child does not meet the criteria as disabled under Section 504, is not eligible for nondiscrimination protections, and does not require accommodations/services in a Section 504 plan.

☐ The Section 504 team met to determine if there is a direct link between your child’s conduct and disability and/or whether the conduct is a result of the District’s failure to implement the Section 504 plan and concluded the following:

☐ Your child’s conduct was caused by, or directly and substantially related to your child’s disability.

☐ Your child’s conduct was a direct result of the school's failure to implement the Section 504 plan.

☐ Your child’s conduct was not caused by, or directly and substantially related to the disability, or a direct result of the school’s failure to implement the Section 504 plan.

The District encourages and facilitates informal complaint resolutions. Parents have the right to appeal/disagree with the school site’s decisions with regard to the identification, evaluation, or accommodations/services of students under Section 504, including the right to request an informal mediation or impartial hearing. Please consult the attached Section 504 Parent Procedural Safeguards for other appeal options.

Appeals/requests must be put in writing and sent to either:

Educational Service Center -

District Section 504 Coordinator
Educational Equity Compliance Office
333 S. Beaudry Avenue – 20th Floor
Los Angeles, CA 90017
(213)241-7682

Phone: __________________________

Sincerely,

School Section 504 Designee

Form 9: Notice of Section 504 Eligibility Determination

Attachment: Form 2: Section 504 Parent Procedural Safeguards

BUL-4692.5
Office of General Counsel

June 15, 2015
## EVALUACIÓN DE LA SECCIÓN 504

<table>
<thead>
<tr>
<th>Identificación del Estudiante:</th>
<th>Fecha:</th>
</tr>
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<tbody>
<tr>
<td>Apellido</td>
<td>Nombre</td>
</tr>
<tr>
<td>Escuela</td>
<td>Centro de Servicios Educativos</td>
</tr>
<tr>
<td>Idioma Primario del Estudiante</td>
<td>Nivel del Desarrollo del Idioma Inglés</td>
</tr>
</tbody>
</table>

### Miembros del Equipo

Al firmar a continuación, los siguientes miembros del equipo de la Sección 504 reconocen su participación en esta reunión de evaluación e indicar su área de conocimiento en relación con este estudiante. Por favor, indique si se utiliza un intérprete.

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Relación/Título</th>
<th>Conocimiento (Marque todas las que apliquen)</th>
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<tbody>
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<td>☐ Intérprete</td>
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</table>

### Form 7: Section 504 Evaluation

Attachment: Form 9: Notice of Section 504 Eligibility Determination

Office of General Counsel

June 15, 2015
### Datos que se consideran de las siguientes fuentes (Marque todas las que correspondan.)

- [ ] Padre
- [ ] Maestro/Administrador
- [ ] Consejero
- [ ] Historia Disciplinaria
- [ ] Registros de Asistencia
- [ ] Informes de Agencias Independientes
- [ ] Evaluación de Datos del Estado/Distrito
- [ ] Evaluaciones Basadas en el Curriculo
- [ ] Informe de Progreso/Boleta de Calificaciones
- [ ] Portafolio del Estudiante/Muestras de Trabajo
- [ ] Respuesta a la Intervención (RTI)
- [ ] Intervención Temprana
- [ ] Encuesta Sobre Idiomas en el Hogar
- [ ] Información de Salud Escolar
- [ ] Evaluaciones Médicas
- [ ] Medidas de Mitigación
- [ ] Evaluación Psicológica
- [ ] Evaluación Psico-Pedagógicas
- [ ] Registros de Educación Específica
- [ ] Otro __________

### Datos de Observación del Maestro (Adjunto.):

- [ ] Calificaciones de los alumnos / Informes de progreso (para estudiantes de preparatoria, incluyan información sobre el progreso hacia la graduación.)
- [ ] Informes de asistencia
- [ ] Formulario de observación del profesor para cada curso que una observación se completó

### Datos de Aprovechamiento (Documentar los resultados de las pruebas más recientes.)

<table>
<thead>
<tr>
<th>Área de Rendimiento</th>
<th>Grado</th>
<th>Resultado Oficial/Porcentil</th>
<th>Nivel de Rendimiento /Resultados</th>
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</thead>
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<tr>
<td>Inglés / Artes del Lengua (ELA):</td>
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<td>Historia / Ciencias Sociales:</td>
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<td>Matemáticas:</td>
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<td>Ciencia:</td>
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<td>Examen de Egreso de la Preparatoria de California (CAHSEE) ELA</td>
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<td>Examen de Egreso de la Preparatoria de California (CAHSEE) Matemáticas</td>
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<tr>
<td>Otro:</td>
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</table>

- [ ] Adaptaciones no son necesarias para los exámenes del Estado/Distrito
- [ ] Adaptaciones sí son necesarias para los exámenes del Estado/Distrito y serán agregadas al plan de la Sección 504

### Estatus del Idioma: Nivel del Desarrollo del Idioma Inglés (ELD):

¿El estatus del idioma del estudiante impacta el logro? Explicar la eficacia de las estrategias lingüísticas.

### Salud/Información Médica (Proporcionar información reciente.)

- Fecha del Examen de la Vista: ________________________
- Resultados: ___________________________________________
- Notas: ________________________________________________

- Fecha de la Detección Auditiva: ________________________
- Resultados: ___________________________________________
- Notas: ________________________________________________

¿Tiene el estudiante algún problema de salud? [ ] No [ ] Sí (Si su respuesta es sí, explique.):

¿El estudiante actualmente recibe atención médica? [ ] No [ ] Sí (Si su respuesta es sí, explique.):

¿Actualmente, el estudiante está tomando algún medicamento en casa o en la escuela? [ ] No [ ] Sí (Si su respuesta es sí, explique.):

¿Tiene el estudiante dificultades para acceder a los entornos físicos o necesita apoyo físico en el plantel escolar? [ ] No [ ] Sí (Si su respuesta es sí, explique.):

Resumen de información de salud adicional proporcionada por: ________________________

(Si se proporcionó información médica adicional, resumir a continuación.)

Attach This Document to Welligent student record per REF-6241.2 "Mandatory Use of the Welligent Section 504 Program Module to Conduct All Section 504 Activities"
Determinación de Manifestación (Sólo para el Cambio de Ubicación por Disciplina)

Complete esta sección sólo si el estudiante está siendo considerado para cambio de ubicación por razones disciplinarias o el número total de días de suspensión en un año escolar es de 10 o más. Antes de cambiar la ubicación de un estudiante por razones disciplinarias, la Sección 504 del equipo debe llevar a cabo una evaluación para determinar si la conducta fue el resultado directo de la incapacidad del estudiante. Si el equipo determina que la conducta no estaba relacionada con la discapacidad del estudiante, se puede hacer un cambio de ubicación.

Resumir la conducta sujeta a medidas disciplinarias (El equipo de la Sección 504 no debe abordar si se ha producido la supuesta conducta):

Basado en la revisión de los datos mencionados anteriormente, el equipo de la Sección 504 ha determinado:

☐ La conducta en cuestión fue causada por, o directamente y sustancialmente relacionada con la discapacidad del estudiante.
☐ La conducta en cuestión no fue causada por, o directamente y sustancialmente relacionada con la discapacidad del alumno o de un resultado directo de la falta de la escuela para implementar el Plan de Sección 504 del estudiante.
☐ Si cualquiera de lo anterior se comprueba, el comportamiento es una manifestación de la discapacidad del estudiante.

Determinación de Elegibilidad

Revise las Secciones 1, 2 y 3 para determinar elegibilidad y complete la sección que representa con mayor precisión los resultados de la evaluación. El equipo de la Sección 504 comprende la definición de discapacidad se interpretará en sentido amplio, en la medida máxima permitida. El equipo de evaluación de la Sección 504 debe tener en cuenta:

- Si los estudiantes son elegibles para protecciones contra la discriminación bajo la Sección 504, y si es elegible para las protecciones de la Sección 504 para recibir la igualdad de acceso al programa educativo en este momento debido a la:
- Ya sea que los estudiantes también requiere adaptaciones / servicios con el fin de recibir el mismo acceso a los programas educativos.

Se trata de una determinación de la educación y no un diagnóstico médico. Deficiencias, ya sea epísódica, en remisión o mitigado también debe aparecer como discapacidades físicas / mentales. Amplia documentación no debe ser necesaria para la diabetes, la epilepsia, el trastorno bipolar y el autismo.

1. Cumple con los criterios de protección contra la discriminación y requiere adaptaciones / servicios de un Plan de la Sección 504

☐ El alumno tiene la siguiente discapacidad física o mental(s) ______________________ que afecta a las siguientes actividades principales de la vida y tiene una limitación sustancial de o es incapaz de realizar las siguientes actividades principales de la vida en comparación con la edad / compañeros de nivel de grado: (Marque todas las que apliquen.)

☐ Aprendizaje ☐ Hablando ☐ La función intestinal ☐ Realización de tareas manuales
☐ Lectura ☐ Respiración ☐ La función vesical ☐ Función circulatoria
☐ Concentración ☐ Durmiendo ☐ Función digestiva ☐ La función neurológica
☐ Trabajando ☐ Caminando ☐ Función endocrina ☐ El crecimiento celular normal
☐ Pensando ☐ Levantando ☐ La función respiratoria ☐ Funciones de sistema inmune
☐ Comunicándose ☐ Agachando ☐ La función del cerebro ☐ Otro:
☐ Visión ☐ Estar de Pie ☐ Función Reproductiva
☐ Audición ☐ Comiendo ☐ El cuidado de uno mismo

2. Cumple con los criterios de protección contra la discriminación como un estudiante con una discapacidad física o mental, en este momento un plan de la Sección 504 no se requiere

☐ El alumno tiene la siguiente discapacidad física o mental(s) ______________________, pero no se limita sustancialmente, es capaz de realizar actividades de la vida en comparación con la edad / compañeros de grado, y no requiere de adaptaciones / servicios en un plan de la Sección 504 para recibir la igualdad de acceso al programa educativo en este momento debido a la:

☐ Episódica (deterioro puede estar limitando sustancialmente en los momentos iritantes o desencadenantes están presentes, pero no es sustancialmente limitante es decir alergias, asma, migrañas, fibrosis quística, etc.)
☐ Remisión (deterioro que fue una vez activa y limitar sustancialmente a la vez, y podría volver, es decir, cáncer, hepatitis, etc.)
☐ Las Medidas de Mitigación (recibir tratamiento, pero se limitaría sustancialmente en ausencia de tratamiento, es decir, medicamentos, suministros médicos, equipo, tecnología de asistencia, etc.)

Otros:
☐ El Padre ha negado el consentimiento para adaptaciones / servicios de la Sección 504.
☐ El alumno ha sido identificado como elegible para educación especial por un equipo de Programa de Educación Individualizada (IEP) y las adaptaciones / servicios serán documentadas en el IEP.

3. No Satisfice con los criterios para la Protección de No Discriminación y no requiere adaptaciones / servicios de un Plan de la Sección 504

☐ El alumno no tiene un impedimento físico o mental que limita sustancialmente las actividades importantes de la vida y no es elegible bajo la Sección 504. (Proporcionar una justificación):

☐ El estudiante ya no tiene un impedimento físico o mental que limita sustancialmente las actividades importantes de la vida y es dado de alta del programa 504.
AVISO DE REUNIÓN DE DETERMINACIÓN DE ELEGIBILIDAD DE LA EVALUACIÓN DE LA SECCIÓN 504

Identificación del Estudiante: 504 Fecha de Reunión de Evaluación:

<table>
<thead>
<tr>
<th>Apellido</th>
<th>Nombre</th>
<th>Centro de Servicios Educativos</th>
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<th>Fecha</th>
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Estimado Padre(s) / Tutor(es)

☐ El equipo de la Sección 504 se reunió para evaluar a su hijo/a para determinar si él / ella tiene una limitación física/mental que limita sustancialmente una actividad importante de la vida y requiere adaptaciones/servicios bajo la Sección 504 y concluyó lo siguiente:

☐ Su hijo/a cumple con los criterios como discapacitado/a bajo la Sección 504, tiene derecho a protecciones contra la discriminación, y requiere adaptaciones/servicios tal como se documenta en el Plan de la Sección 504 que esta adjunto.

☐ Su hijo/a cumple con los criterios como discapacitado/a bajo la Sección 504, tiene derecho a protecciones contra la discriminación, pero no requiere adaptaciones/servicios bajo el Plan de la Sección 504 en este momento.

☐ Su hijo/a no cumple los criterios como discapacitado/a bajo la Sección 504, tiene derecho a protecciones contra la discriminación, pero no requiere adaptaciones/servicios en un Plan de la Sección 504 en este momento.

☐ El equipo de la Sección 504 se reunió para determinar si existe una relación directa entre la conducta de su hijo y la discapacidad y / o si la conducta es el resultado de la falla del distrito para implementar el Plan de la Sección 504 y concluyó lo siguiente:

☐ La conducta de su hijo/a fue causada por, o directamente y sustancialmente relacionado con la discapacidad de su hijo/a.

☐ La conducta de su hijo/a fue el resultado directo de la falta de la escuela de implementar el Plan de la Sección 504.

☐ La conducta de su hijo no fue causada por, o directamente y sustancialmente relacionado con la discapacidad, o una consecuencia directa de la falta de la escuela de implementar el Plan de la Sección 504.

El Distrito alienta y facilita la resolución de quejas informales. Los padres tienen el derecho de apelar / en desacuerdo con las decisiones de la escuela con respecto a la identificación, evaluación, o adaptaciones / servicios de los estudiantes bajo la Sección 504, incluido el derecho a solicitar una mediación informal o una audiencia imparcial. Por favor, consulte los anexos de la sección 504 “Garantías Procesales para Padres” para otras opciones de apelación.

Apelaciones / solicitudes deben hacerse por escrito y enviarse a cualquiera:

<table>
<thead>
<tr>
<th>Centro de Servicios Educativos</th>
<th>District Section 504 Coordinator</th>
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<tbody>
<tr>
<td></td>
<td>Educational Equity Compliance Office</td>
</tr>
<tr>
<td></td>
<td>333 S. Beaudry Ave. – 20th Floor</td>
</tr>
<tr>
<td></td>
<td>Los Angeles, CA 90017</td>
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<td></td>
<td>(213) 241-7682</td>
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</tbody>
</table>

Atentamente,

Designado de la Sección 504 de la Escuela

Form 9: Notice of Section 504 Eligibility Determination
Attachment: Form 2: Section 504 Parent Procedural Safeguards

BUL-4692.5
Office of General Counsel

June 15, 2015

“Mandatory Use of the Welligent Section 504 Program Module to Conduct All Section 504 Activities”
<table>
<thead>
<tr>
<th>Student ID</th>
<th>Date</th>
<th>3 Year Re-Evaluation Due</th>
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<tbody>
<tr>
<td>Last Name</td>
<td>First Name</td>
<td>Grade</td>
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<tr>
<td>School</td>
<td>Educational Service Center</td>
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<tr>
<td>Student’s Primary Language</td>
<td>English Language Development Level</td>
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</table>

**PHYSICAL/MENTAL IMPAIRMENT**

Student has the following physical or mental impairment(s):

________________________

**ACCOMMODATIONS**

- State/District testing accommodations are not required.
- Behavioral accommodations are not required.

**Identified Need**

- State/District testing accommodations are required and identified in the Related Accommodation section below.
- Behavioral accommodations are required and identified in the Related Accommodation section below.

<table>
<thead>
<tr>
<th>Identified Need</th>
<th>Related Accommodation</th>
<th>Responsible Individual(s)</th>
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**PARENTAL CONSENT**

- I have been provided a copy of the Section 504 Plan developed for my child and the notice of Section 504 Parent Procedural Safeguards.
- I participated in the Section 504 team meeting.
- I consent to the Section 504 Plan
  - I do not consent to the Section 504 Plan
  - I refuse consent to the Section 504 Plan and understand that it will not be implemented for my child.
  - I disagree with the Section 504 Plan and seek resolution of the following concern(s):

Parent Signature

Date

Form 8: Section 504 Plan
Attachment: Form 2: Section 504 Parent Procedural Safeguards
Office of General Counsel

June 15, 2015
## ACCOMMODATIONS

<table>
<thead>
<tr>
<th>Identified Need</th>
<th>Related Accommodation</th>
<th>Responsible Individual(s)</th>
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# ACCOMMODATIONS

<table>
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<tr>
<td>Last Name</td>
<td>First Name</td>
<td>Grade</td>
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<tr>
<td>School</td>
<td>Educational Service Center</td>
<td></td>
</tr>
<tr>
<td>Student’s Primary Language</td>
<td>English Language Development Level</td>
<td></td>
</tr>
</tbody>
</table>

#### ACCOMMODATIONS

- **Identified Need**
- **Related Accommodation**
- **Responsible Individual(s)**
## Identificación del Estudiante:

<table>
<thead>
<tr>
<th>Apellido</th>
<th>Nombre</th>
<th>Fecha</th>
<th>3 Años Re Evaluación Debido</th>
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<tr>
<th>Escuela</th>
<th>Centro de Servicios Educativos (ESC)</th>
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</table>

### DISCAPACIDAD FÍSICA/MENTAL

El estudiante tiene la siguiente discapacidad física o impedimento(s) mental(es):

_______________________________________

### ADAPTACIONES

- Adapaciones para los exámenes del Estado / Distrito no se requieren.
- Adapaciones para los exámenes de Estado / Distritos se requieren y se identifican en la sección de Adaptaciones Afines abajo.
- Adapaciones de comportamiento no son requeridos.
- Adapaciones de comportamiento son requeridos y se identifican en la sección de Adaptaciones Afines abajo.

### Necesidades Identificadas

### Servicios Afines

### Persona Responsable(s)

---

### CONSENTIMIENTO DE LOS PADRES

- Se me ha entregado una copia del Plan de la Sección 504 desarrollado para mi niño y la notificación de la Sección 504 de Garantías Procesales de Padres.
- Yo participé en la reunión del equipo de la Sección 504.
- Doy mi consentimiento para el Plan de la Sección 504
  - No doy mi consentimiento para el Plan de la Sección 504
    - Niego mi consentimiento para el Plan de la Sección 504 y entiendo que no se llevará a cabo para mi hijo.
    - No estoy de acuerdo con el Plan de la Sección 504 y busco resolver la siguiente preocupación(s):
      __________________________________________

**Firma del Padre**

**Fecha**

---

Form 8: Section 504 Plan
Attachment: Form 2: Section 504 Parent Procedural Safeguards

BUL-4692.5
Office of General Counsel

June 15, 2015
## Identificación del Estudiante:

<table>
<thead>
<tr>
<th>Apellido</th>
<th>Nombre</th>
<th>Escuela</th>
<th>Centro de Servicios Educativos (ESC)</th>
<th>Idioma Primario del Estudiante</th>
<th>Nivel del Desarrollo del Idioma Inglés</th>
</tr>
</thead>
</table>

### ADAPTACIONES

- Necesidades Identificadas
- Servicios Afines
- Persona Responsable (s)
Identificación del Estudiante:  
Fecha:  
Apellido  
Nombre  
Grado  
Escuela  
Centro de Servicios Educativos (ESC)  
Idioma Primario del Estudiante  
Nivel del Desarrollo del Idioma Inglés  

- ADAPTACIONES  
- Necesidades Identificadas  
- Servicios Afines  
- Persona Responsable (s)
<table>
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<tr>
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<td>Nombre</td>
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<tr>
<td>Idioma Primario del Estudiante</td>
<td>Nivel del Desarrollo del Idioma Inglés</td>
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</tbody>
</table>

- ADAPTACIONES.
  - Necesidades Identificadas
  - Servicios Afines
  - Persona Responsable (s)

June 15, 2015

BUL-4692.5
Office of General Counsel
**SECTION 504 PLAN DISTRIBUTION NOTICE**

The following student requires that accommodations be implemented as documented in the attached Section 504 Plan.

<table>
<thead>
<tr>
<th>Today's Date</th>
<th>Student ID</th>
<th>Last Name</th>
<th>First Name</th>
<th>Grade</th>
</tr>
</thead>
</table>

| School       | Educational Service Center |

**From:**

Administrator/Section 504 Designee

**To Responsible Personnel Listed Below:**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Title</th>
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</table>

The Los Angeles Unified School District is committed to providing a working and learning environment that is free of discrimination, harassment, intimidation and bullying. The District affirms that no qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination, harassment, intimidation and bullying under any District program or activity. The denial of equal access to District education programs and/or activities and/or the denial of a “free appropriate public education” (FAPE) on the basis of a student’s disability (ies) is considered disability-based discrimination under federal and state law.

The Section 504 Plan is a legal document and must be implemented as written. Disregard of the protected rights of students with disabilities may result in a complaint investigation and ruling by the United States Department of Education, Office for Civil Rights (OCR) and/or disciplinary action. Additionally, personal civil suits may be filed on behalf of students against individual District employees who fail to comply with Section 504 mandates.

If you have any questions, or concerns regarding the student’s accommodations or the District’s obligation under Section 504 of the Rehabilitation Act, please contact me to discuss.
NOTICE OF SECTION 504 ELIGIBILITY DETERMINATION

Student ID

504 Evaluation Meeting Date

Last Name

First Name

Grade

School

Educational Service Center

Student’s Primary Language

English Language Development Level

Date

Dear Parent/Guardian

☐ The Section 504 team met to evaluate your child to determine if he/she has a mental/physical impairment that substantially limits a major life activity and requires accommodations/services under Section 504 and concluded the following:

☐ Your child meets the criteria as disabled under Section 504, is eligible for nondiscrimination protections, and does require accommodations/services as documented in the attached Section 504 Plan.

☐ Your child meets the criteria as disabled under Section 504, is eligible for nondiscrimination protections, but does not require accommodations/services in a Section 504 plan at this time.

☐ Your child does not meet the criteria as disabled under Section 504, is not eligible for nondiscrimination protections, and does not require accommodations/services in a Section 504 plan.

☐ The Section 504 team met to determine if there is a direct link between your child’s conduct and disability and/or whether the conduct is a result of the District’s failure to implement the Section 504 plan and concluded the following:

☐ Your child’s conduct was caused by, or directly and substantially related to your child’s disability.

☐ Your child’s conduct was a direct result of the school’s failure to implement the Section 504 plan.

☐ Your child’s conduct was not caused by, or directly and substantially related to the disability, or a direct result of the school’s failure to implement the Section 504 plan.

The District encourages and facilitates informal complaint resolutions. Parents have the right to appeal/disagree with the school site’s decisions with regard to the identification, evaluation, or accommodations/services of students under Section 504, including the right to request an informal mediation or impartial hearing. Please consult the attached Section 504 Parent Procedural Safeguards for other appeal options.

Appeals/requests must be put in writing and sent to either:

Educational Service Center - Support Services
_________________________________________________
_________________________________________________
_________________________________________________
Phone: ________________________________

District Section 504 Coordinator
Educational Equity Compliance Office
333 S. Beaudry Avenue – 20th Floor
Los Angeles, CA 90017
(213)241-7682

Sincerely,

School Section 504 Designee

Phone

Form 9: Notice of Section 504 Eligibility Determination
Attachment: Form 2: Section 504 Parent Procedural Safeguards
SECTION 504 COMPLAINT FORM

Complainant's Last Name | Complainant's First Name
--- | ---
Address: |  |
City: | State | Zip Code |
Home Phone | Message/Work Phone |
Student's Full Name: | Student's Birth Date: |
Student's School of Attendance: |

DOCUMENTATION OF CONCERNS
This complaint concerns allegations of:

☐ Violation(s) of Section 504 policy/procedure.
☐ Disagreement with the District's decisions regarding identification, evaluation, and/or accommodations/services under Section 504.
☐ Failure to implement the Section 504 Plan.
☐ Discrimination/harassment based on disability. (Complaints must be filed within 6 months of the last occurrence of the alleged discrimination or when knowledge of the facts was first obtained.)

Give facts about the complaint. Provide details that might be helpful to the investigator, such as names of those involved, dates, whether witnesses were present, remedies provided, etc.:

I have attached the following documents that support my complaint: ☐ No ☐ Yes (List the documents)

List the name and title of all District personnel you've contacted regarding your complaint:

REQUEST FOR RESOLUTION
Explain what you would like to happen in order to resolve your complaint:

I certify that the foregoing is true and correct:

Signature: | Date: |

Return to:
Educational Equity Compliance Office - Los Angeles Unified School District
333 S. Beaudry Avenue - 20th Floor, Los Angeles, CA 90017
Phone: (213) 241-7682
Fax: (213) 241-3312

For office use only  Date received: Initial:  

Form 10: Section 504 Complaint Form
Attachment: Form 2: Section 504 Parent Procedural Safeguards
Dear Parent/Guardian,

This is in response to your written request dated __________, to revoke consent for your child to receive Section 504 Plan accommodations and services. The Los Angeles Unified School District recognizes a parent’s right to revoke consent for Section 504 accommodations and services. Prior to ceasing the provision of Section 504 accommodations and services, the District is required to provide written notice.

Based on your request to revoke consent for the continued provision of Section 504 accommodations and services, the District will discontinue all Section 504 accommodations and services for your child on __________, fifteen calendar days from the date of this letter. After that date, the accommodations and services agreed to in your child’s most current Section 504 plan will no longer be provided to your child. Although still covered by nondiscrimination protections under Section 504, your child will be required to do the following without the accommodations and services documented in the Section 504 plan:

1. Participate in the District grade-level general education curriculum.
2. Participate in State and District-wide assessments.
3. Follow student codes of conduct specified in the District’s Parent Student Handbook.
4. Complete diploma requirements in order to participate in graduation ceremonies.
5. Other (Specify additional impact, if applicable):

________________________________________

Your revocation of consent releases the District from liability in regard to providing your child with a free appropriate public education. If, in the future, you wish to have your child considered for Section 504 plan accommodations and services, you may submit your request for a Section 504 evaluation to staff at your child’s school.

Sincerely,

________________________________________

Administrator

Form 11: Section 504 Plan Parent Request to Revoke Consent
Attachment: Form 2: Section 504 Parent Procedural Safeguards
DISTRITO ESCOLAR UNIFICADO DE LOS ÁNGELES
Oficina para el Cumplimiento de la Equidad Educativa

AVISOS DE REUNIÓN DE DETERMINACIÓN DE ELEGIBILIDAD DE LA EVALUACIÓN DE LA SECCIÓN 504

Identificación del Estudiante: 504 Fecha de Reunión de Evaluación:

<table>
<thead>
<tr>
<th>Apellido</th>
<th>Nombre</th>
<th>Centro de Servicios Educativos</th>
</tr>
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<tbody>
<tr>
<td>Escuela</td>
<td>Nombre</td>
<td>Nivel del Desarrollo del Idioma Inglés</td>
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</table>

Fecha

Identificación del Estudiante: 504 Fecha de Reunión de Evaluación:

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<td>Nivel del Desarrollo del Idioma Inglés</td>
</tr>
</tbody>
</table>

Fecha

El equipo de la Sección 504 se reunió para evaluar a su hijo/a para determinar si él / ella tiene una limitación física/mental que limita sustancialmente una actividad importante de la vida y requiere adaptaciones/servicios bajo la Sección 504 y concluyó lo siguiente:

☐ Su hijo/a cumple con los criterios como discapacitado/a bajo la Sección 504, tiene derecho a protección contra la discriminación, y requiere adaptaciones/servicios tal como se documenta en el Plan de la Sección 504 que esta adjunto.

☐ Su hijo/a cumple con los criterios como discapacitado/a bajo la Sección 504, tiene derecho a protección contra la discriminación, pero no requiere adaptaciones/servicios bajo el Plan de la Sección 504 en este momento.

☐ Su hijo/a no cumple los criterios como discapacitado/a bajo la Sección 504, tiene derecho a protección contra la discriminación, pero no requiere adaptaciones/servicios en un Plan de la Sección 504 en este momento.

El equipo de la Sección 504 se reunió para determinar si existe una relación directa entre la conducta de su hijo y la discapacidad y / o si la conducta es el resultado de la falla del distrito para implementar el Plan de la Sección 504 y concluyó lo siguiente:

☐ La conducta de su hijo/a fue causada por, o directamente y sustancialmente relacionado con la discapacidad de su hijo/a.

☐ La conducta de su hijo/a fue el resultado directo de la falta de implementación del Plan de la Sección 504.

☐ La conducta de su hijo/a no fue causada por, o directamente y sustancialmente relacionado con la discapacidad, o una consecuencia directa de la falta de implementación del Plan de la Sección 504.

El Distrito alienta y facilita la resolución de quejas informales. Los padres tienen el derecho de apelar / en desacuerdo con las decisiones de la escuela con respecto a la identificación, evaluación, adaptaciones / servicios de los estudiantes bajo la Sección 504, incluido el derecho a solicitar una mediación informal o una audiencia imparcial. Por favor, consulte los anexos de la sección 504 “Garantías Procesales para Padres” para otras opciones de apelación.

Apelaciones / solicitudes deben hacerse por escrito y enviarse a cualquiera:

<table>
<thead>
<tr>
<th>Centro de Servicios Educativos -</th>
<th>District Section 504 Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educational Equity Compliance Office</td>
</tr>
<tr>
<td></td>
<td>333 S. Beaudry Ave. – 20th Floor</td>
</tr>
<tr>
<td></td>
<td>Los Angeles, CA 90017</td>
</tr>
<tr>
<td></td>
<td>(213) 241-7682</td>
</tr>
</tbody>
</table>

Teléfono:

Atentamente,

Designado de la Sección 504 de la Escuela

Teléfono

Form 9: Notice of Section 504 Eligibility Determination
Attachment: Form 2: Section 504 Parent Procedural Safeguards
BUL-4692.5
Office of General Counsel

June 15, 2015
### FORMULARIO DE QUEJAS DE LA SECCIÓN 504

<table>
<thead>
<tr>
<th>Apellido del Demandante</th>
<th>Nombre del Demandante</th>
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<tr>
<th>Domicilio:</th>
<th>Estado</th>
<th>Código Postal</th>
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<tr>
<th>Teléfono</th>
<th>Tel. de Trabajo</th>
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<tr>
<th>Nombre del Estudiante:</th>
<th>Fecha de Nacimiento del Estudiante:</th>
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<tr>
<th>Escuela que asiste el Estudiante:</th>
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</thead>
</table>

### DOCUMENTACIÓN DE PREOCUPACIONES

Esta queja se refiere a alegatos de:

- [ ] Violación(es) de políticas/procedimientos de la Sección 504.
- [ ] El desacuerdo con las decisiones del Distrito sobre la identificación, evaluación y / o adaptación / servicios bajo la Sección 504.
- [ ] La falta de implementar el Plan de la Sección 504.
- [ ] Discriminación / acoso por razón de discapacidad. (Las quejas deben ser presentadas dentro de los 6 meses de la última aparición de la supuesta discriminación o cuando se tuvo conocimiento de los hechos.)

Cuales son los hechos acerca de la queja. Proporcionar detalles que puedan ser útil para el investigador, como los nombres de los involucrados, las fechas, hubo testigos presentes, remedios proporcionados, etc.:

Adjunte los siguientes documentos que apoyan mi queja:  

<table>
<thead>
<tr>
<th>No</th>
<th>Sí</th>
</tr>
</thead>
</table>

Adjunte los siguientes documentos que apoyan mi queja:  

Adjunte los siguientes documentos que apoyan mi queja:

Adjunte los siguientes documentos que apoyan mi queja:

<table>
<thead>
<tr>
<th>Adjunte los documentos</th>
</tr>
</thead>
</table>

Anote el nombre y el título de todo el personal del Distrito que ha contactado con respecto a su queja:

### SOLICITUD DE RESOLUCIÓN

Explique los resultados que espera para resolver su queja:

Certifico que lo anterior es verdadero y correcto:

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<tr>
<th>Firma:</th>
<th>Fecha:</th>
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</thead>
</table>

Devuelva a:

Educational Equity Office – Los Angeles Unified School District
333 S. Beaudry Ave. – 20th Floor; Los Angeles, CA 90017
Teléfono: (213) 241-7682
Fax: (213) 241-3312

---

Form 10: Section 504 Complaint Form
Attachment: Form 2: Section 504 Parent Procedural Safeguards
Plan de la Sección 504
Petición de los Padres para Revocar el Consentimiento

Para obtener información adicional acerca de la Sección 504, comuníquese con el designado de la Sección 504 de su escuela: _____________________________________________ al (Tel.) _________________________ o puede llamar a la Oficina para el Cumplimiento de la Equidad Educativa del Distrito al (213) 241-7682.

<table>
<thead>
<tr>
<th>Identificación del Estudiante</th>
<th>Fecha</th>
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<td>Apellido</td>
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<td>Idioma Primario del Estudiante</td>
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<tr>
<td>Nivel del Desarrollo del Idioma Inglés</td>
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</table>

Estimado Padre/Tutor,

Esto es en respuesta a su solicitud por escrito con fecha ______, para revocar su consentimiento para que su hijo reciba las Adaptaciones y los servicios del Plan de la Sección 504. El Distrito Escolar Unificado de Los Ángeles reconoce el derecho de los padres a revocar el consentimiento para la sección de Adaptaciones y servicios 504. Antes de dejar la disposición de el adaptaciones y servicios de la Sección 504, se requiere que el Distrito proporcione aviso por escrito.

De acuerdo con su petición de revocar su consentimiento para la provisión continua de la Sección 504 alojamientos y servicios, el Distrito interrumpirá todas las adaptaciones y servicios de la Sección 504 alojamientos y servicios para su hijo en __________, quince días hábiles desde la fecha de esta carta. Después de esa fecha, las adaptaciones y los servicios acordados en el más reciente Plan de la Sección 504 de su hijo/a ya no se distribuyen al personal o proporcionado a su hijo. Aunque todavía cubierto por protecciones contra la discriminación bajo la Sección 504, su hijo deberá hacer lo siguiente sin las comodidades y servicios documentados en el Plan de la Sección 504:

1. Participar en el plan de estudios de educación general a nivel de grado del Distrito.
2. Participar en las evaluaciones del estado y el Distrito.
3. Seguir los códigos de conducta del estudiante especificados en el Manual de Padres y Estudiantes del Distrito.
4. Complete los requisitos del diploma con el fin de participar en las ceremonias de graduación.
5. Otros (Especifique impacto adicional, si aplica):

_________________________________________________________________________________________

Su revocación del consentimiento libera al Distrito de la responsabilidad en lo que respecta a ofrecer a su hijo una educación pública gratuita y apropiada. Si, en el futuro, usted desea que su hijo sea considerado para el plan de la Sección 504, usted puede presentar su solicitud para una evaluación de la Sección 504 para el personal de la escuela de su hijo.

Atentamente,

_____________________________________________
Administrador

Form 11: Section 504 Plan Parent Request to Revoke Consent
Attachment: Section 504 Parent Procedural Safeguards
The Los Angeles Unified School District is committed to providing a safe, civil and secure school environment. In order to fulfill the District's mission, it is essential that all LAUSD students are able to learn in an environment that is safe and free from acts of intimidation, threats of violence or actual violence. No individual shall be subjected to retaliation, reprisal, or disciplinary action for reporting acts pursuant to this policy.

All students, employees and parents are expected to adhere to the Board of Education’s Resolution of Core Values to Keep our Students Safe (April 8, 2008) which states:

1. The most important responsibility of all District employees is the safety of our students;
2. No person who presents a recognized threat to the physical or emotional health of students will knowingly be allowed to come into contact with children in our care;
3. In balancing the safety of our students against the rights of adults, children always come first.

(see Attachment I, Board Motion/Resolution)

Any student who commits acts of violence or threatening behavior at school or any school related activity may be subject to removal from the premises, subject to disciplinary action and/or subject to criminal penalties. This action may be taken when there is reasonable cause to believe that such person has willfully disrupted the orderly operation of such campus or facility, as defined in Education Code §32210.

This policy encompasses behaviors or actions by students. The policy is applicable to all schools, District and school-related activities and in all areas within the District’s jurisdiction.
MAJOR CHANGES: This Bulletin replaces BUL-1119.1, titled “Organizing for Assessing and Managing Threats,” on the same subject issued by the Office of the Chief Operating Officer, dated December 7, 2005. It provides updated information and clarification of guidelines for Threat Assessment and Management (TAM) procedures at schools.

PURPOSE: The purpose of this bulletin is to outline administrative procedures governing school violence and threats involving students.

BACKGROUND: Violence results in significant human and fiscal costs and disrupts the learning environment. Threat and violence risk assessment and management in the educational setting is recognized as a challenging and dynamic process that calls for responses and interventions from administration, staff, law enforcement and the school community.

GUIDELINES: The following guidelines apply.

I. DEFINITIONS

School Violence
School violence falls on a continuum that recognizes severity, frequency, and recency. Violence can be impacted by individual characteristics, environmental stressors, and/or the relationship between involved parties. It is any act of physical, verbal or emotional aggression, and represents a continuum of behaviors that includes threats, violence, harassment, bullying, stalking, vandalism, emotional abuse, intimidation, and other forms of conduct that create anxiety, fear, and a climate of distrust in the educational setting.

Threat
The expression of a willful intent or desire to inflict harm that would likely result in death, bodily injury, physical damage to property, or disruption to institutions or District-sponsored activities. A threat may be direct, indirect, verbal, non-verbal, written, or electronic and may target an individual, a particular group on campus, the entire school, or the community.

Bullying
Any severe or pervasive physical or verbal act or conduct, including electronic communications, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects on a reasonable student:

1. Reasonable fear of harm to person or property of student(s)
2. Substantially detrimental effect on physical or mental health of student(s)
3. Substantial interference with academic performance
4. Substantial interference with ability to participate in or benefit from school services, activities, or privileges
Hate Violence
Any act punishable as a hate crime under the Penal Code, including a criminal act (threat, injury, use of force, damage or destruction of property) committed, in whole or in part, because of one or more actual or perceived characteristics of the victim: (1) disability; (2) gender; (3) nationality; (4) race or ethnicity; (5) religion; (6) sexual orientation; and/or (7) association with a person or group with one or more of these actual or perceived characteristics.

II. RESPONSIBILITIES OF DISTRICT EMPLOYEES

All District employees are expected to:
• Adhere to the Threat Assessment and Management (TAM) policy and act in accordance with the policy.
• Report any suspected threats to the site administrator or designee immediately or as soon as possible.
• Cooperate in the investigation of complaints by providing relevant information.

A. Administrator/Designee must:
   1. Establish a safe and respectful school environment.
   2. Establish a multi-disciplinary school site threat assessment team, in accordance with the Coordinated Safe and Healthy School Plan, Volume 3.
   3. Ensure that the TAM policy is implemented; including all applicable protocols (see Section III).

B. Educational Service Center (ESC) Administrators and Staff must:
   1. Be responsible for enforcing the TAM policy.
   2. Designate ESC staff to ensure the implementation of this policy and provide guidance and support, as needed, to the school site team.

C. Central Office Staff must:
   1. Support this policy by assisting schools with guidance and support, as needed.
   2. Align this policy with related District initiatives.

III. PROTOCOL FOR RESPONDING TO SCHOOL VIOLENCE AND THREATS

The following are general procedures for the administrator/designee to respond to any reports of violence or threats in schools, at District and school-related activities and in all areas within the District’s jurisdiction. The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed. (See Attachment A for an abbreviated version of the protocol indicated below.)
A. Secure Campus/Office Safety
   1. Call 911 for immediate, emergency life threatening situations.
   2. Call Los Angeles School Police Department (213) 625-6631 or local law enforcement for assistance at the school site or school related activity.
   3. Secure site and/or implement lockdown, if necessary.
   4. Contact the Los Angeles County Department of Mental Health ACCESS (800) 854-7771 for a mental health evaluation to determine risk to self or others and possible hospitalization (see Section III, H3).
   5. Warn the intended victim(s) of the threat and/or take reasonable steps to protect the threatened individual(s) in the educational setting. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
   6. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.

B. Notify
   1. ESC Operations staff.
   2. Other offices, as appropriate (see Attachment H, Resource List).

C. Investigate
   Prior to convening a multi-disciplinary threat assessment team, designated staff from the team should gather background information that includes:
   1. Student information (e.g., name, date of birth, address)
   2. Emergency information (e.g., family contact, health care provider information)
   3. Attendance records
   4. Student cumulative records, including Individualized Education Program (IEP), psycho-educational assessment, prior school records
   5. Student discipline records, including any history or discipline related to the incident
   6. Student health information, including self-injurious behavior and/or suicidal ideation
   7. Review of District computers and property (e.g., desks, books, lockers), as applicable, if reasonable suspicion exists for an administrative search
   8. Personal communication devices, as applicable, if reasonable suspicion exists for an administrative search
   9. Statements from witnesses (e.g., students, teachers, other staff)
   10. Family situation information
   11. Triggering events or other personal stressors (e.g., mental/physical health, death, divorce, economic or family stressors, relationship
problems)
12. Access to weapons
13. Other pertinent information (e.g., written material, e-mails, pictures, social network postings)

*The privacy of all students should be protected at ALL times, disclose information only on a need to know basis.*

D. **Convene a Threat Assessment Team**

The multi-disciplinary team may include, but not be limited to, an Administrator, a Los Angeles School Police Department Officer, and a mental health professional (e.g., Psychiatric Social Worker, School Psychologist, Pupil Services and Attendance Counselor). The student making the threat, the targeted individual(s) or witness(es) should not be part of the threat assessment team meeting.

Critical roles of effective teams include:
1. Communication among all key stakeholders. The administrator/designee shall coordinate and document all actions.
2. Collaboration with other professionals across institutional boundaries, including local law enforcement, community mental health agencies, child protective services, and probation.
3. Coordination of services for prevention, early identification, and interventions.
4. Sharing of confidential information shall be restricted to those persons with a need to know basis. Information must not be discussed or divulged concerning any involved parties to any other person(s).
5. Consultation with other resources may include: ESC Administrator of Operations, ESC Operations Coordinators; Office of General Counsel; Educational Equity Compliance Office; Crisis Counseling and Intervention Services; Human Relations, Diversity and Equity; Division of Special Education; Behavior Support Unit; and Student Discipline, Expulsion and Support Unit.

E. **Assess for Risk to Self or Others**

1. The administrator/designee or the designated school site threat assessment team member will meet with the student to complete a risk assessment using Attachment B, School Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist. The questions should not be read to the student, but rather should be used as a guide while assessing the student.
2. The multi-disciplinary threat assessment team will determine the level of risk by reviewing Attachment B, School Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist, as needed:
• **Low Risk** - Does not pose imminent danger to self or others; insufficient evidence for violence potential.

• **Moderate Risk** - May pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.

• **High Risk** - Poses imminent danger to self or others with a viable plan to do harm and exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

F. **Suspected Child Abuse**
   If child abuse is suspected or there is concern that contacting the parent may escalate the student’s current level of risk, and/or the parents/guardians are contacted and unwilling to respond, report the incident to the appropriate child protective services agency following the District’s *Child Abuse and Reporting Requirements*, BUL-1347.2. This report should include information about the student’s suicide risk.

G. **Determine Appropriate Action Plan**
   Interventions will be based upon the severity and potential risk of the threat. The action plan determined by the team should be documented and managed by the school site administrator/designee. Actions may include:
   1. Contact with and/or apprehension of student(s) who initiated the threat.
   2. Removal of student from premises.
   3. Conference with student(s) initiating the threat and his/her parent(s) and consider appropriate interventions, including access to mental health services, case management, school or community resources. Other actions may include discipline, change of class(es), and/or change of school.
   4. Consider the possibility that there are circumstances that might increase the likelihood of an attack that may need to be addressed. Examples of triggers may include bullying, suspension, expulsion, relationship problems, significant loss, or interpersonal conflict.
   5. Warn and protect the targeted individual(s) of the threat and/or take reasonable steps to protect the targeted individual(s) in the school, when appropriate. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
   6. Design support system for the targeted individual and/or student who initiated threat, if appropriate.
   7. Obtain a restraining order, when appropriate.
   8. Monitor progress toward reestablishing school safety.
H. **Additional Actions**

Additional interventions may be required if the behavior falls under any of the following categories:

1. **Criminal Threat (bodily harm or an immediate physical threat)**
   a. Call Los Angeles School Police Department or local law enforcement.
   b. Warn the targeted individual(s) and their parent/guardian of the threat and/or take reasonable steps to protect the targeted individual(s) while attending school or a school related activity/event.
   c. Notify the ESC Operations staff and Student Discipline and Expulsion Support Unit.

2. **Disciplinary Action**
   a. Contact Student Discipline and Expulsion Support Unit to discuss procedures for discipline and/or intervention.
   b. If the student has an IEP, consult the appropriate staff from the Division of Special Education.
   c. Notify the ESC Operations staff.

3. **Mental Health Evaluation**
   a. While in school or at a school-sponsored activity, students who present with severe mental health/behavior issues, such as depression, homicidal or suicidal ideation, should be addressed by an administrator/designee to discuss any concerns for their safety and health/mental health well-being.
      (1) Determine the level of risk by reviewing Attachment B, School Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist, as needed. If the behaviors are determined to be high risk, secure emergency services by calling 911, Los Angeles County Department of Mental Health ACCESS (800) 854-7771, and/or School Police (213) 625-6631.
      (2) Supervise and monitor the student until appropriate assistance arrives.
      (3) Non-law enforcement District employees should not transport students exhibiting the behaviors noted above.
   b. Contact law enforcement to conduct a welfare check, as appropriate.
   c. For assistance and consultation, contact Crisis Counseling and Intervention Services, School Mental Health at (213) 241-3841.

I. **Student Re-entry Guidelines**

1. A student returning to school following hospitalization, including psychiatric and drug or alcohol inpatient treatment, must have
written permission by the health care provider to attend school (see Attachment E, Medical Clearance for Return to School).

2. If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator/designee may consider holding a re-entry meeting with key support staff, parents, and student to facilitate a successful transition. See Attachment D, Student Re-entry Guidelines for a checklist of action items to consider.

3. As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs effect their ability to benefit from their educational program (see REF-5578.0 Guidelines for Individualized Education Program Teams Regarding the Social-Emotional Needs of Students with Disabilities, October 17, 2011).

4. If the student is transferred to another school or location, the site administrator/designee should communicate with the receiving school to assist with the transition and ensure continued support services for the student. See Attachment D, Student Re-entry Guidelines for a checklist of action items to consider.

J. Provide Resources (see Attachment H, Resource List)
   1. For mental/physical health services, refer the student to School Mental Health, a community resource provider, or their health care provider.
   2. For students who pose a risk to themselves, provide the 24/7 Suicide Prevention Crisis Line (877) 727-4747.

K. Monitor and Manage
   1. The administrator/designee will monitor and manage the case as it develops and until it has been determined that the individual no longer poses an immediate threat to self or others.
   2. Maintain consistent communication with appropriate parties on a need to know basis.
   3. Update iSTAR, as needed.

L. Document All Actions
   1. Each administrator/designee shall maintain records and documentation of actions taken at the school for each case by completing an incident report in the iSTAR.
   2. The administrator/designee notes taken during the threat assessment meeting are for use by Los Angeles Unified School District attorneys. No copies of the notes shall be furnished to anyone including employees, students, or parents without permission from the Office of General Counsel. Attachment G, Inter-office Correspondence, may be used to document notes during a threat assessment meeting.
   3. Notes, documents and records related to the incident are considered
confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student’s cumulative records.

IV. **RESPONDING TO SUICIDAL IDEATION AND BEHAVIOR**

For matters related to students exhibiting suicidal ideation and/or behaviors, follow guidelines as indicated in BUL-2637.1 Suicide Prevention, Intervention and Postvention, July 16, 2012 or contact the ESC Operations staff.

V. **RESPONDING TO STUDENTS WITH DISABILITIES**

For matters related to students with disabilities whose behavioral and emotional needs are documented to be more intense in frequency, duration, or intensity; affect their ability to benefit from their special education program; and are manifested at the school, at home, and in the community, follow guidelines as indicated in REF-5578.0 Guidelines for Individualized Education Program Teams Regarding the Social-Emotional Needs of Students with Disabilities, October 17, 2011 and contact the Division of Special Education (213) 241-8051 for further assistance.

For matters related to students with disabilities who are self-injurious, but the behavior is not related to suicide or suicidal ideation, follow guidelines as indicated in BUL-5376.0, Behavior Intervention Regulations for Students with Disabilities with Serious Behavior Problems, January 17, 2011 and contact the Division of Special Education (213) 241-8051 for further assistance.

VI. **RESPONDING TO BULLYING AND HAZING**

For matters of student-to-student, adult-to-student, and student-to-adult bullying or hazing follow guidelines as indicated in BUL-5212.0 Bullying and Hazing Policy, August 27, 2010 or contact the ESC Operations staff.

VII. **RESPONDING TO HATE VIOLENCE**

For incidents or threats related to hate-motivated violence follow guidelines as indicated in BUL-2047.0 Responding to and Reporting Hate-Motivated Incidents and Crimes, dated October 10, 2005 or contact the ESC Operations staff.

VIII. **CONFIDENTIALITY**

All matters are confidential and may not be shared, except with those persons who need to know. Information sharing should be within the
confines of the District’s reporting procedures and investigative process. The District will not tolerate retaliation against anyone for reporting threatening behaviors.

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

California Constitution Article 1, §28(c)
California Civil Code 43.92
California Code of Civil Procedure §527.6
California Education Code §§32210 et seq.
California Education Code §§35160 et seq.
California Education Code §44808
California Education Code §§48900 et seq.
California Education Code §48950
California Penal Code §§626 et seq.
Los Angeles Municipal Code §63.94
California Penal Code §422
*Tarasoff v. Regents of the University of California (1976)* 17 Cal. 3d 425, 551 P.2d 334, 131 Cal. Rptr. 14

**RELATED RESOURCES:**

*Acceptable Use Policy (AUP) For District Computer and Network Systems*, BUL-999.5, dated May 1, 2012.

*Behavior Intervention Regulations for Students with Disabilities with Serious Behavior Problems*, BUL-5376.0, dated January 17, 2011.

*Bullying and Hazing Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult)*, BUL-5212.0, dated August 27, 2010.

*Child Abuse and Neglect Reporting Procedures*, BUL-1347.2, dated July 1, 2011.


*Enrollment of Students Returning from Juvenile Justice Facilities and Other Placements*, BUL-5553.0, dated September 6, 2011.


Incident System Tracking Accountability Report, BUL-5269.0, dated November 12, 2010.

Information Protection Policy, BUL-1077.1, dated December 5, 2006.

Lockdown Procedures for All Schools, BUL-5469.0, dated May 4, 2011.

Los Angeles Unified School District Board Resolution, “Core Values to Keep our Students Safe,” passed April 8, 2008.


Referral to Community Day Schools, BUL-847.0, dated March 22, 2004.

Responding to and Reporting Hate-Motivated Incidents and Crimes, BUL-2047.0, dated October 10, 2005.

Safe School Plans Update for 2012-2013, REF-5511, Revised Annually.

Section 504 and Students/Other Individuals with Disabilities, BUL-4692.0, dated May 15, 2009.

Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult), BUL-3349.0, dated November 29, 2006.

Suicide Prevention, Intervention and Postvention, BUL-2637.1, July 16, 2012.


Uniform Complaint Procedures (UCP), BUL-5159.1, dated July 1, 2011.
ASSISTANCE: For assistance and information, please contact any of the following offices:

**LAUSD RESOURCES**

*Crisis Counseling and Intervention Service, School Mental Health* (213) 241-3841 – for assistance with threat assessments, suicide prevention and mental health issues.

*Division of Special Education* (213) 241-8051 – for assistance with cases involving students with disabilities.

*Education Equity Compliance Office* (213) 241-7682 – for assistance with alleged student discrimination and harassment complaints.

*Human Relations, Diversity and Equity* (213) 241-5337 – for assistance with issues of bullying, conflict resolution, and diversity trainings.

*Los Angeles School Police Department* (213) 625-6631 – for assistance with any law enforcement matters.

*Office of General Counsel* (213) 241-7600 – for assistance/consultation regarding legal issues.

*School Operations Division* (213) 241-5337 – for assistance with school operations and procedures concerning students and employees.

*Student Discipline, Expulsion and Support Unit* (213) 202-7555 – for assistance and guidance regarding District student discipline.

**NON-LAUSD RESOURCES**

*Los Angeles County Department of Mental Health ACCESS* (800) 854-7771 – collaborates with Crisis Counseling & Intervention Services for the administration and coordination of all mental health and law enforcement mobile response services in the event of a critical incident, including Psychiatric Mobile Response Teams (PMRT) and School Threat Assessment Response Teams (START). These teams respond to schools, offices, and homes.

*Mental Evaluation Unit (MEU), including Staff Management Advisory and Response Team (SMART)* (213) 996-1300 or 1334 – for law enforcement and mental health response, when an individual is a flight risk, violent, or high risk for harm to self or others.
Suicide Prevention Crisis Line (877) 727-4747 – a 24 hour crisis line for individuals who are contemplating, threatening, or attempting suicide, including their family and friends.

Valley Coordinated Children’s Services (818) 708-4500 – a county funded resource to provide crisis intervention, assessment, short term stabilization and treatment, and evaluation and referral for psychiatric mobile response team. This agency serves children ages 3 - 17 years old in the San Fernando Valley.
PROTOCOL FOR RESPONDING TO SCHOOL VIOLENCE AND THREATS

The following is a summary checklist of general procedures for the administrator/designee to respond to any reports of violence or threats in schools, at District and school-related activities and in all areas within the District’s jurisdiction (student-to-student, student-to-adult). The urgency of the situation will dictate the order in which the subsequent steps are followed.

For a complete description of each procedure, refer directly to the Bulletin 5799.0, Guidelines Section III, Protocol for Responding to School Violence and Threats.

A. □ SECURE CAMPUS/OFFICE SAFETY (This may include calling law enforcement, the Los Angeles County Department of Mental Health, warning the intended victim(s), or consulting with Crisis Counseling and Intervention Services.)

B. □ NOTIFY (ESC Operations Staff, other offices, document on iSTAR)

C. □ INVESTIGATE

Prior to convening a multi-disciplinary threat assessment team, designated staff from the team should gather background information that includes:

- Student information (e.g., name, date of birth, address)
- Emergency card information (e.g., family contact, health care provider information)
- Attendance record
- Student cumulative records, including Individualized Education Program (IEP), psycho-educational assessment, prior school records
- Student discipline records, including any history or discipline related to the incident
- Student health information, including self-injurious behavior and/or suicidal ideation
- Review of District computers and property (e.g., desks, books, lockers), as applicable, if reasonable suspicion exists for an administrative search
- Personal communication devices, as applicable, if reasonable suspicion exists for an administrative search
- Statement from witnesses (e.g., students, teachers, other staff)
- Family situation information
- Triggering events or other personal stressors (e.g., mental/physical health, death, divorce, economic or family stressors, relationship problems)
- Access to weapons
- Other pertinent information (e.g., written material, e-mails, pictures, social network postings)

D. □ CONVENE A THREAT ASSESSMENT TEAM. (The multi-disciplinary team may include, but not be limited to, an Administrator, a Los Angeles School Police Department Officer, and a mental health professional.)

E. □ ASSESS FOR RISK TO SELF OR OTHERS (see Attachment B, School Violence Risk Assessment Checklist, and Attachment C, Suicide Risk Assessment Checklist)

Administrator/designee or designated threat assessment team member meets with the student making the threat.

Multi-disciplinary threat assessment team determines the level of risk.
F. ☐ SUSPECTED CHILD ABUSE (When reporting child abuse, include information about the student’s threat and suicide risk)

G. ☐ DETERMINE APPROPRIATE ACTION PLAN (Interventions will be based upon the severity and potential risk of the threat. The action plan determined by the team should be documented and managed by the school site administrator/designee.)

H. ☐ ADDITIONAL ACTIONS
   May be required if the behavior falls under any of the following categories:
   4. Criminal Threat (bodily harm or an immediate physical threat)
   5. Disciplinary Action
   6. Mental Health Evaluation

I. ☐ STUDENT RE-ENTRY GUIDELINES (If the student has been out of school for any length of time, including mental health hospitalization, or will be transferring to a new school, the school site administrator/designee may consider using re-entry guidelines for a successful transition. See Attachment D.)

J. ☐ PROVIDE RESOURCES (see Attachment H, Resource List).

K. ☐ MONITOR AND MANAGE (Monitor until it is determined that the individual no longer poses an immediate threat to self or others.)

L. ☐ DOCUMENT ALL ACTIONS (Maintain records, complete iSTAR Incident Report and update, as needed.)
The administrator/designee or the designated school site crisis team member will meet with the student to complete a risk assessment. The questions below should not be read to the student, but rather should be used as a guide while assessing the student. The multi-disciplinary threat assessment team will determine the level of risk by reviewing the categories below:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ASSESSMENT QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Motive, Justification</td>
<td>The student has motive(s) or feels justified in carrying out an act of violence.</td>
</tr>
<tr>
<td>2. Communication of Intent</td>
<td>The student has directly or indirectly communicated ideas or intent to harm. Communications may be verbal, non-verbal, electronic, written.</td>
</tr>
<tr>
<td>3. Preoccupation with Violence</td>
<td>The student has demonstrated inappropriate interest in any of the following:</td>
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<tr>
<td></td>
<td>School/terrorist attacks or attackers</td>
</tr>
<tr>
<td></td>
<td>Incidents of mass violence such as war, terrorism, mass murderers.</td>
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<tr>
<td></td>
<td>Views violence as an acceptable or only way to solve the problem.</td>
</tr>
<tr>
<td>4. History of Violence/Threats</td>
<td>The student has engaged in any attack-related behaviors.</td>
</tr>
<tr>
<td>5. Means and Access</td>
<td>The student has the capacity to carry out an act of targeted violence. This may include increased interest in, possession or access to weapons.</td>
</tr>
<tr>
<td>6. Suicidal Ideation</td>
<td>The student is experiencing hopelessness, desperation or despair. If yes, refer to Attachment B - Suicide Assessment Checklist.</td>
</tr>
<tr>
<td>7. Evidence of Increasing Violence Potential</td>
<td>The student’s conversation and “story” are consistent with his or her actions. Consider frequency (how often); recency (how recent); and intensity (how severe).</td>
</tr>
<tr>
<td>8. Impact on Others</td>
<td>Other people are concerned about the student’s potential for violence.</td>
</tr>
<tr>
<td>9. Triggers</td>
<td>There are circumstances that might increase the likelihood of an attack. Examples may include bullying, suspension, expulsion, relationship problems, significant loss, or interpersonal conflict.</td>
</tr>
<tr>
<td>10. Substance Use</td>
<td>The overindulgence in and dependence of a drug or other chemical leading to effects that are detrimental to the student’s physical and mental health.</td>
</tr>
<tr>
<td>11. Protective Factors</td>
<td>The student has positive school, home, community or religious relationships.</td>
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<td></td>
<td>The student desires a positive resolution.</td>
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<tr>
<td></td>
<td>The student exhibits appropriate coping and problem-solving skills.</td>
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<tr>
<td></td>
<td>The student understands and respects rules, guidelines and policies.</td>
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</tbody>
</table>

* = NEED MORE INFORMATION
<table>
<thead>
<tr>
<th>RISK LEVEL</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Risk</td>
<td>Does not pose imminent danger to self or others; insufficient evidence for violence potential.</td>
</tr>
<tr>
<td>Moderate Risk</td>
<td>May pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.</td>
</tr>
<tr>
<td>High Risk</td>
<td>Poses imminent danger to self or others with a viable plan to do harm; exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.</td>
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</tbody>
</table>

SUICIDE RISK ASSESSMENT CHECKLIST

Student Name/DOB: ________________________________ Location: __________________ Date: __________

The administrator/designee or the designated school site crisis team member will meet with the student to complete a risk assessment. The questions below should not be read to the student, but rather should be used as a guide while assessing the student:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ASSESSMENT QUESTIONS</th>
<th>YES</th>
<th>NO</th>
<th>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Current Ideation</td>
<td>Is the student thinking of suicide now?</td>
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<tr>
<td>2. Communication of Intent</td>
<td>Has the student communicated directly or indirectly ideas or intent to harm/kill themselves? (Communications may be verbal, non-verbal, electronic, written.)</td>
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<tr>
<td>3. Plan</td>
<td>Does the student have a plan to harm/kill themselves now?</td>
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<tr>
<td>4. Means and Access</td>
<td>Does the student have the means/access to kill themselves?</td>
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<tr>
<td>5. Past Ideation</td>
<td>Has the student ever had thoughts of suicide?</td>
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<tr>
<td>6. Previous Attempts</td>
<td>Has the student ever tried to kill themselves (i.e. previous attempts, repetitive self-injury)?</td>
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<tr>
<td>7. Changes in Mood / Behavior</td>
<td>In the past year, has the student ever felt so sad he/she stopped doing regular activities?</td>
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<td>Has the student demonstrated abrupt changes in behaviors?</td>
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<td></td>
<td>Has the student demonstrated recent, dramatic changes in mood?</td>
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<td>8. Stressors</td>
<td>Has the student ever lost a loved one by suicide?</td>
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<tr>
<td></td>
<td>Has the student had a recent death of a loved one or a significant loss (e.g., death of family member, parent separation/divorce, relationship breakup)?</td>
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<td>Has the student experienced a traumatic/stressful event (i.e. domestic violence, community violence, natural disaster)?</td>
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<td></td>
<td>Has the student experienced victimization or been the target of bullying/harassment/discrimination?</td>
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<tr>
<td>9. Mental Illness</td>
<td>Does the student have a history of mental illness (i.e. depression, conduct or anxiety disorder)?</td>
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<tr>
<td>10. Substance Use</td>
<td>Does the student have a history of alcohol/substance abuse?</td>
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</tr>
<tr>
<td>11. Protective Factors</td>
<td>Does the student have a support system of family or friends at school and/or home?</td>
<td></td>
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<tr>
<td></td>
<td>Does the student have a sense of purpose in his/her life?</td>
<td></td>
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<tr>
<td></td>
<td>Can the student readily name plans for the future, indicating a reason to live?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* = NEED MORE INFORMATION
### ASSESSMENT RESULTS:

<table>
<thead>
<tr>
<th>RISK LEVEL</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Risk</td>
<td>Does not pose imminent danger to self; insufficient evidence for suicide potential.</td>
</tr>
<tr>
<td>Moderate Risk</td>
<td>May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.</td>
</tr>
<tr>
<td>High Risk</td>
<td>Poses imminent danger to self with a viable plan to do harm; exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.</td>
</tr>
</tbody>
</table>

*For more information and details regarding suicide risk indicators and appropriate actions, refer to BUL-2637.1, Suicide Prevention, Intervention and Postvention (Students).*
In planning for the re-entry of a student who has been out of school for any length of time, including mental health hospitalization, or if the student will be transferring to a new school, the school site administrator/designee may consider any of the following action items:

<table>
<thead>
<tr>
<th>Returning Day</th>
<th>☐ Have parent escort student on first day back. Develop a re-entry communication and safety plan in the event of future emergencies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital Discharge Documents</td>
<td>☐ Request discharge documents from hospital or Medical Clearance for Return to School (see Attachment E) from parent on first day back.</td>
</tr>
</tbody>
</table>
| Meeting with Parents | ☐ Engage parents, school support staff, teachers, and student, as appropriate in a Re-Entry Planning Meeting.  
☐ Identify on-going mental health resources in school and/or in the community.  
☐ Modify academic programming, as appropriate.  
☐ Consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program (see REF-5578.0 Guidelines for Individualized Education Program Teams Regarding the Social-Emotional Needs of Students with Disabilities, October 17, 2011)  
☐ If the student is prescribed medication, monitor with parent consent.  
☐ Offer suggestions to parents regarding monitoring personal communication devices, including social networking sites, as needed.  
☐ Notify student’s teachers, as appropriate. |
| Identify Supports | ☐ Assist the student in identifying adults they trust and can go to for assistance at school and at home. |
| Address Bullying, Harassment, Discrimination | ☐ As needed, ensure that any bullying, harassment, discrimination is being addressed. |
| Designate Staff | ☐ Designate staff (e.g., Psychiatric Social Worker, Pupil Services and Attendance Counselor, School Nurse, Academic Counselor) to check in with the student during the first couple weeks periodically. |
| Release/Exchange of Information | ☐ Obtain consent by the parent to discuss student information with outside providers using the Parent Authorization for Release/Exchange of Information (see Attachment F). |
| Manage and Monitor | ☐ Case management and monitoring – ensure the student is receiving and accessing the proper mental health and educational services needed. |
Dear Doctor:
The student named below was either hospitalized or received mental health services recently for being a danger to himself/herself, danger to others and/or gravely disabled. Medical information from you is essential in planning for the student’s safety, educational and health needs.

Student: ___________________________________________ DOB: ___________ Grade: ______

Please complete the following information and return to school nurse. Your cooperation is much appreciated.

Diagnosis/description of problem:
_____________________________________________________________________________________________________

Please indicate any prescribed medications and dosages:
_____________________________________________________________________________________________________

If the student no longer poses a threat to self or others at the time of discharge and can return to school, please sign below and indicate restrictions, if any.

The above named student does not pose a threat to self and/or others at the time of discharge and may return to school:

☐ without restrictions  ☐ with the following modifications/restrictions (indicate below)

Restrictions: ___________________________________________________________________________________________

Doctor’s Name (print) __________________________________________ Doctor’s Signature _______________________

Return to School Nurse: __________________________________________ Contact Number: ______________________

AUTORIZATION TO RECEIVE/RELEASE MEDICAL INFORMATION

___________________________________________________________________________________________________________________________________________________________

Practitioner/Agency/Clinic: __________________________ Re: __________________________ Last Name: __________ First Name: __________

Name (Last, First): __________________________________________ Student Address: __________________________ City, Zip:

Agency/Practitioner Address: __________________________ Chart #: __________________________________________ DOB: __________

Purpose for which information may be used: ________________________________________________________________ __________

___________________________________________________________________________________________________________________________________________________________

School /Office: __________________________ Address: __________________________ City: __________ Zip: __________

This authorization shall be valid until __________________________ unless revoked earlier.

I request a copy of this authorization: ☐ Yes ☐ No

Parent/Legal Guardian Signature __________________________________________ Date: __________________________

Note: This information will become part of the pupil’s educational records and shall be made available, upon request, to the parent or pupil age 18 or older.

BUL-5799.0
Student Health and Human Services
Parent Authorization for Release/Exchange of Information

Date: _____________________  To Parent/Guardian (s) of : ______________________________________

We are requesting your written authorization for release/exchange of information from the
individual, agency, or institution indicated below.
The information received shall be reviewed only by appropriate professionals in accordance

TO: ___________________________________  RE: ___________________________________  ____________________________________
Name / Title  Student Last Name  First Name

____________________________________ Date of Birth: ________  /________  /________
Agency, Institution, or Department  Month  Day  Year

____________________________________ _____________________________________________
Street Address  Street Address

____________________________________  _____________________________________________
City  State  Zip  City  State  Zip

I hereby give you permission to release/exchange the following information:

☐ Medical/Health  ☐ Speech & Language  ☐ Educational

☐ Psychological/Mental Health  ☐ Other – Specify: ______________________________________

The information will be used to assist in determining the needs of the pupil.

THIS INFORMATION IS TO BE SENT TO:

____________________________________________     _______________________________________
Name       Title

_____________________________________________________________________________________
Address & Telephone Number

This authorization shall be valid until ____________________________________ unless revoked earlier.

I request a copy of this authorization:  ☐ Yes  ☐ No

Signature: _________________________________________ Date: _____________________
Parent/Legal Guardian

Note: This information will become part of the pupil’s educational records and shall be made
available, upon request, to the parent or pupil age 18 or older.
**RESOURCE LIST**

This list includes selected offices and community resources that can be helpful before, during and after a crisis. **Remember that your first call in a life-threatening emergency should be to 911.** To reach specific personnel, refer to the LAUSD Guide to Offices at [www.lausd.net](http://www.lausd.net), under “Offices”.

### EMERGENCY RESOURCES

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA County Department of Mental Health ACCESS (Psychiatric Mobile Response Team) - 24/7</td>
<td>(800) 854-7771</td>
</tr>
<tr>
<td>LA County INFO Line (24 hour hotline)</td>
<td>211</td>
</tr>
<tr>
<td>Mental Evaluation Unit (MEU), including SMART</td>
<td>(213) 996-1300, (213) 996-1334</td>
</tr>
<tr>
<td>National Suicide Prevention Lifeline (24 hour hotline)</td>
<td>(800) 273-8255</td>
</tr>
<tr>
<td>Suicide Prevention Crisis Line (24 hour hotline)</td>
<td>(877) 727-4747</td>
</tr>
<tr>
<td>Valley Coordinated Children’s Services</td>
<td>(818) 708-4500</td>
</tr>
</tbody>
</table>

### LAUSD RESOURCES

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Mental Health (including Crisis Counseling &amp; Intervention Services, Suicide Prevention and Trauma Informed Services)</td>
<td>(213) 241-3841</td>
</tr>
<tr>
<td>Division of Special Education, Behavior Support Unit</td>
<td>(213) 241-8051</td>
</tr>
<tr>
<td>Education Equity Compliance Office</td>
<td>(213) 241-7682</td>
</tr>
<tr>
<td>Human Relations, Diversity and Equity – School Operations</td>
<td>(213) 241-5337</td>
</tr>
<tr>
<td>Educational Service Center (ESC) Operations Coordinators</td>
<td>Check ESC Directory</td>
</tr>
<tr>
<td>Los Angeles School Police Department (LASPD) Watch Commander (24/7-entire year)</td>
<td>(213) 625-6631</td>
</tr>
<tr>
<td>Office of General Counsel</td>
<td>(213) 241-7600</td>
</tr>
<tr>
<td>School Operations Division</td>
<td>(213) 241-5337</td>
</tr>
<tr>
<td>Student Discipline Proceedings and Expulsion Unit</td>
<td>(213) 202-7555</td>
</tr>
</tbody>
</table>
MOTIONS/RESOLUTIONS PRESENTED TO
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION

SUBJECT: Core Values to Keep our Students Safe

DATE NOTICED: 6-10-08  PRESENTED FOR ACTION: 6-24-08

PRESENTED BY: Ms. Galatzan, Ms. Canter
Ms. Garcia

MOVED/SECONDED BY: Ms. Galatzan,
Ms. Flores Aguilar

MOTION: RESOLUTION: x

Whereas, On April 8, 2008, the Los Angeles School Board unanimously passed a resolution entitled Accountability for Student Safety;

Whereas, The Superintendent, the Chief Operating Officer, and the General Counsel immediately convened a working group to analyze current District policy on sexual abuse, collaboration with law enforcement, and the reassignment process for persons accused of sexual abuse and make recommendations to the Board;

Whereas, “Core values” communicate an organization’s priorities and values; now, therefore, be it

Resolved, That the following are core values of the Los Angeles Unified School District:

1. The most important responsibility of all District employees is the safety of our students;

2. No person who presents a recognized threat to the physical or emotional health of students will knowingly be allowed to come into contact with children in our care;

3. In balancing the safety of our students against the rights of adults, children always come first; and be it finally

Resolved, That the District will communicate these core values to students, parents, teachers, and all other employees of the Los Angeles Unified School District.

<table>
<thead>
<tr>
<th>AYES</th>
<th>NOES</th>
<th>ABSTAIN</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Canter</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Korenstein</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. LaMotte</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Vladovic</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Galatzan</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Flores Aguilar</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Garcia</td>
<td>x</td>
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<tr>
<td>TOTAL</td>
<td>7</td>
<td></td>
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</tbody>
</table>

ACTION: ADOPTED