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District Mandates
Fulfillment Fund
GEAR-Up Program
Guest Speakers
Journalism
Yearbook

School Operations
Accident Reporting
Administrative Training and Field Work
Budgets
Clerical Staff
Department Meetings
Faculty Meetings
Imprest Account
Personal Property Registration
Personnel Issues
  Coordinatorships
  Grievances
  Leave of Absence
  Payroll
  Staff Relations
  Staff Selection
  Stull Evaluation Process
  Transfers, Staff
Parent Newsletter
Publicity-News
School Accountability Report Card
School Leadership Council
Sexual Harassment (Employees)
Student Body Finance
Student Teachers
UTLA Contract Compliance

Note: *All administrators are responsible for campus supervision, graduation and related activities, and supervision of instruction.*

Harold Boger, Assistant Principal

Instructional
Academic Decathlon Team
Departments
- Agriculture
- Business
- Computer
- Home Economics
- Industrial Education
- Math

Math Cadre and Coaches

School Operations
Back to School Night
Categorical Programs
- Compensatory Education Advisory Council
- ELL Program
- English Learners Advisory Council
- Parent Center
- School Site Council
- Single School Plan
- Title I Program

EPALS
Equipment Inventory & Security
Handbook, Staff
Junior Class Activities
Marquees
Open House/Showcase
School Volunteers
Technology

Note: *All administrators are responsible for campus supervision, graduation and related activities, and supervision of instruction.*

Kay Burr, Assistant Principal

Instructional
Accreditation
Choral Program
Course Descriptions
Departments:
- English
- English as a Second Language
- Performing Arts
- Visual Arts

Drill Team & Flag Team
Drama Productions
Language Arts Programs
- High Point
- Literacy Cadre and Coaches
- Quarterly Assessments

Homework Policies
Instructional TV
Library
- Debt Clearance
- Staff & Services

New Teacher Support/BTSA Program
Staff Development:
- Banked Tuesdays
- Buyback Days

Testing and Assessment
Tutorial Program
Videotape Approval
504 Plans

School Operations
Graduation and Related Activities
Guest Teachers
Sophomore Class Sponsors and Activities
Student Surveys (Approval)
Teacher Attendance and Tardies
Textbooks:
- Budget
- Debt Clearance
- Textbook Room

Note: *All administrators are responsible for campus supervision, graduation and related activities, and supervision of instruction.*

Karen Waligun, Assistant Principal, SSS

Instructional
Departments:
- Special Education

Operational
Area Use Approval
Attendance Office:
- Attendance Procedures and Improvement
- Bus Tokens and Stamps
- Estimated Enrollment Report
- Federal Impact Survey
- Federal Lunch Program Applications
- Foster Home Report
- Lunch Passes
- Non-Immigrant Report
- Open Enrollment
- PSA Counselors
- Registration Procedures
- School Program Survey
- Senior Attendance Incentive Program
- Short Day Pass

Bulletin – Weekly
Calendar - Master
Curricular Trips/Buses
Modified Consent Decree
Debt Clearance:
- Candy
- Clubs/Organizations
- Master List

Handbook, Students
Human Relations Program
Identification Pictures/Cards
Insurance, Student (Optional)
Phone Master
Sexual Harassment (Students)
Student Activities
- Candy Drive
- Clean CampusProgram
- Clubs and Organizations
- Drives and Campaigns
- Grad Night
- Senior Class Activities
- Student Government
- Special Day and Week Observances

Title IX

Note: *All administrators are responsible for campus supervision, graduation and related activities, and supervision of instruction.*

Victor Rodriguez, Assistant Principal, SCS

Instructional
Adult School & Community College Liaison
Advanced Placement Program
Armed Forces Liaison
Ballet Folklorico
Career Technical Education
Departments:
- Counseling
- Foreign Language
- School for Advanced Studies

Course Descriptions
Experimental Courses
Gifted & Talented Programs
Magnet Program

School Operations
Articulation
Opening/Closing Procedures
Child Abuse Reporting
College and Career Centers
- College Advisement
- College/Career Night

Crisis Team/Counseling
Cumulative Records
Diplomas
Freshman Class Activities
Health Office Staff & Services
Honor Roll Activities
Impact Program
Itinerant Teachers
Marking Standards and Procedures
Master Program
Options Programs
Progress Reports/Report Cards
Publicity - News Releases
Rollbooks
Room Assignments
ROP/ROC
SAT Preparation
SB 813
Senior Awards Night
SIS Coordinator
Student Study Team
Summer School Preparation

Note: *All administrators are responsible for campus supervision, graduation and related activities, and supervision of instruction.*

Casey Browne, Assistant Principal, SSS

Instructional
Cheerleaders
Departments:
- Health
- Physical Education
- Science

Science Cadre

School Operations
Accident Prevention
Acting Principal
Athletics
Bell Schedules
Band/Booster Club
Bomb Threats
Civic Center Permits
Classroom Policy Packets
Copy Machines
Discipline:
- Campus Security
- Expulsions
- Opportunity Transfers
- Police Liaison
- Probation Officer Liaison
- Referral Room
- Safe School Plan
- Supervision Schedule
- Tardy Sweeps

Emergency Drills and Procedures
Plant:
- Alterations and Improvements
- Building and Grounds Workers
- Cafeteria Staff & Services
- Intrusion Alarm System
- Keys
- Maintenance and Operation Projects
- Parking Permits
- Telephone Systems

T.U.P.E. Program
Youth Services

Note: *All administrators are responsible for campus supervision, graduation and related activities, and supervision of instruction.*

Christopher Perdigao, Smaller Learning Community Facilitator

Instructional
Academies
9th Grade Houses

School Operations
Grant Writing
Loop Program
Smaller Learning Communities Grant

Note: *All administrators are responsible for campus supervision, graduation and related activities, and supervision of instruction.*

Ken Barker, Required Learning Administrator

Instructional
Beyond the Bell Program
Close-Up Program
Departments:
    Ed/Career Planning
    Social Studies
Developing Readers & Writers Program
Intervention Programs
Service Learning
Social Studies Cadre
Tutorial Programs

School Operations
Data Team

Note: *All administrators are responsible for campus supervision, graduation and related activities, and supervision of instruction.*

SECTION II - SCHEDULES

Bell Schedules

REGULAR SCHEDULE

Period 1	8:00	-	8:53	53 minutes
*Homeroom	9:01	-	9:11	10 minutes
Period 2	9:19	-	10:12	53 minutes
Period 3	10:20	-	11:13	53 minutes
Lunch	11:13	-	11:47	34 minutes
Period 4	11:55	-	12:49	53 minutes
Period 5	12:57	-	1:51	53 minutes
Period 6	1:59	-	2:53	53 minutes

SHORTENED DAY SCHEDULE

Period 1	8:00	-	8:42	42 minutes
*Homeroom	8:50	-	9:00	10 minutes
Period 2	9:08	-	9:50	42 minutes
Period 3	9:58	-	10:40	42 minutes
Lunch	10:40	-	11:14	34 minutes
Period 4	11:22	-	12:06	44 minutes
Period 5	12:14	-	12:57	43 minutes
Period 6	1:05	-	1:48	43 minutes

BANKED TUESDAY SCHEDULE

Period 1	8:00	-	8:38	38 minutes
*Homeroom	8:46	-	8:56	10 minutes
Period 2	9:04	-	9:42	38 minutes
Period 3	9:50	-	10:28	38 minutes
Lunch	10:28	-	11:02	34 minutes
Period 4	11:10	-	11:49	39 minutes
Period 5	11:57	-	12:36	39 minutes
Period 6	12:44	-	1:23	39 minutes

SECTION III- POLICIES AND PROCEDURES

ABSENCE OF TEACHERS

It is the responsibility of teachers to be present at school ten minutes before the first class. If they cannot do so, they must arrange for a substitute to take their place. Main Office personnel should be informed of anticipated absences. If this is not possible, teachers must call the school between 7:30 a.m. and 7:45 a.m. the day of the absence. To request a substitute, teachers must call the Substitute Unit. The School Administrative Assistant will provide each teacher with an instruction card on how to do so. Seating charts, roll sheets and lesson plans must be left in the classroom or in the Main Office/Sub Folder.

For information concerning absences other than illness, contact the School Administrative Assistant.

CHANGE OF ADDRESS

It is the responsibility of each employee to keep the District informed of their official home address by maintaining an accurate, up-to-date "Name and Address Card" (Form 8201). This form can be obtained from the Human Resources website www.teachinla.com/hr_forms.html.

FACULTY AND DEPARTMENT MEETINGS

General faculty meetings are held as needed in the afternoons (on Tuesdays). These meetings are scheduled by the Principal and attendance is required. Requests to be absent from meetings must be approved by the Principal. Staff members are reminded to avoid scheduling personal appointments at the time of the faculty meetings.

Department meetings and Department Chair meetings are held as needed. Concerned personnel are expected to attend.

FUNDRAISING

All fundraising activities must be approved by either the Assistant Principal in charge of Student Activities or the Assistant Principal in charge of Athletics at least two weeks prior to the beginning of the fundraising activity.

KEYS

At the beginning of each semester, necessary keys will be issued to each teacher. Teachers are responsible for the security of the assigned keys. Loss of keys must be reported promptly to the School Administrative Assistant and School Police.

LEAVING THE SCHOOL PREMISES

Absence during a teaching period must be approved by an administrator. Those who need to leave campus for any reason during the teaching day must notify the school administrative assistant and sign out in the appropriate place.

MAILBOXES/EMAIL

Teachers are to clear their mailboxes and read their email in the morning and again in the afternoon before leaving school. Messages, not of an emergency nature, will be placed in the mailboxes and/or emailed and will not be delivered to the teacher.

PARENT CONFERENCE NIGHT

Faculty attendance is required for PHABO Parent Conference Night in the fall and in the spring semesters. Requests to be absent must be approved by the Principal.

PARKING

Upon registering your vehicle, you will be given a parking permit. This permit must be displayed while your vehicle is parked in any school parking lot. If you need to drive an unregistered car to school, the Main Office should be notified so that a temporary parking permit can be issued. Faculty parking is in the upper Borden Street lot, the Borden Street lot in front of the shop classrooms, the lot adjacent to the two-story building, and the faculty lot adjacent to the Agriculture area.

PERSONAL TELEPHONE CALLS

Board Rules 1471 and 1471-1 prohibit the use of school telephones for personal use.

RETURNING FROM ABSENCES

Teachers must telephone the school prior to 2:00 p.m. signifying their return the following day. If the school is not notified by 2:00 p.m., the substitute will be notified to return the next day. If both the teacher and substitute report to the school, the substitute will be retained for the day. Unless otherwise notified, all substitutes are released Friday afternoon.

Upon return to school from an absence, teachers will complete the absence certificate and give it to the School Administrative Assistant.

If the absence exceeds twenty (20) consecutive working days, please contact the School Administrative Assistant to request a formal illness leave. Extended absences may require the approval of a District physician before returning.

SIGNING IN AND OUT

The teaching day is considered to be from ten minutes before the beginning of the first period until ten minutes after the last class period. Each teacher is expected to sign in (before 7:50 a.m.) and out (after 2:55 p.m.) in the proper place daily. The red tab on the attendance card must be moved to the right to indicate that you have signed in.

TARDINESS

If emergencies arise and you will be late, please contact the Main Office so that provisions to cover your class may be made. Upon the third tardy, docking of pay will occur.

SECTION IV - CLASSROOM MANAGEMENT

ASSEMBLIES

A special bulletin will be issued giving specific instructions for each assembly.

The teachers will take roll in the classroom before escorting the class to the assembly site. The teacher will remain with the class during the assembly to help maintain a courteous attitude by the students. At the end of the assembly, the teacher will insure the students follow the dismissal instructions.

AUDIO-VISUAL EQUIPMENT

Some audio-visual equipment is assigned to departments. Teachers will share the equipment by making arrangements with the department chairperson who will be responsible for coordinating the use of the equipment.

CALENDAR, BULLETINS AND P.A. ANNOUNCEMENTS

All school activities, either during or outside school hours, must be included in the school master calendar. "Applications for Calendar Event" forms are available in the Assistant Principal's Office.

The weekly bulletin is published each Monday to convey essential information to faculty and students. Information must be submitted to the Assistant Principal's Office or mail box by 4:00 p.m. on Thursday, if it is to appear in the bulletin on Monday. Forms are available in the Main Office.

The public address system is used Tuesdays and Thursdays to inform pupils of events and to publicize upcoming events of interest to faculty and pupils. Announcements are made during Homeroom.

P.A. announcements must be submitted on the form available in the Main Office no later than 8:00 a.m. of the day it is to be read. It is the responsibility of the sponsor to check the P.A. announcement for accuracy and need, before signing it. No P.A. announcement will be read without the signature of a teacher. Forms are available in the Main Office.

CLASS DISMISSAL

Classes should be dismissed by teachers only upon the ringing of the passing bell unless specific instructions have been given to release students by the clock. Occasionally, due to security/safety problems, classes need to be kept in the classroom past regular dismissal time.

CLASSROOM HOUSEKEEPING

The teacher is responsible for reporting to the Main Office any vandalism or theft in the classroom. The teacher should report any needed repairs or cleaning to the Plant Manager, and should inform the Assistant Principal in charge of the Plant if corrections are not made within a reasonable length of time. Teachers are reminded to close all windows and lock all doors at the close of the school day. Do not leave students unattended in the classroom.

CLASSROOM PARTIES

Classroom parties are not authorized. No food and/or beverages may be in classrooms.

EMERGENCY DRILLS

Review emergency drills with classes during the first week of each semester. All emergency drill instructions are posted in classrooms. If none are posted, see the Assistant Principal to obtain a copy of the Emergency Instructions. It is each teacher's responsibility to ensure that emergency instructions are clearly posted in the room

EQUIPMENT

It is the responsibility of the teacher to be properly trained in the use of any equipment before operating it.

GUEST SPEAKERS

The Principal must approve all guest speakers. The Guest Speaker Form must be submitted to the Principal a week before the presentation. Efforts should be made to insure that students are presented balanced information regarding controversial issues. The forms can be obtained in the Main Office.

HALL PASSES

It is the responsibility of the classroom teacher to insure that any student leaving the classroom has an office summons or a proper hall pass. New hall passes are issued each month.

LESSON PLANNING

It is the responsibility of each teacher to have evidence of adequate planning for each class. Planning should follow the District courses of study, pacing plans, and the State Standards. District courses of study are available from the Textbook Room or the appropriate department chair. Additional planning resources can be found in the index of this handbook.

MOVING CLASSES

If it becomes necessary to leave your classroom for other than for a school-wide scheduled activity, place a note on the door stating where you have moved.

OFF-CAMPUS ACTIVITIES

To schedule off-campus activities, the teacher should coordinate with the Assistant Principal. The teacher will insure that any participating student will have a properly signed "Field Trip Slip" on file and a release from class signed by the teachers of the classes the student will miss before the student takes part in the activity.

PRIVATE PROPERTY/EQUIPMENT

Teachers wishing to use private property/equipment in their classroom teaching must have a completed property registration form on file in the Main Office.

SAFETY OF PUPILS

Faculty members are at all times responsible for the general health and safety of pupils under their direct or indirect supervision. In case of an accident or injury, send the pupil to the Health Office or send for the Nurse. An accident report must be filed for all injured students. For help in preparing this report, contact the nurse or administrator in charge.

One safety factor each teacher should strictly enforce is the wearing of shoes. Any student observed without shoes will be instructed to put them on. If student states he/she does not have shoes available, direct the student to the Dean's Office.

STUDENT ACTIVITY PARTICIPATION

The Board of Education requires students in grades 4-12 to maintain a "C" average in all subjects as a condition of participation in extra-curricular activities. Teachers will check to make sure that all participating students fulfill this requirement.

SUPERVISION AND DISCIPLINE

Teachers will aid in supervision and discipline of pupils in various areas of the campus, both by assignment to specific duties and by implied teacher-pupil responsibility relationship.

VISITOR POLICY

This policy is based upon, and is consistent with the following statement that is posted on the perimeter of the school grounds:

"Persons must obtain approval of the principal before visiting in classrooms or on school grounds." Board Rule # 1265

1. Visitors, including parents not on school business, will present themselves to an adult employee in the Main Office upon arrival at the school. If an employee can reasonably ascertain that the visitor has a viable reason for visiting, the person(s) will be asked to sign in on the Visitors Log and be issued a Visitors Pass which shall be affixed in a visible location. If the employee cannot make a reasonable decision, an administrator shall be asked to make the decision.
2. Friends, siblings, etc. of students are not to be approved for visitors status.
3. Alumni are to be discouraged from visiting during school hours. This includes lunch.
4. Staff, whenever possible, is to be encouraged to conduct parent conferences in offices in the Administration Building.
5. Staff are responsible to determine, inquire, challenge, report, etc. any person who appears to be a "Visitor" and who does not have a Visitor's Pass.
6. Teachers must have the prior approval of the Principal before guest speakers are scheduled to make classroom presentations. These persons must obtain a Visitor's Pass.

SECTION V- ATTENDANCE POLICIES AND PROCEDURES

GENERAL ROLLBOOK INSTRUCTIONS FOR TEACHERS

A. The rollbook documents a student's attendance each period and is a legal document.
   1. Temporary roll sheets may be used at the beginning of each semester. After rollbooks are issued:
      a. All information on the temporary roll sheets should be transferred into the rollbook.
      b. The temporary roll sheet shall be kept inside the rollbook.
      c. If the rollbook is lost, advise the Assistant Principal as soon as it is noticed that it is missing.

ATTENDANCE PROCEDURES

A. All Homeroom teachers shall maintain a rollbook and a computer attendance roster for their Homeroom.
   1. Rollbook is that document which stays in the possession of the Homeroom teacher.
   2. Computer roster is that document which travels from Homeroom to the Attendance Office.

B. During Homeroom, the computer Homeroom roster will be collected by a student monitor. If the computer roster has not been collected, send it to the Attendance Office at the end of Homeroom.

C. Re-admittance procedures after mass absences will take place in Spartan Hall.

D. Absences, Periods 2 - 6 (all periods except Period 1 and Homeroom)
   1. Request a re-admittance slip upon the return to class of each student following his absence.
      a. If a student does not have a re-admittance slip, cross the absence symbol in your rollbook with a vertical line.
      b. Do not send the students anywhere. Keep them in class
      c. Inform the students that they must have an absence slip tomorrow. Do not tell the students that they are being marked truant.
   2. If a student does not have a re-admittance slip on the <u>second day,</u> and their name does not appear on the computer generated Teacher Absence Report, send them to the Attendance Office to get one. The student is to be marked tardy for the day and will be sent to the Referral Room to record the tardy.
      a. If the student does not return, please go to the Attendance Office during your conference or after school to find out why. Report the problem to the student’s Counselor, if necessary. Call the parent, if necessary.
      b. Follow up and find out what was done. If the Counselor doesn't find you, you need to find the Counselor.
   3. To be effective, all of the above must take place today or no later than your conference period tomorrow.

RE-ADMITTING STUDENTS TO CLASS AFTER AN ABSENCE

A. It is the duty of each pupil returning to school after an absence (whether full day or partial day) to report directly to the Attendance Office for clearance. Students must bring a note, dated and signed by a parent or guardian, indicating the date(s) of absence and the reason for absence.

1. Talk to returning students. Inquire about their health and whether they know how to get make-up work for all of their classes.
2. Request an absence slip (PRC) for re-admittance.
3. If a student does not have a re-admittance slip, send him/her to the office to get one. (Homeroom and Period 1 only).
4. Do not mark a student as excused on the roster unless he/she has presented a "PRC" and you have signed or initialed it.

B. A student must have one of the following to be re-admitted to class.

1. Yellow Permit to Re-enter Class (PRC) issued by the Attendance Office.
2. Yellow office excuse, dated and signed by office personnel.
3. Yellow office summons, dated and signed by office personnel.
4. Prior notification of absence due to school activity. Mark as an "A" in the rollbook.
5. Notification of an "In-House Suspension", mark the date(s) with a "C".

C. Teachers are to mark their rollbooks and the Homeroom Computer Attendance Roster with the required symbols as described below.

"H" shall be placed above the date column for holidays.

"O" shall be placed above the date column for school days on which a class did not meet.

<u>REQUIRED DISTRICT SYMBOLS ARE AS FOLLOWS</u>

–	Pupil Absent
	Pupil re-admitted:
~~|~~	Reason for absence unverified
~~1~~	Absence verified as #1 - apportionment
~~2~~	Absence verified as #2 - non- apportionment
~~3~~	Absence verified as #3 - truancy
~~4~~	Absence verified as #4 - suspension/home
~~5~~	Absence verified as #5 religious, court, employ conf.
~~A~~	Absence caused by school activity (field trip, athletics, etc.)
~~C~~	Absence caused by In-School Suspension (Referral Room)
\	"No Show" - student on roster but has not enrolled in class
T	Tardy
T.	Tardy excused
E	Entered and attended class on this date
L	Left - Last day of class membership: may be during absence

D. All changes in the rollbook shall be understandable. Therefore, no erasures or white-outs shall be allowed. (Note - errors may be corrected in a manner that, in the judgment of the teacher, does not make the original entries unreadable).

E. Attendance entries in the rollbooks shall be in BLACK or BLUE INK only.

F. Attendance shall be recorded only by the teacher (not by teacher aides, or students.

G. Date Entered (E) and Date Left (L) in the rollbook.

1. The Date Entered in the rollbook indicates the date a student first attended the class during the semester. (In a year-long course, there is an entry date for each semester.) In a ten-week course, there is an entry date for each ten-week period. The "E" symbol should be placed in the appropriate square of the attendance section for each student.

2. The Date Left indicates the last day of enrollment in the class. The "L" symbol is placed in the appropriate square of the attendance section indicating the date the student left (withdrew) before the last day of the semester. Also, write the destination of the student (i.e., to room 54).

USING THE TEACHER ABSENCE REPORT

Individualized Teacher Absence Reports are placed daily in each teacher's box at the close of school. In order to make full use of the information contained on these reports and to decrease the number of students out of class, please observe the following once the report has been received:

A. Duplicate PRC's

1. Do not send students out of class to obtain a duplicate if names appear on Absence Report as returned. Mark your rollbook according to symbols on the Computer Generated Teacher Absence Report.
2. Continue to send students to the Attendance Office for a duplicate if they have not been indicated as returned.

B. After receiving a Teacher's Absence Report, teachers should compare Pupil Absence in each period with those indicated on the Teacher Absence Report. Discrepancies should be reported to the Attendance Office if:

1. Student's name appears as absent on the Teacher Absence Report and student is in class.
2. Student's name does not appear on the Teacher Absence Report and student is not in class.

ACTIVE/INACTIVE ENROLLMENT STATUS

Active/Inactive enrollment status is contingent upon actual attendance and the reason for consecutive absences beyond ten days.

EXCUSE TO GO HOME DURING THE SCHOOL DAY

Teachers should inform students of the school policy regarding early leaves:

A. Students must bring a note from parent/guardian to the Attendance Office before 7:45 a.m. The note must include a phone number for the parent, and the parent will be called for verification before the "PRC" is issued.

B. Student swill be given a permit to leave campus or will be summoned at the appropriate time by the Attendance Office staff.

C. Students will show the classroom teacher the permit and should be dismissed.

D. Upon return to school, the student will use a PRC for the classes missed.

ROLLBOOK AUDIT

A. Once each semester rollbooks are submitted to administrators for audit of items in rollbook audit check list. (See Forms)

B. If a rollbook does not meet the standards indicated on the check list, the rollbook is returned to the teacher for revisions and is to be resubmitted to administrator.

ENROLLMENT

A. Student enrollment consists of:

1. All enrollment forms completed.
2. School personnel assigning the student a program classes
3. The student reporting to the Homeroom teacher and having his/her name entered into the Homeroom Rollbook
4. The Homeroom teacher positively reporting to the Assistant Principal, by the use of the New Student Enrollment Form, that the student has been entered into the Homeroom rollbook.

B. Students previously enrolled and students who have pre-registered will have met the above requirements for enrollment on the first day of actual attendance.

1. Student's name will appear on the Homeroom teacher's computer roster.
2. On the first day of actual attendance, Homeroom teacher will place an "E" in the appropriate date column on the office attendance roster and the Homeroom rollbook roster. This is sufficient to positively report the student's enrollment.

C. New Student Enrollment

1. New student and parent will complete registration materials in the Attendance Office.
2. A counselor will assign a program of classes.
3. New students will be sent to their classes with a white program card to be signed by all of their teachers.
4. The counselor will send, by teacher's aide (T.A.), the New Student Enrollment Form to the Homeroom teacher to be signed and returned by the same T.A. to the Attendance Office.
5. Teachers are to place the student's name on the rollbook classroom roster, place an "E" indicating enrollment in the appropriate date column and sign the program card. The computer operator will add names to Homeroom rosters. The student receives an "E" for the first day in Homeroom, even if the sign-in is after 9:10a.m.
6. The student will return the signed program card to the Attendance Office at the end of the day.

D. Norm Date Student Enrollment Lists (SEL)

1. An SEL and sheet accompanying it will be prepared for the Homeroom teacher.
2. All requested information shall be completed by the Homeroom teacher on the sheet accompanying the SEL.
3. Homeroom teachers must sign their own SEL.
   a. If a Homeroom teacher is absent on Norm Day, the Assistant Principal will sign the SEL after confirming its accuracy.
   b. The Homeroom teacher must validate and sign the SEL on the first day of return from absence.

STUDENT WITHDRAWL

A. When notification is received that a pupil will transfer, the Attendance Office personnel will prepare a "Clearance Card".
   1. Student Checking Self Out:
      a. The student will give the teacher the Clearance Card at the beginning of the period and will return books or other school issued property.
      b. The teacher should determine the check-out mark, sign the Clearance Card and return it to the student at the end of the period. The student is to remain in class the entire period.
      c. The student is to bring the completed Clearance Card to the Attendance Office during Period 6. (S)He will be given a Pupil Accounting Report and a copy of the cum and immunization records to take to the new school.
   2. There will be some instances when a student will have to get the required signatures as soon as possible and the above procedure may not be followed.
   3. In a case where students cannot check themselves out, a monitor will be sent to each class with the Clearance Card to do so.

B. Teachers should enter an "L" in the appropriate attendance column of the rollbook and computer attendance roster to indicate the official date of withdrawal. The student's destination should also be entered following the “L”.

FIELD TRIPS AND IN SCHOOL ABSENCE

A. Numerous Board of Education policies apply to curricular trips. To aid you with this, all steps are outlined below. The trip is not approved until all steps have been completed.
   1. 30 days prior to trip date
      a. Pick up "Curricular Trip Request" form work sheet from the Assistant Principals' Office.
      b. Get Budget Authorization for your planned trip.
      c. Fill out specific trip information on Curricular Trip Request (Attachment A)
   2. 25 days prior to trip date
      a. Return completed Curricular Trip Request work sheets to the Assistant Principals' Office.
      b. Pick up Parent Permit and Medical Release slips, Private Car Insurance forms (if applicable) and Permit for Special Excuse for Students from the Assistant Principal's Office
      c. Complete Master Calendar Request form and turn it in to the Assistant Principal's Office.
   3. 15 days prior to trip date
      a. Send Parent Permit Slips home with students.
      b. Circulate "Permit for Special Excuse" with each student who is traveling. Each of the student's teachers must sign and record the appropriate attendance symbol "A" in their rollbook on the day students are to travel.
   4. 5 days prior to trip date
      a. Check to ensure that the District has approved your trip.
      b. Compile a list of all traveling students, indicate the date, time and destination of trip on the top of the list. Have the list copied. Provide copies to the Attendance Office.
      c. Separate Parent Permission Slips from the Medical Authorization. Turn Parent Permission Slips stapled to Permit for Special Excuse to the Assistant Principals' Office. Teacher keeps medical consent slips for use in case of emergencies during your trip.

   5. On the day of the trip

a. Have all traveling students meet in the pre-defined location at a pre-defined time.
b. Move all students to the bus in a group.
c. The sponsor must take roll as students board the bus. Indicate on a list which students boarded the bus and which students were "no-shows."
d. Turn the list into the Attendance Office prior to your departure.

NOTE: Students may not travel if:

1. Parent Permission and Medical Release slips are not returned and on file.
2. Requests for Curricular Trips are not submitted 25 days prior to the planned trip date.
3. The student's teachers do not approve their absence from class.
4. The District denies trip approval.

**IN CASE OF EMERGENCY, NOTIFY THE SCHOOL AT (818) 367-1971 AS SOON AS YOU CAN.
**IF YOU MUST CANCEL YOUR TRIP, NOTIFY ALL TEACHERS AS SOON AS POSSIBLE.
**TRIPS UTILIZING ADULT OR STUDENT DRIVERS IN PRIVATE AUTOMOBILES ARE NEVER APPROVED UNLESS SPECIAL ARRANGEMENTS ARE MADE WITH THE ASST. PRINCIPAL.

B. Other in-school absences including those resulting from a teacher initiated suspension from class or a student being detained in an office, should be dealt with as follows:

1. As with any absence, teachers should require proper clearance from the ` student who is re-admitting.
2. Absences should be indicated by an "A or "C"" in rollbook.
3. No teacher should detain a student who belongs in another teacher's class.

CLASS-CUT / TRUANCY POLICY

A. A class cut or truancy is defined as a student being absent from class without the parent's permission, and must be verified by school personnel in the Attendance Office.

B. A student who is absent from class and whose name does not appear on the Teacher's Absence Report is suspected of "cutting" classes.

1. Teachers should submit the names of such students to the appropriate office personnel in the Attendance Office.
2. Counselor will investigate the reason for the student's absence from class and will communicate the results to the teacher.

C. Teachers should inform the students of the consequences of truancies:

1. Disciplinary action will be taken by the Referral Room Dean and/or Discipline Dean.
2. There is the possibility of poor marks due to missed work while truant.

SECTION VI - STUDENT EVALUATION

PROCESS FOR COMPLETING COMPUTER ROSTER REPORT CARDS

1. Meeting "needs of the Computer":
   - A. Use the provided "My Pal" pencil. (PLEASE return to Counseling Office).
   - B. Make sure entire inside of bubble is marked darkly.
   - C. Watch stray marks and erasures; erase completely; DO NOT write anything on either side of computer sheets (computer reads both sides). Mark bubbles only.
   - D. Do not fold rosters except at perforation.
   - E. Complete marks for EVERY name on the roster.

2. Recording information:
   - A. On left side of Marking Report write in all information (Marks, Work Habits, Cooperation, Absences, Tardies).
   - B. On right side of Marking Report bubble information as follows:
     - (1) Academic Marks
       A, B, C, D, OR F (Standard Marks)
       - **N** (Only for the students enrolled in Sylmar High School for less than 15 school days). Not given on Final Marking Period.
       - **I** (Incomplete) Before issuing a mark of Incomplete, teachers need to confer with the Assistant Principaland submit an "Incomplete" Form, available in Counseling Office. Students have the first 5 weeks of the following semester to clear this mark of "Incomplete".
     - (2) Work Habits, Cooperation
       E, S, or U in each column.
       If academic mark is N, no marks are necessary in Work Habits and Cooperation.
     - (3) Days Absent/Days Tardy - Bubble number in both columns as follows:
       - no days absent/tardy.....bubble zero
       - 6 days absent/tardy.....bubble 6
       - 16 days absent/tardy.....bubble 6 and 10
       - 36 days absent/tardy.....bubble 6, 10 and 20
       - 79 days absent/tardy.....bubble 9, 10, 20 and 40
   - C. Near middle bottom on page, bubble in the roster number as indicated--CAREFULLY AND ACCURATELY.

MARKING OF T.A. GRADE REPORT

- A. Use special T.A. Marks Report (included with Marks Reporting Rosters).
- B. Write in period, student name, grade level, complete grade and attendance for each T.A.
- C. Check bottom of T.A. Marks Report if you do not have any T.A.'s.

IF A STUDENT'S NAME IS NOT ON THE SCAN SHEET, PLEASE SEE THE ASSISTANT PRINCIPAL, SECONDARY COUNSELING SERVICES, IMMEDIATELY.

STUDENT PROGRESS

Student progress will be evaluated at the fifth, tenth, fifteenth, and twentieth weeks. Specific procedures will be detailed in bulletins from the Assistant Principal.

Any student who has been enrolled in the school for fifteen days must be issued a mark for all classes. If the student has transferred with marks, from another school or class, that mark should be considered. Any student who has been enrolled in a class but has never attended should be given a Fail.

NOTIFICATION OF FAILURE

After the fifth week progress report, parents must be notified, in writing, of potential student failure. This may be done by a "Special Report of Unsatisfactory Work to Parents," previous mark of FAIL on a report card or progress report, or a mark of "D" with the notation, "In Danger of Failing."

COMPLIMENTARY REPORT TO PARENTS

It should be noted that the "Complimentary Report to Parents" affords the opportunity for the teacher to notify the parents of outstanding, sincere and diligent effort and improve achievement. Teachers are encouraged to issue complimentary forms.

SECTION VII - HEALTH SERVICES AND INFORMATION

HEALTH INFORMATION

The Health Office is open from 7:30 a.m. to 4:00 p.m. Teachers should avail themselves of health information regarding their students. The school nurse will interpret health data for teachers.

CIRCULATING HEALTH INFORMATION CARDS

Some students have special health problems about which their teacher should be informed. The school nurse will circulate cards with this information to teachers. These cards should be read, initialed and passed on to the next teacher as soon as possible; the last teacher should return the card to the school nurse. If there are any questions concerning the health condition, contact the school nurse. All health information is considered confidential.

STUDENT RE-ADMISSIONS AFTER ILLNESS

Prior to a student returning to class, the Health Office must clear all student absences of:

1. 5 or more days of illness
2. Contagious illnesses, (regardless of length of student absence.)
3. Injury involving the use of casts, crutches, slings, braces, or canes.

ILLNESS AND ACCIDENTS AT SCHOOL

Except in emergencies, students must obtain a pass from their teacher before reporting to the Health Office. In case of serious accident or illness, notify the Health Office immediately and request help.

MEDICAL REFERRALS

If you have a student that you believe should be seen by the doctor or nurse, inform the school nurse.

ACCIDENT REPORTS

Accident reports are mandatory for all accidents that occur on the school campus and during all school sponsored activities. This report will be initiated by the Health Office at the time that first aid is given. The report will be completed by the teacher who was responsible for the student at the time of the accident. The school nurse will assist in completing the forms.

SECTION VIII - EMERGENCY PROCEDURES

EMERGENCY DRILLS

The sole purpose of emergency drills is the saving of lives and the reducing of injury to students and school personnel. The value of drills cannot be over-emphasized. In order to make an Emergency Drill as effective as possible:

1. Review and teach the drill procedures the first few days of each semester. Emergency instructions are posted in each room.
2. When an alarm is sounded, each teacher should act immediately and effectively. Instill respect for fire drills by maintaining a serious attitude at all times.
3. During any real emergency or drill, teachers <u>must</u> keep their rollbooks in their possession at all times.

FIRE DRILLS

Fire drills are to be held once each semester. The first drill each semester will be held during the first week of school.

<u>The signal</u> is an intermittent bell for 10 seconds, followed by 5 seconds of silence, then repeated several times. All Clear Signal will be one (1) long continuous bell.

<u>Procedure</u>

1. Everyone must leave the buildings.
2. Work shall stop immediately. Turn off all motors, torches, gas, and water outlets.
3. Students must leave quickly and in an orderly fashion, proceeding to assigned areas (as posted in each classroom).
   a. Students out of their assigned rooms when alarm sounds shall proceed directly to the assigned fire drill assembly area for their classes.
   b. Students must be kept 25 feet away from all buildings. All driveways must be kept clear so that fire fighting equipment can move easily.
4. The teacher must take the rollbook, check to be sure everyone is out of the room, and close the door.
5. If the fire drill occurs:
   a. Before or after school - clear all buildings. Move 25 feet away from all structures.
   b. Not during a class period - proceed directly to the assigned drill assembly area for the next class.
6. When the ALL CLEAR BELL is sounded, classes should return to their rooms in a quiet, orderly manner.

DROP DRILL

Drop drill is held once each school month in preparation for the earthquake drill.

1. REMEMBER no advance signal will be given. The drill will be conducted by each individual teacher. It is important that you explain to the students that the purpose of this drill is to provide maximum protection in case of an earthquake.
2. Teachers should instruct students as to the quickest and safest manner to achieve the desired protective position, students should kneel under equipment (desks, chairs, etc.) and students should hold on to the legs of the desk/chair.
3. When the earthquake is over, evacuation of the building will be conducted as outlined in the EMERGENCY ORGANIZATION PLAN.

EARTHQUAKE PROCEDURE

All faculty members and staff are to familiarize themselves with procedures to be followed in case of an earthquake. Homeroom teachers are to discuss the procedures with their students, so that the students know what to do should such an emergency arise.

A. Teachers and other staff personnel in direct charge of students at the time of the quake should:
   1. Stay indoors. Initiate DROP procedure.
   2. Immediately evacuate building when trembling stops, utilize fire drill procedure without bell signal. Teachers escort classes to the Emergency Assembly Area.
   3. Check the room for total evacuation.
   4. Assemble class in pre-assigned area.
   5. Take roll.
   6. Keep the class together and maintain maximum supervision.
   7. Assess extent of injuries to pupils.
   8. Release pupils only with administrative approval. Record in your rollbook the names of those released, to whom released, and time of release.

B. Administrators, teachers without classes, clerks, custodians and all other staff not directly in charge of pupils at the time of the emergency are to report to the Emergency Assembly Area or to other posts/ positions as established by the EMERGENCY ORGANIZATION PLAN.

SECTION IX-STUDENT DISCIPLINE HANDBOOK

STUDENT CODE OF CONDUCT

Proper student behavior provides an atmosphere conducive to learning that is the first step to achievement and success. While Sylmar students have a sense of responsibility for correct behavior and the need to provide a healthy, quiet and clean school environment, the following information provides guidelines for obvious situations to help the students to behave appropriately. This summary obviously cannot provide guidelines for every situation; if one is not sure about the correct action, there are several steps one should take. First, use common sense and good judgment. If doubt still exists, seek the advice of a teacher, a grade counselor, or one of the administrators.

ATTENDANCE

Sylmar students are aware that being present in class everyday and participating in class activities are the most important keys to learning. However, occasionally absence from class is necessary. When this happens, remember the following guidelines:

RETURNING FROM ABSENCES: When a student returns from an absence, he/she must bring a note signed by the parent or guardian explaining the reason for absence. The student is to report to the Attendance Office at least ten minutes before first period; picking up a re-admittance slip is not an excuse for reporting to class late.

LEAVING THE CAMPUS: Students who need to leave campus during the school day must report to the proper office and receive permission to leave. The student must have a note from the parent, including a telephone number at which the parent may be contacted, requesting the student to leave campus before the office may give official permission to leave. Students who leave campus without proper authority are considered truant. Not only do they face possible disciplinary action from the school, there is the possibility they will be picked up by the police and detained until the parents obtain their release and/or cited.

HALL PASSES: Students know they are to be in the classroom during the class period and that whenever it is necessary to leave, they must obtain a pass from the teacher. Any student outside of the classroom during class time without an authorized pass will be considered truant. Parents will be contacted and the student may be subject to suspension.

TARDIES: Sylmar students realize the importance of being in the classroom on time. Reporting late to class is a sign of disrespect as well as disruptive to the educational process. Tardies can result in a "U" in Work Habits. The one question employers ask on recommendations is about the number of tardies one has. In many occupations, tardiness results in termination. Students should practice good attendance now and prevent problems in the future.

LUNCH PASSES: Senior students, who have maintained a"C" average with no fails, who wish a Lunch Pass (permission to leave campus during the lunch period) must have a parent come to Registration (prior to school beginning) and personally sign the request. Excessive tardiness or absences from any class, will result in having the Lunch Pass revoked. If students have more than two U's on the tenth week or final report card, they will become ineligible to use the Lunch Pass. A Lunch Pass may be terminated as part of disciplinary action as well.

CHANGE OF ADDRESS OR TELEPHONE NUMBER

Los Angeles City Unified School District Policy states that it is the responsibility of the parent or guardian to inform the school of any change of address within 30 days of the change. Failure to comply with this policy could be reason for denial of a continuing enrollment permit for a student. **Change** of home or business telephone must be reported also. The change should also be reported to the student's counselor as well as to the Attendance Office.

It is very important that emergency phone numbers be on file at the school. In the rare event that students become ill or are injured, they may not be released from school until a parent is contacted, nor may they be given any medical treatment without parental consent.

TEXTBOOKS

Sylmar students accept responsibility for caring for any textbook that has been issued them. When the textbook is issued, the student should print his/her name, the teacher's name, and the date in ink inside the front cover of the book. Also, to give the book maximum protection, all hardbound books should be covered.

Any student who loses or damages a textbook or library book is liable for the cost to replace the textbook. Any book debt must be cleared before a student is allowed to graduate.

IDENTIFICATION CARDS

Sylmar High students are required to have a student identification card at all times when on campus and must show it when requested to do so. This simple procedure is very effective in keeping outsiders who may be a disturbing element off the campus. If a student loses an I.D. card, it may be replaced in the Attendance Office for a fee. Any person on the campus without proper authority and/or identification is liable to be charged with trespassing and/or loitering. Visitors on campus must report to the Main Office to procure proper authorization and a pass.

MISCONDUCT

Sylmar students normally conduct themselves well and abide by the rules of good conduct. Some students need to be reminded of the limits of good conduct. Any student engaged in fighting, vandalism, vulgarity or disrespect to any member of the faculty or staff, theft, assault or battery, smoking on the campus, or attendance problems is guilty of misconduct. Such behavior will, at a minimum, result in a parent conference, and can result in suspension, transfer to another school, or in extreme cases, expulsion. Under current Board policy, any student in possession of a weapon faces automatic expulsion.

SCHOOL ENVIRONMENT

Pleasant surroundings make school a pleasant place to be and it creates the best atmosphere for education to take place. To insure the best environment possible, and to reflect pride in the school and in oneself, the following will be observed.

SCHOOL PROPERTY: Sylmar students have pride in their surroundings. Therefore, they take every step to protect the property and avoid any damage. Not only is writing on the desks or the walls among other forms of destruction of school property against the law, it reflects a low self-esteem. Students would not write on the table at home, nor would they write on the walls in their home. Why do it elsewhere?

NOISE: Boisterous activity interferes with others concentration and ability to perform. To provide a quiet place to study, loud shouting and any type of radio on campus is against school policy.

DRESS: Sylmar students are expected to dress in an appropriate manner. Cleanliness, modest dress, and avoidance of extremes reflect good taste and personal pride. See Dress Code for specific details.

CAMPUS CLEANLINESS: To show their pride in themselves and their school, students will do their best to keep the campus clean of trash. A littered campus is not only a disgusting place to be, it indicates to a visitor or casual observer a lack of respect for themselves on the part of students. If everyone picked up his own paper, milk cartons, etc., there would be no litter. The second it takes to place something in the trash can pay high dividends in cleanliness and improved appearance.

AREA RESTRICTIONS: In order to control the mess made, during lunch, students are required to remain in the quad, and eating areas. No students are to be on the grass areas between the classroom buildings.

ELIGIBILITY

To be eligible to participate in extra-curricular activities, a student must have earned a "C" average the previous semester, including P.E. There are no exceptions to this rule.

DISCIPLINE AND MISCELLANEOUS INFORMATION

Sylmar High School students are responsible for correct behavior and need to help provide a healthy, quiet and clean school environment. The following information provides guidelines for student behavior.

PHILOSOPHY: The primary responsibility of the student is to be in class to maximize his/her opportunities for success. Excessive tardiness and absences have a direct correlation to poor student performance and are detrimental to the learning environment. Parents, students, teachers, and administrators all have a shared responsibility to ensure that obtaining a quality education is the top priority. This policy is directed at achieving that goal.

RESPECTFUL TREATMENT OF ALL PERSONS: "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..." No hate crimes will be tolerated and those engaging in any of the above will be subject to suspension, arrest, and/or an opportunity transfer.

HATE CRIME REPORTING: Sylmar High School adheres to the guidelines set down by Bulletin No. DP-1. All procedures and guidelines for data collection and reporting of hate motivated incidents/hate crimes are followed> Mr. Charles Miller, Dean of Students is the official reporter for the school. All appropriate protocols are followed at the school site when hate motivated incidents/hate crimes occur.

LEAVING THE CAMPUS: **See Attendance Policy

TRUANCY: Any student absent from class or off campus without proper authorization is truant. Truancy will result in disciplinary action and a citation resulting in a court appearance, fine and/or community service. **See Tardy/Truancy Policy and the Juvenile Loitering Law.

EXCESSIVE TARDIES: **See Tardy/Truancy Policy.

LUNCH PASSES:

Fall Semester: Only seniors who attend registration will be eligible.
10 week mark - again, only for seniors, and only seniors who have a "C" average or higher and no more than 5 absences in any one class.

Spring Semester: Open to grades 9-12. Students must have "C" average or higher and no more than 10 absences in any one class on their final report card for the Fall Semester.

At each application period, students will be required to bring their report card and a parent to the Attendance Office to sign the lunch contract. *Lunch passes must be renewed each semester,* and can be revoked at any time during the school year because of disciplinary or attendance problems.

IDENTIFICATION CARDS: Sylmar High students are required to carry a Student Identification Card at all times when on campus and must show it upon request. This procedure is effective in keeping outsiders off the campus. ID's are also needed to check out books from the library and is used for other activities. If a student loses an ID card, it may be replaced in the Attendance Office for a fee. Any person on the campus without proper authorization and/or identification is liable, and may be charged with trespassing. Visitors on campus must report to the Main Office to obtain a Visitor's Pass. The pass must be worn and be visible while the visitor is on campus.

SUSPENSIONS, OPPORTUNITY TRANSFERS AND EXPULSIONS: Students will be charged with misconduct for engaging in any of the following: Fighting, theft and/or vandalism, vulgarity or disrespect to any member of the staff or student body, assault and/or battery, smoking on campus, or attendance problems. Such behavior will result in suspension, a parent conference, and/or transfer to another school, and in extreme cases expulsion. Under current Board policy, any student in possession of a weapon or selling a controlled substance faces expulsion as well as being arrested. Sylmar has a "ZERO TOLERANCE POLICY". Any student found under the influence or in possession of a controlled substance will be subject to arrest, suspension, a parent conference and a possible Opportunity Transfer to another L.A.U.S.D. school.

PAGERS, CELLULAR PHONES, HEADPHONES, RADIOS, CASSETTE/CD PLAYERS, LASER POINTERS:
These items are ABSOLUTELY NOT ALLOWED ON CAMPUS. Students bringing these items on campus will have them confiscated and *returned at the end of the semester.*

SKATEBOARDS, ROLLER BLADES, AND BICYCLES: Skateboards and roller blades are *not allowed on campus at any time.* Bicycles must be locked in the bike racks provided behind the Administration Building near the flag pole. Bicycles are not to be ridden on campus. Sylmar High School nor the Los Angeles Unified School District assumes any responsibility for injury, damage or theft of any of these items. All students who ride a bicycle, under 18 years old, must wear a helmet according to the California Helmet Law.

STUDENT PARKING: There is NO student parking on campus. Students who drive to school must find parking on adjacent streets. The school is NOT responsible for vandalism or theft to any vehicle. STUDENTS PARKING ON CAMPUS WILL BE TICKETED!

GRAFFITI: **See Graffiti Policy.

DRESS CODE: Sylmar students are expected to dress in an appropriate manner. Cleanliness, modest dress, and avoidance of extremes reflect good taste and personal pride. **Please see Dress Code for specific details.

EATING AREA RESTRICTIONS: All students are to remain in the covered lunch area, and quad area. No students are to be on the grass, including the grass between the classroom buildings. *ALL OTHER AREAS ARE OFF LIMITS.* Students caught cutting in line or leaving trash anywhere on campus will be assigned trash pick-up at the end of the lunch break. Food, drinks, or gum in the classroom or in the buildings are not allowed.

EXTRA-CURRICULAR ACTIVITIES: To be eligible to participate in extra-curricular activities (sports, cheerleading, drill or dance team, band, etc.) a student must have a minimum of a "C" average (2.0) on the previous 10 week grading period. There are no exceptios. Every student is encouraged to participate in individual or team activities, and to maintain his/her grades at a high level.

MESSAGES AND DELIVERIES: *NO MESSAGES OR UNNECESSARY CLASSROOM INTERRUPTIONS WILL BE PERMITTED!* Please make alternative arrangements with your student *in advance,* in case your usual plans change, such as transportation, or other after school plans. We do not have a delivery service for our students nor do we wish to interrupt a class; therefore, we will not accept balloons, flowers, food, or gifts of any kind to be delivered to your students.

CHANGE OF ADDRESS, TELEPHONE, EMERGENCY OR PARENTS WORK NUMBERS: Students are required to provide the school with a current telephone number for emergency purposes, as well as to maintain a current home address on file in the Attendance Office. District policy requires students to report any changes or address or phone numbers to the Attendance Office within 30 days of the change. Failure to do so may result in disciplinary action.

Your support in helping us to maintain a safe and academically sound campus is appreciated.

Revised and Approved by School Leadership Council, June, 2003

ZERO TOLERANCE DRUG POLICY

In accordance with the rules and regulations of the Los Angeles Unified School District, it is the intent of Sylmar High School to maintain a campus free of drugs, alcohol, tobacco and other substances having harmful effects on the lives of its students. It is also our intent to provide preventive educational programs for students, staff and community members and support for students with problems related to drugs, alcohol and tobacco.

Any students, staff member or visitor who possesses, uses or sells narcotics, other drugs or intoxicants or drug-related paraphernalia on school premises shall be subject to arrest, suspension, expulsion or other disciplinary actions.

Any student who is under the influence or in possession of narcotics, other intoxicants or related paraphernalia on campus shall be subject to consequences as outlined below. In addition, any student who smokes on campus is subject to consequences as outlined below. Whenever possible an attempt will be made to deal with the cause of the behavior and to obtain support, assistance and, if needed, professional treatment.

Any student who sells narcotics or other dangerous substances on campus will be recommended to the Superintendent and the Board of Education for expulsion.

IMPLEMENTATION PROCEDURES

Education

A relevant and ongoing educational program focusing on drug, alcohol and tobacco use is offered at Sylmar High School through health and science classes, and the Impact Program.

Discipline/Supervision

A firm disciplinary policy relative to substance abuse is maintained. Student P.E. lockers, grounds, facilities and persons are subject to search for reasonable cause. Students found in possession of illegal substances may be subject to arrest.

If a student is suspected of being under the influence, that student is taken to the nurse or an appropriate administrator. The student is observed and questioned. If the student is determined to be under the influence, the parent is called to come and take the student home. The student may also be subject to arrest and/or school discipline.

Use or Possession of Drugs/Other Intoxicants/Related Paraphernalia First Offense:

Student is suspended/parent is notified.
Conference is held with student, parent and administrator.
Mandatory assignment is made to an Impact support group, unless student is arrested. If arrest is made, student is given opportunity transfer.
Professional assessment is recommended and the parent is provided with a list of community agencies.

Second Offense:

Student is suspended/parent is notified.
Second conference is held with student, parent, administrator.
Possible opportunity transfer.
Professional assessment and counseling are strongly recommended.
Referral to a list of agencies is made.

Third Offense:

Student is suspended/parent is notified.
Opportunity transfer given.
Impact Coordinator at receiving school is notified.

If at any time an arrest occurs, the student will be asked to leave Sylmar High School for at least one semester. The student must prove that he/she does not have a problem at the new school before he/she can return to Sylmar.

Use or Possession of Tobacco

First Offense:

Student is assigned to detention/parent is notified.
Student is referred to Impact programs for placement in smoking cessation group.
A citation may be given.

Second Offense:

Parent is notified/conference is requested.
Continued participation in Impact Program.
Student is subject to suspension/citation.

Third Offense:

Student is suspended/parent is notified.
Assessment/counseling by community agency is strongly recommended.
Referral is made
Student is subject to citation.

Self-Referrals

Students who recognize that they may have a problem with drug, alcohol or tobacco use may refer themselves to Impact through team members, counselors, teachers or other staff members. forms are readily available in the Main Office or Counseling Office.

Staff, Parent and Other Referrals

Staff members, parents, police or community agency personnel may refer students to the Impact Program through any Impact team members, counselor or administrator.

Referral of Friends

Students are encouraged to help friends who are having substance-abuse problems by making referrals to the Impact Program. Referrals can be made as described above.

An intervention by the Impact Referral Team is done upon receipt of any of the above referrals. Impact participation by these students is voluntary and non-punitive.

TARDY & TRUANCY POLICY

PERIOD 1: SPARTAN THEATRE

1st Tardy/Truancy ---------- Tardy and Truancy Policy explained - 8:20 a.m. sent to class
2nd Tardy/Truancy ---------- Letter sent home - 8:20 a.m. to class
3rd Tardy/Truancy ---------- Parent contacted - by Dean - 8:20 a.m. to class
4th Tardy/Truancy ---------- Parent contacted - After school detention - 1 hour
5th Tardy/Truancy ---------- Parent contacted - After school detention - 3 hours
6th Tardy/Truancy ---------- Parent contacted - Detained all Period 1 - Class Suspension
7th Tardy/Truancy ---------- Informal Suspension - Parent/Student/Dean Conference
8th Tardy/Truancy ..... Drop class (Loss of Credit, Fail) or other appropriate measures

PERIOD 2 - 6 and HOMEROOM: REFERRAL ROOM

1st Tardy/Truancy ---------- Tardy and Truancy Policy explained and sent to class with blue "Unexcused Tardy Slip"
2nd Tardy/Truancy ---------- Parent contacted - by Dean
3rd Tardy/Truancy ---------- Parent contacted - After school detention - 1 hour
4th Tardy/Truancy ---------- Parent contacted - After school detention - 3 hours
5th Tardy/Truancy ---------- Parent contacted - Detained all period - Class Suspension
6th Tardy/Truancy ---------- Informal Suspension - Parent/Student/Dean Conference
7th Tardy/Truancy ---------- Suspension and put on School Behavior Contract
8th Tardy/Truancy ---------- Opportunity Transfer or other appropriate measures

This policy applies to *two separate* groupings:

1. An accumulation of Period 1 tardies and truancies.
2. An accumulation of tardies and truancies, Periods 2-6 and Homeroom.

The only *excused* tardies for Period 1 are:

1. Late because of dental or medical appointment - bring documentation which is documented in the Health Office (asthma, diabetes, etc.).
2. Medical/dental appointment verified by medical office's printed form and parent/legal guardian's signature.
3. Clearance by the school nurse after 5 or more days of illness.
4. Arrived in the Counseling/Attendance Office by 7:50 a.m., but *WAS NOT* reported absent by the Homeroom teacher.
5. Received an Official Office Excuse written by a faculty or staff member.

Any student who has been absent should be in the Attendance Office with a signed note to verify the absence *NO LATER THAN 7:50 a.m.* to avoid being tardy to Period 1. A student is considered absent to Period 1 if he/she arrives after 8:20 a.m. on a school morning. Any returning absentee who goes to Period 1 *BEFORE PICKING UP "PRC"*, is to be counted tardy that day. Period 1 teachers are to send the student to the Spartan Theatre without a hall pass. *ALL ATTENDANCE MATTERS INCLUDING EARLY LEAVES MUST BE TAKEN CARE OF BEFORE 8:00 a.m. OR THE STUDENT IS CONSIDERED TARDY!*

Revised by the School Leadership Council - June, 2003

REGULAR BELL SCHEDULE

PERIOD	TARDY	PASSING
1	8:00 a.m.	8:53 a.m.
Homeroom	9:00 a.m.	9:10 a.m.
2	9:17 a.m.	10:10 a.m.
3	10:17 a.m.	11:10 a.m.
Lunch	11:10 a.m.	11:45 a.m.
4	11:52 a.m.	12:45 p.m.
5	12:52 p.m.	1:45 p.m.
6	1:52 p.m.	2:45 p.m.

DRESS CODE

With the basic philosophy that school is a place of business, and that student attire should reflect such, the following Dress Code has been developed with in-put from students, parents and staff.

All clothing must be neat, clean and in good repair. *ANY clothing or accessories that are disruptive to the instructional program are considered inappropriate.*

The following items are prohibited:

- Pagers, cellular phones, radios, laser pointers, headphones, or cassette CD players
- Hats or headgear of any kind may not be worn or carried!
- Chains which are attached to wallets may not exceed one foot in length or one quarter inch in diameter.

The following is prohibited gang related clothing:

- White, ribbed undershirts
- Hairnets
- Unhemmed pants cut below the knee
- Majer's Liquor Store clothing
- Gang names or initials
- Clothing or accessories that indicate affiliation with a rival group or organization

The following inappropriate clothing is prohibited:

- Midriff tops - No skin should show between tops, and skirts, pants or shorts
- Backless or strapless tops or tops with less than 1 inch straps
- Clothing that exposes undergarments, such as bras or bra straps
- Sheer or see-through blouses
- Low cut blouses exposing cleavage
- Bathing suits, tube tops, sports bras, halter tops
- Short shorts ("Daisy Dukes"), or unhemmed "cut-off" jean shorts
- Pants or skirts that expose "belly button"
- Skirts that are too short and inappropriate for school
- Clothing or accessories depicting drugs, alcohol, or use of offensive/obscene pictures or language
  Skirts or shorts cannot be slit to expose the natural panty line
- Muscle shirts

Students not adhering to this Dress Code are referred to the Dean of Students.
Revised by the School Leadership Council June, 2003

GRAFFITI POLICY

The basic premise of the Sylmar High School Graffiti Policy is that there is no minor graffiti. All acts of graffiti results in lost revenue and/or wasted custodial time. As such, every act of graffiti will result in a student suspension and parent conference in *addition* to the following:

- Graffiti on a desk - five hours of after school clean-up/school service.

- Etching on a desk - reimbursement for the desk; five hours of after school clean-up/school service, or an Opportunity Transfer to another school.

- Writing in a book - full reimbursement for the book; five hours of after school clean-up, school service, or an Opportunity Transfer to another school.

In support of this policy, graffiti is prohibited on book bags, notebooks, book covers or folders.

Additional acts of graffiti/vandalism not addressed in the above will be handled at the discretion of the Dean.

Revised by the School Leadership Council - 12/03

WEAPONS POLICY

The Board of Education revised its policy in February, 1993, on school expulsion for weapons possession. Students of *any age* or *grade level* who bring guns of any kind to school, are subject to arrest and expulsion from the District. This applies to all types of guns, including air guns, stun guns and replica guns.

Referral Room Policy

SUBJECT: REFERRAL ROOM POLICY

To be updated.

II. Tardy Lock Outs

A. Period 1 Tardy Lock Outs: Spartan Theatre

1. Those students arriving between 8:00 - 8:20 a.m. will be released at 8:20 a.m. with an "Unexcused Tardy" slip to Period 1.
2. Those students arriving between 8:20 - 9:00 a.m. will be held the remainder of Period 1. The student will return to Period 1 the next day with a one period absence slip. (PRC)

B. Period 2-6 Tardy Lock Outs: Room 7

1. Those students who are not seated when the tardybell rings are tardy and should be sent immediately to Room 7.
2. Those students will return to class as soon as they are processed with an "Unexcused Tardy" slip.

C. Homeroom Tardies:

1. Record the tardy in your rollbook and on the "Traveling Computer Roster."
2. Fill out the special form "Tardy to Homeroom" and put in the computer traveling roster.
3. The "Tardy to Homeroom" form will be sent to

REFERRAL TO STUDENT ASSISTANCE PROGRAMS AND PERSONNEL

Listed below are a variety of programs that provide support services to students. Teachers are encouraged to refer students who they believe might benefit from these services. Samples of referral forms can be found in the FORMS SECTION.

- Bilingual Classroom Teacher Support Service
- Career Center (Room 1)
- College Advisement center (Room 1)
- Health Services
- IMPACT (substance-abuse prevention/intervention)
- OUTREACH (Program for dropout prevention)
- Peer Counseling
- After School Tutoring
- After School Tutoring ELL/BILINGUAL
- Special Education:
    - Resource Specialist Program
    - Special Day Class
    - Visually Handicapped
    - Deaf & Hard of Hearing
    - Adaptive P.E.
- Suicide Prevention Team (Health Office)

SECTION X – AUXILIARY SERVICES

TEXTBOOK PROCEDURE

A.	FORMS FOR NON BARCODED BOOKS	FOR BARCODED BOOKS
34-H-111	Teacher's Textbook Order Card (Blue) Teacher's copy (White) Bookroom copy	Textbook Order Card Buff - 8878-T01
34-H-113	Student Receipt Card (Blue) Teacher's copy (White) Bookroom copy	

B. ORDERING BOOKS AT OPENING OF SCHOOL

1. Complete Form 34-H-111 or Form 8878-T01.
2. Send completed textbook order card to the Textbook Room.
3. The textbook clerk will fill your order according to the order card.
4. If the textbooks are barcoded, a list indicating the specific book assignment will accompany the order.

C. ISSUING TEXTBOOKS TO STUDENTS

NON-BARCODED BOOKS

1. Students must fill out two students textbook receipt cards 34-H-113 (1 blue and white) for each book issued to them.
2. Cards should be carefully checked for book number, condition of book, copyright, and teacher's name before returning the white card to the bookroom. Make sure that the student's legal (school) name is on the cards.
3. Teachers sign and return the white student textbook receipt to the Textbook Room. Keep the blue student textbook receipt for books issued to students. Do not sign the blue student textbook receipt cards until students return books.
4. Students must fill in names, room number and date on the white label in the front of the book.

BARCODED BOOKS

1. Issue books according to the Book Assignment Sheet which accompanied the textbooks.
2. Have the students initial next to their name indicating the receipt of the book.
3. Send the initialed sheet to the Textbook Room. A copy of the sign sheet will be sent back to the teacher.

D. PAYMENT FOR LOST BOOKS

1. a) Student will check with the textbook clerk to see if the book has been turned in.

   b) Student pays the textbook clerk for the lost book.
   Textbook clerk issues receipt for:

   - Payment of the lost book (student record).
   - Return textbook notice form 34-H-114 to be sent to teacher.

2. BOOKS LOST DURING THE SEMESTER MUST BE PAID FOR BEFORE A NEW BOOK IS ISSUED.

E. RETURN OF TEXTBOOKS DURING THE SEMESTER

1. Students withdrawing from school will return barboded textbooks to the Textbook Room. Non-barcoded textbooks will be returned to their teachers and the student will receive the blue student receipt for each book returned. It is the teacher's responsibility to see that each student receives their blue textbook receipt card for each book returned.

2. Books returned by the teacher during the semester.

   <u>NON-BARCODED PROCEDURE</u>

   a) Send blue teacher's textbook order card with the books to the Textbook Room.

   b) Clerk will credit and date the number of books returned, initial, and return the card to the teacher.

   <u>BARCODED PROCEDURE</u>

   a) Send the books along with the photocopied Book Assignment Sheet. Indicate that the textbook was sent to the Textbook Room by drawing a thin line through the number of each book returned.

   b) The textbook clerk will return this list to the teacher after the list has been verified.

F. RETURN OF BOOKS AT THE CLOSE OF THE SEMESTER

Before the last week of the semester, teachers should consult with the textbook clerk to verify quantity of books still charged to their account.

1. On book collection day, teachers will collect all books from students issuing the blue textbook receipt if the book was not barcoded.
2. If the book was barcoded indicate that it was turned in by drawing a thin line through the book number on the Book Assignment Sheet.
3. Teachers should check the number against the blue card of the Book Assignment Sheet.
4. If the numbers do not match do not return the blue card nor line out the number on the Book Assignment Sheet.
5. Send the blue cards or the Book Assignment sheet to the Textbook Room to indicate which books have not been turned in.

LIBRARY POLICY AND PROCEDURES

The Libraryis open from 7:30 a.m. to 3:20 p.m. All students must have their I.D. card in order to check out library materials. Each student may check out two books at a time.

Students must have a signed "Acceptable Use Policy" to use any computers which are connected to the internet. Students can pick up "Acceptable Use Policy" Internet usage forms from their English teacher.

If you wish to send students to the library on library passes, please use the uniform Library Pass, (one for each student). You may send two students at a time. Do not send them unless they need to study or need to use our books. Food and drink is not permitted in the library.

Library orientation is available for ninth grade English classes. Please sign up for it and pick up the corresponding exercise forms. Please sign up for all class visits to avoid schedule problems. Thank you for your help in maintaining a quiet library.

VIDEO:

The library has a list of the available tapes. Please review the Showing of Video Tapes Bulletin found in this handbook.

GENERAL FINANCIAL POLICIES

The Principal of the school is responsible for the Student Body Financial activities.

All monies collected on campus must be deposited in the Financial Office and disbursed in the proper manner. This includes all club accounts.

Authorized welfare collections are under the direction of the Principal, and only those collections approved by the Board of Education may be held.

No money will be collected from pupils without approval of the Principal. Proper receipts must be utilized (except in the case of authorized welfare collections). Receipts are available from the Financial Manager.

PROCEDURE FOR REQUEST OF PURCHASE ORDER OR CHECK

To expend class, club or student body funds, the activity sponsor shall submit IN ADVANCE a Request for Purchase Order or Check to the financial manager for issuance of a purchase order, check or cash. This request must include the following information:

1. To whom, where, and how the payment is requested.
2. Purpose for which the purchase is to be used.
3. Which account is to be charged.
4. Description of item.
5. Quantity desired.
6. Unit and total price.
7. Signed approval by the Principal, activity sponsor, and student body elected office (if the purchase is from student body funds).
   No student body shall be obligated to pay for the expenditures made by a student, club member, sponsor, or any other person who has not received a purchase order in advance from the financial manager.

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TITLE: **ANTIBULLYING POLICY (IN SCHOOLS, AT SCHOOL-RELATED EVENTS, AND TRAVELING TO AND FROM SCHOOL)**

NUMBER: BUL-1038.1

ISSUER: Tim Buresh, Chief Operating Officer
Office of the Chief Operating Officer

DATE: August 16, 2004

ROUTING
- Local District Superintendents
- Local District School Support Directors
- Principals
- Title IX Complaint Managers

POLICY: The Los Angeles Unified School District is committed to providing a safe working and learning environment; will not tolerate bullying or any behavior that infringes on the safety or well-being of students, employees, or any other persons within the District's jurisdiction; and will not tolerate retaliation in any form when bullying has been reported. District policy continues to require all schools and all personnel to promote among students and staff mutual respect, tolerance, and acceptance. "All students and staff of public primary, elementary, junior high and senior high have the inalienable right to attend campuses which are safe, secure and peaceful." [Article 1, Section 28 (c) of the California State Constitution]

MAJOR CHANGES: This bulletin replaces Bulletin No. 1038, "Antibullying Policy," which is dated June 4, 2002, issued by the Office of the Chief Operating Officer. It reaffirms District policy on antibullying in schools, at school-related events, and traveling to and from school. Also, Board Resolution, "Development of Bullying Policy," which was passed on November 27, 2001, was added under related resources.

GUIDELINES: The following guidelines apply:

Definition: Bullying is defined as aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved. Typically, the behavior is repeated over time and includes the use of hurtful words and/or acts.

Indicators of Bullying Behavior: Bullying behaviors may include, but are not necessarily limited to, the following:

- Verbal: Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors.

- Nonverbal: Posturing, making gang signs, leering, staring, stalking,

destroying property, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.

- Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting, or destroying property.

- Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.

- Cyber Bullying: Sending insulting or threatening messages by phone, e-mail, Web sites, or any other electronic or written communication.

Administrative Responsibilities:

- Create an environment where the school community understands that bullying is inappropriate and will not be tolerated.
- Communicate and ensure that staff, students, and parents are informed of District policy and school procedures regarding antibullying.
- Develop and incorporate antibullying procedures into behavior or discipline codes. Review and revise these annually, as appropriate.
- Provide in-service training to certificated and classified staff to ensure that staff are clearly familiar with and able to identify the indicators of bullying and understand their individual responsibilities to respond to and report bullying behavior.
- Certify on the "Administrator Certification Form" that the school has complied with the mandates of the District's "Antibullying Policy."

Staff Responsibilities:

- Create an environment where students understand that bullying is inappropriate and will not be tolerated.
- Discuss with students all aspects of the antibullying policy and strategies to prevent bullying.
- Encourage students to report bullying incidents.
- Learn to recognize the indicators of bullying behavior.
- Intervene immediately and take corrective action when bullying is observed.
- Understand individual responsibility not only to intervene when bullying is observed, but also, to report incidents and actions to appropriate District offices or outside agencies, as required.

Student Responsibilities:

- Take responsibility for helping to create a safe school environment.

- Do not engage in or contribute to bullying behaviors, actions, or words.
- Treat everyone with respect. Be sensitive as to how others might perceive your actions or words.
- Report bullying behavior to a trusted adult.
- Never engage in retaliatory behavior or ask of, encourage, or consent to anyone's taking retaliatory actions on your behalf.

Responding to Bullying Complaints:

- Assure the target of the bullying that the District takes bullying seriously, will not tolerate such treatment, and has a strong policy against bullying. Additionally, provide all parties involved with assurances regarding District policies on confidentiality and nonretaliation in the complaint investigation.

- Obtain specific information relevant to any bullying complaint such as: the date, time, location, witnesses, and whether this was an isolated incident or related to previous incidents. Obtain a written statement from the complainant. If the complainant is unable to provide a written statement, school personnel shall assist in writing a statement as dictated by the complainant. It is important to note that any oral report of bullying is to be considered a complaint and, as such, must be addressed.

- Intervene immediately and take corrective action to stop bullying behavior.

- Assure the target of the bullying that steps will be taken to monitor that the bullying behavior does not continue. Provide the individual with the names of school personnel who can help if the situation continues, escalates, or arises again.

- Determine what type of action or consequences will resolve the situation. Inform the target of the bullying (and his or her parent or guardian) of any corrective actions that might have been or will be required to be taken to resolve the complaint. This should be done in a manner that protects the privacy of all parties.

- Continue to monitor with the target of the bullying that the bullying has stopped.

- It is important to note that bullying may, at times, be part of a continuum of violence and that some bullying actions can and do constitute other categories of misconduct such as sexual harassment, hate crimes, assault, or child abuse,

and as such, they would violate other District policies. When bullying

behavior does escalate to the level of violating other District policies, District personnel are obligated to adhere to appropriate District reporting guidelines and may be required to report to one or more of the following District offices or outside agencies: the Educational Equity Compliance Office, the Student Discipline Proceedings Unit, a Local District Office, LAUSD School Police, Local Law Enforcement, and/or the Department of Children and Family Services.

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

California Constitution, Article I §28(c)—Declaration of Rights; Right to Safe Schools

California Education Code §200—(Educational Equity) State Policy, Declaration of Purpose

California Education Code §220—(Prohibition of Discrimination) Extent of Prohibition (applicability to educational institutions)

California Education Code §233—Policies and guidelines to prevent discrimination and hate violence

California Education Code §48900—Grounds for suspension or expulsion

California Education Code §32228, et seq.—School Safety and Violence Prevention Act

RELATED RESOURCES: Board Resolution, "To Enforce the Respectful Treatment of All Persons," passed October 10, 1988

Board Resolution, "Development of Bullying Policy," passed November 27, 2001

Policy Bulletin No. BUL-1041, "Sexual Harassment Policy--Students," issued June 10, 2004, by the Office of the General Counsel

Policy Bulletin No. 10, "Child Abuse—Reporting," issued August 1, 1998, by Student Health and Human Services

Policy Bulletin No., BP-5, "Procedures for Reporting Hate-Motivated Incidents or Hate Crimes," issued November 17, 2000, by the Office of Intergroup

Relations

Policy Bulletin No. Z-14, "Guidelines for Student Suspension," issued March 15, 1999, by Student Health and Human Services

Policy Bulletin No. Z-58, "Opportunity Transfers," issued April 30, 1999, by Student Health and Human Services

Policy Bulletin No. 61, "Guidelines for Student Expulsion," issued April 11, 1994, by Office of the Deputy Superintendent

"Uniform Complaint Procedures," Annual Memorandum issued by the Specially Funded & Parent/Community Programs Division

Websites
"Take a Stand. Lend a Hand. Stop Bullying Now!" U.S. Department of Health & Human Services—Health Resources and Services Administration (HRSA)—
http://www.stopbullyingnow.hrsa.gov

Related information regarding sexual harassment and Title IX:
http://www/lausd.k12.ca.us/lausd/office/eec (available to the general public and District students/employees)
http://notebook.lausd.net (available to District employees)

ASSISTANCE: Based on the information in this policy bulletin and related resources, seek assistance as needed or contact a supervisor from one of the following District offices:

Local District School Operations Office
Educational Equity Compliance Office, at (213) 241-7682
Health Education Programs Office, at (213) 633-7810
Student Discipline Proceedings Unit, at (213) 763-7450

TITLE: GUIDELINES FOR THE USE OF AUDIOVISUAL MATERIALS NOT OWNED, BROADCAST, OR RECOMMENDED BY THE DISTRICT

NUMBER: BUL-1270

ISSUER: James Morris, Assistant Superintendent
Instructional Support Services

DATE: August 31, 2004

ROUTING
Local District Superintendents
Local District Administrators, Instructional Services
Administrators
Library Media Personnel
Teachers
ITAFs

POLICY: It is the policy of the Los Angeles Unified School District to provide students with appropriate instructional materials that are relevant to the curriculum being studied and appropriate for the age and maturity level of the students being taught. Because of the widespread use of videocassette recorders, ease of home videotaping, and availability of rental videotapes and films, the Board of Education on October 17, 1988, established guidelines for the use of videotapes and films not owned, broadcast, or recommended by the District.

Because of the emergence of new technologies, this policy now applies to the use of filmed programs in any format, including videocassette, 16mm film, DVD, CD-ROM, broadcast television, or streamed file. The term "audiovisual media" is used in this bulletin to refer to all formats. The rating system of the Motion Picture Association of America (MPAA), established in 1968, is the basis for the Board guidelines. (See Attachment A for MPAA definitions of the PG, PG-13, R, and NC-17 ratings.)

MAJOR CHANGES: This revision replaces Bulletin No. K-30, dated December 9, 2002, *Guidelines for the Use of Audiovisual Media Not Owned, Broadcast, or Recommended by the District*, from the Information Technology Division. The content has been revised to reflect the current District organizational structure and the impact of new technology.

BACKGROUND: Currently, videotapes and some DVDs and CD-ROMs are available to District staff: (1) from the 3,000 plus titles circulated and/or encoded for digital device playback by the AV Media Library at Adams Plaza Building and its satellites; (2) by the digital broadcast on KLCS-TV of titles owned by the District; and (3) by schools purchasing videocassettes, DVDs, and CD-ROMs recommended in the online database of audiovisual materials which is available on LAUSDnet at www.lausd.k12.ca.us/lausd/offices/avserv/overview.html.

GUIDELINES: The following guidelines are in effect:

1. Audiovisual media shown at a school must be relevant to the curriculum being studied and appropriate for the age and maturity level of students being taught.

2. Audiovisual media shown at a school must use the established District and state criteria for the evaluation of instructional materials, especially with respect to racial and gender stereotyping and the depiction of violence, even in animation. Refer to California State Education Code Sections 60040-60045 and Section 60048 for the law that governs standards for evaluating instructional materials for social content or access the California Department of Education website to access *Standards for Evaluating Instructional Materials for Social Content* at:

   http://www.cde.ca.gov/ci/cr/cf/documents/socialcontent.pdf

3. Audiovisual media must be consistent with accepted standards of professional responsibility and must not reflect advocacy, personal opinion, bias, or partisanship.

4. Audiovisual media which have not been MPAA rated and are not owned, broadcast, or recommended by the District must be thoroughly reviewed by the instructor prior to their use.

5. MPAA NC-17 rated audiovisual media or any unrated material that might fall into this category shall not be shown in any elementary or secondary school classroom or as part of any District activity involving elementary or secondary school students.

6. MPAA R-rated audiovisual media or any unrated material that might fall into this category may be used in high school Grades 9–12 and in middle school Grades 7 and 8 with principal and parental written approval prior to the scheduled viewing date and must comply with the school's policy on the evaluation and selection of instructional materials. (See Attachments B and C for the prior approval letter for parents and Attachment D for the prior approval form for the principal. Note: The parental approval letter should include the MPAA rating of the material.)

7. MPAA PG-13-rated audiovisual media or any unrated material that might fall into this category may be used in high school Grades 9–12 with the prior approval of the principal and must comply with the school's policy on the evaluation and selection of instructional materials. In middle school Grades 7 and 8, written parental approval prior to the scheduled viewing date is also required. MPAA PG-13-rated videotapes may not be shown in elementary schools or in middle school Grade 6.

8. MPAA PG-rated audiovisual media or any unrated material that might fall into this category may be used in elementary schools or in middle school grade 6 with the prior approval of the principal and parents and must comply with the school's policy on the evaluation and selection of instructional materials. MPAA G-rated videotapes and films may be used in elementary schools with principal approval and teacher review.

9. If opinions differ over the appropriateness of the materials, the appeal process outlined in Article XXV, Sections 1.0 and 1.2 of the Agreement between the District and UTLA shall be followed.

10. The website for the Motion Picture Association of America contains a database of movie ratings. The URL is http://www.mpaa.org/movieratings. When searching for a title, it is important to know as many details about the film as possible, such as producer, production date, cast, etc., because there are many films with the same title and the MPAA rating may be different for each one. For example, a search for *Hamlet* yielded four film titles with four different ratings—G, PG, PG-13, and R. Search results will show the film title, distributor, production date, rating, and the reason for the rating. Many titles also contain a link to an additional database that provides further descriptive information that will help identify a film.

    The MPAA website also contains a listing of the TV Parental Guidelines, a rating system for all television programs which is modeled after the MPAA ratings. The TV Parental Guidelines may provide additional assistance in determining whether a film is appropriate. However, caution is necessary since the TV Parental Guide rating of a given film will most likely be based on an edited broadcast version and not the original uncut version, which may have received a harsher MPAA rating. More information about the TV Parental Guidelines may be found at http://www.tvguidelines.org.

11. For ready-reference, a chart summarizing the key points of this bulletin appears on Attachment E.

ASSISTANCE: For assistance or further information, please contact:

- Roberta Fujitani, Specialist, Educational Software Services, at (213) 207-2223 or roberta.fujitani@lausd.net
- Joan Kramer, Coordinating Librarian, Audiovisual Services (213) 207-2224 or joan.kramer@lausd.net

ATTACHMENT A

WHAT THE RATINGS MEAN

PG: "Parental Guidance Suggested; some material may not be suitable for children."

This is a film which clearly needs to be examined or inquired about by parents before they let their children attend. The label PG plainly states that parents may consider some material unsuitable for their children, but the parent must make the decision.

Parents are warned against sending their children, unseen, and without inquiry, to PG-rated movies.

The theme of a PG-rated film may itself call for parental guidance. There may be some profanity in these films. There may be some violence or brief nudity. But these elements are not deemed so intense as to require that parents be strongly cautioned beyond the suggestion of parental guidance. There is *no* drug use content in a PG-rated film.

The PG rating, suggesting parental guidance, is thus an alert for examination of a film by parents before deciding on its viewing by their children.

Obviously such a line is difficult to draw. In our pluralistic society it is not easy to make judgments without incurring some disagreement. So long as parents know they must exercise parental responsibility, the rating serves as a meaningful guide and as a warning.

PG-13: "Parents strongly cautioned. Some material may be inappropriate for children under 13."

PG-13 is thus a sterner warning to parents to determine for themselves the attendance in particular of their younger children as they might consider some material not suited for them. Parents, by the rating, are alerted to be very careful about the attendance of their under-teenage children.

A PG-13 film is one which, in the view of the Rating Board, leaps beyond the boundaries of the PG rating in theme, violence, nudity, sensuality, language, or other contents, but does not quite fit within the restricted R category. Any drug use content will initially require at least a PG-13 rating. In effect, the PG-13 cautions parents with more stringency than usual to give special attention to this film before they allow their 12-year olds and younger to attend.

If nudity is sexually oriented, the film will generally not be found in the PG-13 category. If violence is too rough or persistent, the film goes into the R (restricted) rating. A film's single use of one of the harsher sexually-derived words, though only as an expletive, shall initially require the Rating Board to issue that film at least a PG-13 rating. More than one such expletive must lead the Rating Board to issue a film an R rating, as must even one of these words used in a sexual context. These films can be rated less severely, however, if by a special vote, the Rating Board feels that a lesser rating would more responsibly reflect the opinion of American parents.

PG-13 places larger responsibilities on parents for their children's moviegoing. The voluntary rating system is not a surrogate parent, nor should it be. It cannot, and should not, insert itself in family decisions that only parents can, and should, make. Its purpose is to give prescreening advance informational warnings, so that parents can form their own judgments. PG-13 is designed to make these parental decisions easier for films between PG and R.

R: "Restricted, under 17 requires accompanying parent or adult guardian."

In the opinion of the Rating Board, this film definitely contains some adult material. Parents are strongly urged to find out more about this film before they allow their children to accompany them.

An R-rated film may include hard language, or tough violence, or nudity within sensual scenes, or drug abuse or other elements, or a combination of some of the above, so that parents are counseled, in advance, to take this advisory rating very seriously. Parents must find out more about an R-rated movie before they allow their teenagers to view it.

NC-17: "No children under 17 admitted."

This rating declares that the Ratings Board believes that this is a film that most parents will consider patently too adult for their youngsters under 17. No children will be admitted. NC-17 does not necessarily mean "obscene or pornographic" in the oft-accepted meaning of those words. The Board does not and cannot mark films with those words. These are legal terms and for courts to decide. The reasons for the application of an NC-17 rating can be violence or sex or aberrational behavior or drug abuse or any other elements which, when present, most parents would consider too strong and therefore off-limits for viewing by their children.

___
From *The Voluntary Movie Rating System*, Motion Picture Association of America. 1994.

ATTACHMENT B

SAMPLE LETTER SAMPLE LETTER

SCHOOL LETTERHEAD

Date

Dear Parents of Guardians,

Your child is currently involved in studying _____
_____
(describe unit of study and class, if appropriate). It is our intention to use the program
_____(title) _____ (MPAA rating)
on _____ (date) because_____
_____
(describe the use of this videotape in relation to your academic goals and objectives).

This letter is being sent to you in compliance with the District policy requiring parents/guardians to approve the intended use of filmed programs in any format (including videocassette, 16mm film, DVD, CD-ROM, broadcast television, or streamed file) which are not owned, broadcast, or recommended by the District prior to their scheduled showing. As part of that policy, we ask you to complete the form below, authorizing or exempting your child from the videotape showing. Please return your completed form to your child's teacher. Students exempted from this showing will be required to complete an alternative assignment. Should you have any questions regarding the program listed above, please contact me.

Signature of principal: _____

- - - -

ANEXO C

CARTA DE MUESTRA CARTA DE MUESTRA

MEMBRETE DE LA ESCUELA

FECHA

Estimados padres de familia o tutores:

Su hijo(a) está estudiando actualmente _____
_____
(describir el tema de estudio y la materia, si procede). Tenemos la intención de utilizar el programa _____(título) con la clasificación _____ de la MPAA, el _____(fecha), porque _____
_____
(describir el uso de este video en relación con sus metas y objetivos académicos)

Se les envía esta carta a ustedes en conformidad con los reglamentos del Distrito, los cuales requieren que los padres o tutores aprueben el uso planeado de los programas filmados en cualquier formato (incluidos los videocasetes, las películas de 16mm, los DVD, los CD-ROM, la televisión o las películas en tiempo real por Internet) que no sean propiedad del Distrito ni transmitidos o recomendados por éste antes de la hora programada para su proyección o transmisión. Para cumplir con este reglamento, les pedimos que llenen el formulario a continuación para autorizar o eximir a su hijo(a) de la proyección del video. Tengan la bondad de llenar el formulario y devolvérselo al maestro de su hijo(a). A los alumnos exentos de mirar este video se les obligará a realizar una tarea alternativa. Si tienen alguna pregunta sobre el programa detallado arriba, hagan el favor de comunicarse conmigo

Firma del (de la) director(a): _____

- - - -

ATTACHMENT D

SAMPLE FORM SAMPLE FORM

LOS ANGELES UNIFIED SCHOOL DISTRICT
_____SCHOOL

STATEMENT REGARDING USE OF AUDIOVISUAL MEDIA WHICH IS NOT OWNED, BROADCAST, OR RECOMMENDED BY THE DISTRICT

Date: _____

Teacher's name: _____ Room: _____

Subject: _____ Grade Level: _____

Title or description of program: _____

_____

Producer (if known): _____

Network (if known): _____

Material: Rented _____ Purchased _____ Taped at home/school _____

Parental permission is required: Yes ____ No _____ MPAA Rating: _____

If parental approval is required and/or the rating is R, explain what content may be considered objectionable.

_____

I plan to use the above program in my classroom on _____ (date) for the following reason (describe its use in relation to your academic goals and objectives):

_____

This program complies with the school's policy on the evaluation and selection of instructional materials. It is appropriate for the grade level, and the instructional content enhances the curriculum. If this program has been recorded off-air or from a streamed site, I affirm that it will be erased according to "fair use" interpretations of federal copyright regulations.

Teacher's signature: _____

Approved: _____ Date: _____
Principal's signature

ATTACHMENT E

SUMMARY OF LAUSD POLICY REGARDING THE USE OF AUDIOVISUAL MEDIA

AUDIENCE	MPAA RATING	COMMENTS
Elementary School	NC-17, R, and PG-13	May not be shown
	PG	Needs principal and parental approval
	G	Needs teacher review for appropriateness and principal approval
Middle School Grade 6	NC-17, R, and PG-13	May not be shown
	PG	Needs principal and parental approval
Grades 7 and 8	NC-17	May not be shown
	R and PG-13	Needs principal and parental approval
	PG	Needs teacher review for appropriateness
High School Grades 9—12	NC-17	May not be shown
	R	Needs principal and parental approval
	PG-13	Needs principal approval
	PG	Needs teacher review for appropriateness

TITLE: **CHILD ABUSE AND NEGLECT REPORTING REQUIREMENTS**

NUMBER **BUL – 1347**

ISSUER: Kevin S. Reed, General Counsel
Office of General Counsel

DATE: November 15, 2004

ROUTING
All Employees
Administrators

POLICY: The Los Angeles Unified School District is committed to providing a safe and secure learning environment for its students. It is the responsibility of all District employees to protect students from suspected abuse and neglect by becoming knowledgeable about abuse and neglect, cooperating with child protective services agencies responsible for protecting children from abuse and neglect, and filing mandatory reports as required by law and District policy. This bulletin ensures that all District employees have access to the information needed to fulfill their obligations under the law.

MAJOR CHANGES: This Bulletin replaces District Bulletin No. Z-10 of the same subject issued by the Office of the Superintendent, dated August 1, 1996 and District Bulletin 279 "Procedures for Reporting Child Abuse and Neglect," issued by the Child Development Division, dated September 5, 1996. It provides updated information and clarification of guidelines for reporting suspected child abuse and neglect, as required by law.

GUIDELINES: The following guidelines apply:

I. PURPOSE

The Board of Education and District staff, recognize that students have greater opportunities to benefit from instruction when they are safe and secure. It is the responsibility of all staff to increase students' opportunities for learning by protecting them from abuse and neglect by becoming knowledgeable about abuse and neglect, its indicators and ramifications; and cooperating with public agencies responsible for protecting children. Therefore, IT IS DISTRICT POLICY THAT ALL EMPLOYEES SHALL COMPLY WITH STATE LAW REGARDING CHILD ABUSE REPORTING.

II. SCHOOL DISTRICT EMPLOYEE OBLIGATIONS FOR ABUSE/NEGLECT REPORTING

A. Pursuant to State law and District policy, **ALL** District employees are mandated reporters of suspected child abuse/neglect. State law applies to ALL District employees,

including: certificated employees, health practitioners, school police, employees of child care centers, instructional aides, teachers' aides, teachers' assistants, and classified employees.

B. State law and District policy require that mandated reporters sign a statement acknowledging the responsibility to serve as a mandated reporter of abuse and neglect. This statement must be signed at the time of initial employment and again at each site to which the employee is assigned. The employee need sign only once at each site, not every year.

C. State law provides immunity from civil or criminal liability for mandated reporters who file suspected abuse/neglect reports.

D. The District will defend employees who file reports consistent with policy in the course of their employment against any actions/claims that may be made as a result of the reports.

E. Failure to comply with this policy may subject an employee to disciplinary action, professional and/or personal liability.

III. DEFINITIONS

A. "Child Abuse" includes:

1. Physical Abuse - Physical injury (external or internal) such as a bruise, welt, burn, or cut inflicted by other than accidental means on a child by another person.
2. Sexual Abuse - Sexual assault or sexual exploitation. Sexual assault includes rape, statutory rape, rape in concert, incest, sodomy, lewd or lascivious acts upon a child, oral copulation, penetration of a genital or anal opening by a foreign object, or child molestation. Sexual exploitation includes conduct or encouragement of activities related to pornography depicting minors and promoting prostitution by minors (Penal Code section 11165.1).
3. Non-Consensual vs. Consensual Sexual Activity - Sexual abuse as defined by statute. Certain sexual conduct, even between consenting parties, may constitute child abuse. Child abuse reporting laws require mandated reporters to report as suspected child abuse, conduct that has been defined as unlawful under the California Penal Code. These acts are reportable as follows:
   a. Non-Consensual acts of sexual abuse (defined above) must be reported (even when the perpetrator is a minor). *It is important to note that in instances of suspected child-on-child sexual abuse, both children may be reported as victims depending on age and circumstances*.
   b. Consensual sexual acts or "lewd and

lascivious" conduct involving a minor (i.e., where you do not have a reasonable suspicion of "abuse") must be reported in the following circumstances:

(1) The minor is under 14 and the partner is 14 or over; or
(2) The minor is 14 or 15 years of age and an adult 10 years older or more are engaged in "lewd and lascivious conduct"; or
(3) The minor is under 16 and an adult 21 years old or over are engaged in consensual sexual intercourse.

NOTE: As this area of the reporting law is complicated please contact the Office of General Counsel with , any questions regarding the legal requirements.

c. 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).

NOTE: There is no obligation to ask for ages of the minor and partner.

4. Neglect - The negligent treatment or maltreatment of a child by a person responsible for the child's welfare indicating harm or threatened harm to the child's health or welfare. (Includes: acts or omissions.) "Severe neglect" is defined as the negligent failure to protect a child from malnutrition or medically diagnosed non-organic failure to thrive, causing or permitting the child's person or health to be endangered. Such neglect includes the intentional failure to provide the child with adequate food, clothing, shelter, supervision or medical care.
5. 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 which do not require that injury be sustained.
6. Mental Suffering, Emotional Well-Being - Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child or that his or her emotional well-

being is endangered in any other way may report the known or suspected instance of child abuse. **This is the only reporting responsibility that is permissive.**

B. "Child Abuse" does **not** include:

1. 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 person 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, as authorized by Education Code Section 49001.
2. A mutual affray (e.g., fight) or a physical altercation between minors. Schools must address this type of physical violence on campus.
3. Pregnancy in and of itself.

C. "Child Protective Services Agency"

The child protective services agencies that service LAUSD include (but may not be limited to):

- Los Angeles County Department of Children and Family Services
- Local law enforcement agencies (i.e., police and sheriffs' departments).

By law, the Los Angeles Unified School District Police Department is not a child protective services agency and is not authorized to take reports or to investigate allegations of child abuse/neglect.

D. "Investigation" vs. "Clarification"

1. "Investigation" – for purposes of this bulletin, a formal process that consists of gathering information in order to determine the truth of the allegation. School personnel <u>may not</u> undertake an "investigation" in response to an allegation of child abuse. District officials/administrators may conduct administrative investigations only subsequent to the conclusion of the child protective services agency's investigation or when such agency advises District officials to "handle administratively."
2. "Clarification" – for purposes of this bulletin, an attempt to glean sufficient information from the disclosing person to determine whether reportable child abuse has occurred. An example may be asking a child, "what's wrong?" and receiving a response that may trigger reasonable suspicion.

E. "Mandated Reporter"– by law and District policy, **all District employees** . **NOTE: Volunteers in direct contact with, or who supervise children are not deemed mandatory reporters by statute; however, volunteers are encouraged to obtain training in the identification and reporting of abuse and neglect.**

F. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect. For example, child abuse is brought to the attention of the mandated reporter from any spoken or written source, including but not limited to:

- the alleged victim,
- a friend of the alleged victim,
- a colleague,
- or anonymous individual.

"Reasonable suspicion does not require proof or investigation by the reporting party.

G. "Reportable Victims" include any individual under the age of 18.

IV. INDIVIDUAL RESPONSIBILITIES *(See Attachment D for Employee Certification/Acknowledgement Form)*

A. Each District employee has an affirmative duty to report suspected child abuse.

B. Reporting must be immediate. All reporters must follow the reporting procedures described in Section V, below.

C. No removal or arranging of any clothing to permit a visual inspection of the underclothing, breast, buttocks, or genitalia of the pupil shall be permitted.

D. Joint reporting requirements: When two or more persons who are required to report are present and jointly have knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single written report may be made and signed by such selected member of the reporting team. Any member who has knowledge that the designated member failed to report the incident shall thereafter make the report.

E. Role of school medical professionals

1. Consultation with school medical professionals (school nurses and doctors) does not remove the individual reporting responsibility of the employee referring the reportable victim to the school nurse/doctor.
2. School medical professionals may be requested to provide first aid or basic treatment. Medical professionals must always complete both forms SS 8572 and DOJ 900 when reporting suspected child abuse or neglect. Any indicator of abuse observed during a child's examination may be photographed; however these photographs may only be given to the child protective services agency along with the report.

V. REPORTING PROCEDURES

Mandated reporters must file reports of suspected child abuse/ neglect with any child protective services agency. These agencies include any police department, sheriff's department, or county welfare department such as the Department of Children and Family Services (DCFS). Early Education Centers and State preschools must also report incidents of child abuse to the Department of Social Services Community Care Licensing Office. (See this section, paragraph B, below.) **School district police and security departments are specifically excluded from this section.** Therefore, mandated reporters **may not** file reports with school police, or school security officers.

A report of suspected child abuse is to be made to one agency only (except in the case of child abuse occurring at an early education center or preschool). It is the responsibility of the child protective services agency to determine which agency will handle the report and they may reroute the report as they determine.

A. Making the Report

1. When a suspected abuse/neglect report is made, the individual who observed or has knowledge of the abuse makes the report in two parts: **1) a telephone report; and 2) a written report**. The telephone report must be made immediately or as soon as practically possible; the written report must be completed and mailed within 36 hours of receiving the information concerning the incident.
   - **a. Telephone Report**. The reporting person shall include the following information in the oral report:
     - Reporter's full name.
     - Reporter's business address and telephone number.

- identification as a mandated reporter.
- the child's name, address, school, grade, class, and present location if known.
- the names, addresses and telephone. numbers of the child's parents/ guardians.
- the information that gave rise to the reasonable suspicion of child abuse/ neglect including the source(s) of that information.
- the name, address, telephone number, and other relevant personal information about the person(s) who might have abused the child.

During the telephone report, the reporting person should, on the report form:

- Document the date and time the call is made.
- Record contact person's name, title, position, I.D./badge number.
- Apprise the contact person of the time school is dismissed and how the child goes home (i.e., bus, parent.)
- Ascertain and record (in a personal note) the agency's plan regarding what action will be taken, including when an investigation will be initiated, if the contact person indicates an investigation will occur
- Clarify and record the agency's directive as to what the school should/ should not do regarding the reported incident/victim/perpetrator.
- Have the contact person read back the report information verbatim.
- If advised by the contact person that there will be no investigation and/or you are to handle the suspected abuse/neglect administratively, your reporting obligation still requires you to complete and submit the written report on the appropriate form.

b. **Written Report**. The following State reporting form(s) must be completed and mailed within 36 hours from the time information concerning the incident is received by the mandated reporter:

- Suspected Child Abuse Report Form

SS 8572 (all mandated reporters must complete this form, which comes with multiple copies) (See Attachment 1).

- Medical Report - Suspected Child Abuse
  In addition to filing form SS 8572, medical professionals must complete Form DOJ 900 (See Attachment 2).

Mailing reporting forms:

- Law enforcement: when reporting to law enforcement, complete appropriate form and send for distribution to the agency to which the telephone report was made (See Attachment A).
- Department of Children and Family Services: when reporting to the DCFS, complete appropriate form(s) and send with attached copies to:
  DCFS Child Abuse Unit
  3075 Wilshire Blvd., 5th Floor
  Los Angeles, CA 90010
- The mandated reporter may keep the yellow copy of Form SS 8572.
- In addition to the directions provided on the back of Form SS 8572, mandated reporters must note the following:
  - Completing the required forms is separate from, and in addition to, any report completed by law enforcement or DCFS.
  - Identifying information must be provided in full. Include the name of the school and school address (not reporter's home) in Part B of Form SS 8572.
  - Statements concerning observations of the child's injuries, conditions and behavior should be factual, objective and complete.
  - Statements of personal judgment or opinions concerning the child or the alleged perpetrator should be avoided.
  - Any information the reporter receives describing how injuries occurred or any aspect of the allegations should be reported verbatim as space allows. Quotation marks should be used where appropriate.

- Additional comments, observations, information, and photographs, if available, should be attached.
- Name(s) and age(s) of alleged perpetrator(s) should be included if known.

- Any time a reporter feels it necessary to discuss a situation of possible abuse, the reporter may call the Department of Children and Family Services at 1-800-540-4000 and ask to speak with a child protective services worker.
- The contents of Suspected Child Abuse Reports and the identity of the reporter must remain confidential (unless otherwise prescribed by law.) To ensure confidentiality for all parties, no other individual, including clerical and other office staff, may read, type, file or be apprised of reports of suspected child abuse. Reports are to be completed only by the reporter and may be handwritten, printed or typed.
- Additional Forms SS 8572 and DOJ 900 may be obtained from a child protective services agency, by calling 1-800-540-4000.
- Mandated reporters legally cannot be required to disclose their identity to other than child protective agencies. However, to ensure maximum protection of the alleged victim and the safety of others and to provide a means to verify that a report was taken, employees are requested to mail a photocopy of the completed report (Forms SS 8572, DOJ 900, SOC 341) in a sealed envelope with the flap taped and marked: "CONFIDENTIAL" to:

  Field Services Team
  Office of General Counsel
  333 S. Beaudry Ave., 20th Floor
  Los Angeles, CA 90017

B. Early Childhood Education Division: Reporting Requirements for Children's Centers and Preschools.

1. In addition to the reporting procedures described above, mandated reporters must report to the Department of Social Services ("DSS"), incidents of child abuse and other health and safety events that occur while children are in the care of early education centers and State preschools. Such reports shall be made as follows:
   a. Make the telephone report to the appropriate law enforcement agency or to DCFS (as described in paragraph A.1.a. of this section).
   b. Immediately thereafter, telephone the DSS Community Care Licensing Office and provide an oral report.
   c. Complete and mail the appropriate forms to the local law enforcement agency or to DCSF (as described in paragraph 1.b. of this section).
   d. Complete and mail or fax an Unusual Incident/Injury/Death Report Form (DSS Form LC 624) within 7 days to:
      Department of Social Services
      Community Care Licensing
      6167 Bristol Parkway, Suite 400
      Culver City, CA 90230
      Phone: (310) 337-4335
      Fax No. (310) 337-4360

C. Responding to and Dealing With Parents/Family Members of the Alleged Victim
   1. Should the parent request any explanation or information about a report, the circumstances surrounding a report or the reporting party, the school should inform the requester that we are not at liberty to discuss child abuse reports. The school may refer the parent to the agency which took the report.
   2. Child protective services agency representatives are required to contact the family regarding temporary custody or location of the alleged victim. If the representative does not contact the parent, should the parent ask the school about the matter, the school may provide the parent with the contact information for the child protective services agency representative.
   3. The reporter may request information regarding the results of the investigation from the child protective services agency representative.

4. If a mandated reporter believes his/her name was wrongfully disclosed by child protective services, the reporter should contact the Office of General Counsel for follow up.

VI. DISTRICT EMPLOYEE AS AN ALLEGED PERPETRATOR

A. Witnesses to, or recipients of information about suspected child abuse when a district employee is the alleged perpetrator, should:

1. Immediately telephone the appropriate child protective agency and follow-up with a written report in accordance with the procedures outlined in this bulletin; and
2. Immediately advise their supervising administrator of the alleged conduct (such notification may be oral or in writing).

Note: Advising the administrator is not a child abuse report and does not relieve the reporter from his or her legal obligation to file a formal report.

B. When facts are brought to an administrator's attention that suggest or create a reasonable suspicion that a district employee engaged in child abuse, the administrator must:

1. File a child abuse report in accordance with the procedures outlined in this bulletin.
2. If the child protective services agency conducts an investigation, cooperate with the representative during the investigation and obtain approval from the agency representative to take the administrative action necessary to secure the safety of the victim and of others at the site.
3. ***Except as provided below (see this section, paragraph C), administrators may not take action with staff, students or the employee in question prior to or during the child protective services agency investigation without the approval of the agency.*** This means that the administrator may not: interview witnesses, interview the alleged perpetrator, contact parent(s) of alleged victim, take written statements, seek verification of information, or take disciplinary action. Taking any such actions without the acquiescence of the investigating agency could interfere with, or compromise the agency investigation.
4. If the child protective services agency elects not to conduct an investigation, completes an investigation

and/or advises the school official to "handle administratively," document the incident, immediately call the Local District office and apprise the Local District Superintendent/designee of the alleged conduct and take appropriate action.

5. School administrators should consult with the Local Superintendent/designee to determine what administrative action should be taken.

C. Temporary Removal of Employee Accused of Suspected Child Abuse

1. District officials may temporarily relocate an employee named as the alleged perpetrator in a report of suspected child abuse provided that:
   a. The child protective services agency is notified prior to the actual relocation of the employee; and/or
   b. If the child protective services agency objects to the relocation, the agency may negotiate a mutually agreeable resolution.
2. Circumstances under which a district employee named as an alleged perpetrator in a report of suspected abuse may be temporarily relocated/ reassigned may include, but are not limited to:
   a. Instance(s) where the student/alleged victim sustains physical injury.
   b. Allegations of sexual abuse, molestation/ child annoyance. (i.e., molestation without physical contact)
   c. Multiple incidents of physical assault.
   d. Instances where the age and/or developmental ability of the student(s) are risk factors to the student's safety.

Note: In all instances, the safety of students will be the primary criterion for any relocation decision. Employees temporarily transferred/ relocated will not be presumed guilty and will have all appropriate due process rights.

VII. CHILD ABUSE REPORTING PROCEDURES AND SEXUAL HARASSMENT POLICY

A. School officials have a legal obligation to ensure that the school environment is safe, and free from sexual harassment. Sometimes, conduct that constitutes child abuse may also constitute sexual harassment. In these circumstances, once the

child protective services agency has completed its investigation of the child abuse report, the administrator must address the sexual harassment. For more information regarding sexual harassment claims and investigations, see Bulletin -1041, "Sexual Harassment Policy—Student -to-Student, Adult-to-Student and Student-to-Adult," dated June 10, 2004.

B. Child abuse reporting procedures, sexual harassment policies and procedures, and disciplinary policies must operate in a coordinated manner. If conduct by a student or employee constitutes both child abuse and sexual harassment, the child abuse report must be made immediately. Normally, the child protective services agency will complete its investigation or determine that it will not investigate within a reasonably brief period of time. Once administrators are aware that a child abuse report has been made, they are responsible for monitoring the status of the child abuse investigation. Immediate steps should be taken, however, to protect any alleged victim of sexual harassment.

C. Conduct constituting sexual harassment may result in disciplinary action. Therefore, a report of inappropriate sexual conduct could possibly require: (1) a child abuse report, (2) a sexual harassment investigation, and (3) the imposition of discipline on the perpetrator of the conduct. (With regard to student disciplinary matters, see Bulletin No. Z-14, "Guidelines for Student Suspensions," dated March 15, 1999.)

1. District officials may conduct administrative investigations subsequent to the conclusion of the child protective services agency's investigation, or at the request of the agency in charge of the investigation, or when advised to handle administratively.
2. A determination of whether child abuse has occurred and a determination of whether sexual harassment has occurred involve different standards and different outcomes. Child abuse investigations involve possible criminal conduct; they are not designed to address issues about the education environment for students. For these and other reasons, making a report of child abuse does not relieve the District of its responsibility under Title IX to take administrative action to investigate and determine whether sexual harassment has taken place. Appropriate administrative steps in response to sexual harassment might include action to end the harassment, ensure that it does not reoccur, and remedy any hostile education environment that may have been created for the student who had been the

target of the conduct. Response might also involve the initiation of disciplinary proceedings against the perpetrator.

VIII. SCHOOL SITE PROCEDURES

Although State law mandates individual responsibility to ensure required reporting, it also allows for reporters to develop internal procedures to facilitate the reporting process. Each school shall develop a local child abuse/neglect reporting site plan that includes, at minimum, a schedule for professional development regarding child abuse reporting, and the distribution to school-site employees of the Child Abuse Reporting Information Sheet (see Attachment B).Documentation of these activities shall be incorporated in the School Site Safety Plan. Staff training certification should be recorded on the form included with Memorandum L-7.
Note: No school-site employee should be required to submit, maintain, or distribute copies or logs of child abuse reports.

IX. CHILD PROTECTIVE SERVICES AGENCY RESPONSE

Once at the school site, a child protective services agency official has specific legal authority and responsibilities. The official:

- where deemed necessary by the child protective services agency, may interview the alleged victim during school hours, on school premises, if the alleged abuse/neglect took place in the home or out-of-home care facility;
- may request to interview anyone in the course of an investigation of alleged abuse;
- must afford the alleged victim the option of being interviewed in private or selecting any adult member of the school staff to sit in on the interview (the staff member may decline the request);
- may take the alleged victim into temporary protective custody without an order.

X. PROHIBITED ACTIONS

A. The individual's reporting responsibility must not be impeded, inhibited, or assumed by an employee's administrator, colleague or supervisor nor may any person be subject to sanctions of any kind for making such a report.

B. School police or security officers must not be asked to, and may not investigate reports of alleged child abuse.

C. The reporting employee must not seek to verify the suspicion or prove that abuse has occurred. Investigation (questioning witnesses, obtaining written statements) as well as notification

(family, alleged perpetrator), counseling, and/or family intervention are the responsibility of the child protective services agency.

D. Under no circumstances should a staff member be required to explain or justify a decision to report or be compelled to meet with the parent/alleged perpetrator named in the report. Should a parent/alleged perpetrator request information about a report, why a report was made or who made the report, he/she should be referred to the appropriate child protective services agency. Staff may discuss the legal requirements as well as the District's policy and procedure for child abuse reporting with a parent/alleged perpetrator but never the specifics/contents of a report.

E. Any individual(s) bringing forth an allegation of abuse should not be made to repeat the allegation(s) or to provide a written statement regarding the allegation(s) prior to the report being made. Likewise, if a child discloses that he/she was abused, the child should not be asked to provide a written statement or to repeat the information to other adults at the site.

F. Mandated reporters should never contact the reportable victim's home or the alleged perpetrator prior to making the report if abuse is suspected.

G. Mandated reporters should not contact the reportable victim's home or the alleged perpetrator, including District employees once the report is made unless approval is obtained from the investigating agency or until the agency investigation has been completed.

H. Prior to making a report, mandated reporters should never conduct an investigation of any kind once abuse is suspected.

I. Mandated reporters shall not be retaliated against for reporting under these procedures and applicable laws.

XI. LIABILITY FOR FAILURE TO REPORT/PROTECTIONS AGAINST LIABILITY

A. Any person mandated by the Penal Code who fails to report any instance of abuse/neglect which he or she knows or reasonably suspects to exist can incur criminal, civil, and/or professional liability.

1. Criminal Liability - may be guilty of a misdemeanor punishable by imprisonment in the county jail for a maximum of six months or by a fine of up to $1,000 or by both; and/or
2. Civil Liability - could be assigned costs of defense and any subsequent related damages the child incurs; and/or
3. Professional Liability - faces the possibility of discipline, demotion or dismissal and the suspension or

revocation of credentials.

B. Employee protections against liability

1. No employee mandated under provisions of the Penal Code shall be civilly or criminally liable for reporting suspected child abuse.
2. No person required to make a report pursuant to this article, nor any person taking photographs at his or her direction, shall incur any civil or criminal liability for taking photographs of a suspected victim of child abuse or neglect, or causing photographs to be taken of a suspected victim of child abuse or neglect, without parental consent, or for disseminating the photographs with the reports to child protective agencies required by this article. However, this section shall **not** be construed to grant immunity from this liability with respect to any other use of the photographs (Penal Code Section 11172 (a)).

XII. CONFIDENTIALITY

A. Suspected child abuse reports and information contained therein are confidential and may be disclosed only as follows:

- between child protective agencies.
- to legal counsel representing a child protective services agency.
- to the district attorney in a criminal prosecution or in an action initiated under the Welfare and Institutions Code Section 602 arising from alleged child abuse.
- to legal counsel appointed pursuant to Welfare and Institutions Code Section 318 to the county counsel or district attorney in an action initiated under Civil Code Section 232 (termination of parental rights) or Welfare and Institutions Code Section 300 (dependent children).
- to a licensing agency when abuse in out-of-home care is suspected.
- to the Department of Social Services for early education centers and State preschool programs.
- by court order in a criminal or civil proceeding.
- when the reporter voluntarily waives his/her confidentiality, which would include the limited waiver to disclose a report to a school site administrator or other District official.

B. Any violation of the confidentiality of abuse/neglect reports shall be a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars, or by both jail and fine.

AUTHORITY: This is a policy of Penal Code Section 11164 et seq.; Education Code Sections 49001 and 49050; and the Welfare & Institutions Code Sections 232, 300, 318, and 602.

RELATED RESOURCES: Policy Bulletin No. BUL—1041, "Sexual Harassment Policy - Student-to-Student, Adult-to-Student, and Student-to-Adult," issued June 10, 2004, by Office of General Counsel

Policy Bulletin No. Z-14, "Guidelines for Student Suspensions," issued March 15, 1999, by Student Health and Human Services

ASSISTANCE: For assistance with determining whether an incident should be reported as suspected child abuse/neglect, contact the Department of Children and Family Services Hotline at (800) 540-4000.
For assistance with school site procedures, school administrators may contact designated Local District Operations Coordinators.

For legal questions, contact the Office of General Counsel, Field Services Team at (213) 241-7600.

For questions regarding sexual harassment reporting, contact the Educational Equity Compliance Office at (213) 241-7682.

ATTACHMENT A

LAW ENFORCEMENT DEPARTMENTS - ABUSED CHILD UNITS

Below is a list of local law enforcement departments that contain Abused Child Units. When reporting to law enforcement, complete and mail the written report (SS 8572) to the same department within 36 hours of the allegation (write Attn: Abused Child Unit on envelope.)

CITY JURISDICTION

Bell Police Dept.
6326 Pine Avenue
Bell, CA 90201
(323) 585-1245

Culver City Police Dept.
4040 Duquesne Avenue
Culver City, CA 90230
(310) 837-1221

Gardena Police Dept.
1718 W. 162nd Street
Gardena, CA 90248
(310) 323-7911/217-9670 (follow-up calls)

Hawthorne Police Dept.
12501 S Hawthorne Blvd
Hawthorne, CA 90250
(310) 675-6254

Huntington Park Police Dept.
6542 Miles Avenue
Huntington Park, CA 90255
(323) 584-6254

Inglewood Police Dept.
1 Manchester Blvd.
Inglewood, CA 90301
(310) 412-8771

Los Angeles Police Dept., ACU
150 North Los Angeles Street, Room 140
Los Angeles, CA 90012
(213) 485-4700

Maywood Police Dept.
4317 E. Slauson Avenue
Maywood, CA 90270
(323) 562-5005

Monterey Park Police Dept.
320 W. Newmark Avenue
Monterey Park, CA 91754
(626) 307-1234

San Fernando Police Dept.
910 First Street
San Fernando, CA 91340
(818) 898-1267

South Gate Police Dept.
8620 California Avenue
South Gate, CA 90280
(323) 563-5436

Vernon Police Dept.
4305 South Santa Fe Avenue
Vernon, CA 90058
(323) 587-5171/8135

COUNTY JURISDICTION

Norwalk Sheriff's Station
12335 Civic Center Drive
Norwalk, CA 90650
(562) 863-8711

Pico Rivera Sheriff's Station
6631 S. Passons Blvd.
Pico Rivera, CA 90660
(562) 949-2421

Malibu/Lost Hills Sheriff's Station
27050 Agoura Road
Agoura, CA 91301-5336
(818) 878-1808
(310) 456-6652

ATTACHMENT B

CHILD ABUSE REPORTING INFORMATION SHEET

Los Angeles Unified School District ("District") would like to take this opportunity to apprise you of some of its significant policies and procedures regarding the reporting of child abuse or neglect to child protective agencies. The purpose of this summary is to serve as a quick reference guide to those policies and procedures, which are pertinent to the detection and reporting of child abuse or neglect. In addition to this summary, the District *strongly recommends that you familiarize yourself with the District's Child Abuse and Neglect Reporting Bulletin, BUL--1347.* Please review this summary and the Child Abuse and Neglect Bulletin carefully as each employee will be expected to adhere to the policies and procedures identified in each of them.

I. California Law

All District employees are mandated by law to report suspected child abuse. District employees are "mandated reporters." A report made by a mandated reporter is deemed a "mandated report."

A District employee who ". . . 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. (Penal Code Section 11166).

Each District employee is individually responsible for reporting suspected child abuse.

Reporting suspected child abuse to an employer, supervisor, school principal, school counselor, co-worker, or other person *does not substitute for making a mandated report to the appropriate child protective agency*.

Contents of a child abuse report shall remain confidential. Only individuals directly involved in a specific case may have access and/or be privy to information regarding the report and its contents.

II. Definitions

The term "child abuse" is defined to include the following:

Physical Abuse – actual physical injury.
Sexual Abuse – sexual assault, sexual exploitation, molestation of child, etc.
Neglect – negligent failure to provide adequate food, clothing, shelter, medical care or supervision.
Life Endangerment – any act by person who willfully causes, inflicts or permits any child to endure cruel and inhuman corporal punishment, mental suffering, etc.

III. Child Abuse Reporting Procedures

If you suspect child abuse or neglect, you must telephone immediately, or as soon as possible, the appropriate child protective agency to report the suspected child abuse.

Child abuse reports are made to the Department of Children and Family Services ("DCFS"), or to the local law enforcement agency. For children's centers and preschools, reports must *also* be made to the Department of Social Services ("DSS").

A written report must be completed and sent to the child protective agency within 36 hours of receiving the information concerning the incident. The report must be submitted to the agency which received the telephone report.

The identity of a District employee who reports suspected child abuse shall remain confidential and disclosed only between designated child protective agencies, by court order, or when needed for specified court actions.

IV. Prohibited Actions

Prior to making a report, never contact the child's home or the alleged perpetrator if indicators point to possible abuse or if abuse is suspected.

Never conduct an investigation of any kind once abuse or neglect is alleged and prior to making a report.

Never report suspected child abuse or neglect to School Police. The law specifically states that *School Police is not a child protective agency*.

V. District Employee Named as Alleged Perpetrator

Any employee who has reasonable suspicion that another District employee has committed child abuse must file a report with a local child protective services agency (such as LAPD or the sheriff's department) and must report the suspected conduct to the appropriate supervising District administrator.

District officials may temporarily relocate 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 relocated will not be presumed guilty and will have all appropriate due process rights.

VI. Consequences for Reporting/Failure to Report

Generally, District employees are immune from civil and criminal liability when reporting suspected child abuse as required by law.

Failure to report suspected child abuse is a misdemeanor, and punishable by up to six months in the county jail and/or a $1,000 fine may be imposed.

A violation of District policies and legal procedures may lead to disciplinary action, up to and including, suspension, demotion, and/or termination, from the District.

**FOR FURTHER ASSISTANCE, PLEASE CONTACT
THE OFFICE OF GENERAL COUNSEL AT (213) 241-7600.**

ATTACHMENT C

FREQUENTLY ASKED QUESTIONS

1. **EMPLOYEES WHO HAVE REASONABLE SUSPICION OF CHILD ABUSE MUST REPORT THE SUSPECTED ABUSE, SO WHAT DOES A "REASONABLE SUSPICION" MEAN?** Reasonable suspicion means it is objectively reasonable for a person, based on facts that could cause a reasonable person, drawing on his/her experience, to suspect child abuse. You may ask a child "what's wrong?" and get a response that leads to reasonable suspicion.

2. **MAY AN EMPLOYEE USE ANY SOURCE OF INFORMATION TO ACQUIRE REASONABLE SUSPICION OF ABUSE?** Yes, an employee can use any source, such as the victim, friend, third parties, and oral/written words.

3. **IF AN EMPLOYEE HAS REASONABLE SUSPICION, MAY THE EMPLOYEE INVESTIGATE AND CONFIRM THE CHILD ABUSE?** No, the employee should not attempt to verify that the abuse occurred.

4. **DOES CHILD ABUSE ONLY INCLUDE PHYSICAL AND/OR SEXUAL ABUSE?** No, child abuse can also include neglect (failure of caregiver to protect the child or provide adequate food, shelter, medical care or supervision), mental cruelty, life endangerment (willfully causing a child to endure mental suffering or placing the child in a situation where his mental or physical health is in danger) and cruel or inhuman "corporal" punishment or injury (resulting in a traumatic condition).

5. **DOES AN EMPLOYEE'S KNOWLEDGE OF A STUDENT'S PREGNANCY OR S.T.D. IN AND OF ITSELF REQUIRE THE EMPLOYEE TO FILE A REPORT?** No, unless sexual abuse is suspected, such as the pregnancy or STD was the result of forced or coerced sexual activity, one partner is under the age of 14, or one partner is 21 or older. However, if you are not certain of the facts, it is best to report.

6. **WHEN TWO OR MORE EMPLOYEES HAVE REASONABLE SUSPICION OF CHILD ABUSE, CAN THEY AGREE ONE WILL MAKE THE REPORT?** Yes. A joint report may be submitted by one of the two employees per mutual agreement. However, each employee must ascertain that the report was made, because reporting is an individual duty.

7. **MAY AN EMPLOYEE WAIT UNTIL THE END OF THE DAY OR WEEK TO REPORT?** No, the law requires that the report by phone call be made immediately or as soon as possible and the written report mailed within 36 hours. Even if the 36 hour time limit has lapsed, the employee must still file the written report.

8. **SHOULD A PRINCIPAL PROVIDE A TEACHER CLASS COVERAGE, WHEN NEEDED, SO THAT THE REPORT CAN BE MADE IMMEDIATELY OR AS SOON AS PRACTICAL?** Yes, the law states that the report must be made immediately or as soon as possible.

9. **MAY REPORTS BE MADE TO SCHOOL POLICE?** No, the law requires that reports must be made to a child protective services agency, not school police. The law specifically states that school police is not a child protective agency.

10. **HOW SHOULD STAFF RESPOND TO A PARENT/ALLEGED PERPETRATOR WHO IS REQUESTING INFORMATION ABOUT THE REPORT (I.E. WHO, WHAT, WHERE, WHEN, AND WHY)?** Child abuse reports are confidential; therefore, staff should not provide the parent with specific information concerning the report. The parent/alleged perpetrator should be referred to the appropriate child protective services agency. The law specifically states that school police is **not** a child protective agency.

11. **DOES A LAW ENFORCEMENT OFFICER OR SOCIAL WORKER HAVE ACCESS TO THE CHILD'S SCHOOL RECORDS WHEN INVESTIGATING CHILD ABUSE ALLEGATIONS?** No, unless they have parent's consent, subpoena, or court order; however, they may request to interview anyone in the course of the child abuse investigation.

12. **DURING A CHILD ABUSE INVESTIGATION, MAY DCFS OR THE LOCAL LAW ENFORCEMENT AGENCY TAKE THE CHILD VICTIM INTO PROTECTIVE CUSTODY?** Yes, a law enforcement official or a DCFS worker may take a student into protective custody. The law does NOT require law enforcement to accompany DCFS when taking the child into custody.

13. **WILL THE DISTRICT DEFEND AN EMPLOYEE IF HE/SHE IS SUED AS A RESULT OF FILING A CHILD ABUSE REPORT?** Yes, the District will defend an employee who makes a report consistent with District policy against any lawsuits that may be the result of the report.

14. **DOES THE LAW PROVIDE ANY PROTECTION AGAINST LAWSUITS FOR FILING MANDATED REPORTS?** Yes, the law provides that mandated reporters shall not be civilly or criminally liable for reporting the suspected child abuse.

15. **CAN IMPROPER CONDUCT ON A CAMPUS CONSTITUTE BOTH CHILD ABUSE AND SEXUAL HARASSMENT?** Yes, a school may have a dual duty to report child abuse and respond to allegations of sexual harassment.

16. **HOW DOES A SCHOOL GET ADDITIONAL CHILD ABUSE REPORTING FORMS? Additional reporting Forms § 8572 (employees). DOJ 900 (medical professional) may be obtained from DCFS (800/540-4000).**

17. **ARE SCHOOL OFFICIALS REQUIRED TO KEEP LOGS OR COPIES OF CHILD ABUSE REPORTS?** No. Child abuse reports are confidential. Copies and logs of child abuse reports maintained at the school site would be considered pupil records and would therefore be accessible to the parent/legal guardian of the child. Therefore, they should not be maintained by school personnel. Individual reporters may retain a copy to keep in their personal files.

18. **SHOULD INCIDENTS OF CHILD ABUSE BE NOTED ON THE STUDENT'S HEALTH RECORD?** No. Incidents of child abuse must be reported to the appropriate child protective services agency. Recording such information on the student's health card does not satisfy mandated reporting laws. Also, the health record is a pupil record, accessible to parents/legal guardians, school staff and others. Recording incidents of child abuse on the health card would destroy the confidential nature of the information and may compromise an investigation.

19. KNOWING THAT EVERY SITUATION IS DIFFERENT, WHAT ARE SOME EXAMPLES OF NEGLECT, WILLFUL CRUELTY OR UNJUSTIFIABLE PUNIHSMENT, AND MENTAL SUFFERING/EMOTIONAL WELL-BEING?

Facts and circumstances may differ, so when a mandated reporter is not sure whether or not to file a report, s/he should contact the Child Protective Services Hotline at 1-800-540-4000. Some general examples of neglect might include the following:

General examples of neglect might include: the failure to provide adequate food, shelter, and clothing appropriate to the climatic and environmental conditions; the failure to provide, whether intentional or otherwise, supervision or a reliable person(s) to provide child care; leaving a child alone for an excessive period of time given the child's age and cognitive abilities; or holding the child responsible for the care of siblings or others where beyond the child's ability

General examples of willful cruelty or unjustifiable punishment might include: chaining the child to furniture; forcing the child to eat or drink excessively as punishment; or cruel or unusual actions used in the attempt to gain submission, enforce maximum control, or to modify the child's behavior.

General examples of mental suffering/emotional mistreatment, which is not required to be reported, might include the following: repeated negative acts or statements directed at the child; exposure to repeated violent, brutal, or intimidating acts or statements among members of the household; rejection of the child; encouraging the child to steal or engage in other illegal activities; or encouraging the child to use drugs and/or alcohol..

ATTACHMENT D

LOS ANGELES UNIFIED SCHOOL DISTRICT

EMPLOYEE CERTIFICATION / ACKNOWLEDGEMENT OF LEGAL REQUIREMENTS AND DISTRICT POLICY CONCERNING CHILD ABUSE REPORTING

1. I have been fully informed of my obligation to report suspected child abuse as specified in the Child Abuse and Neglect Reporting Act *(California Penal Code sections 11164 et seq.)* .

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

3. I have been provided with a copy of the Child Abuse Reporting Information Sheet *(Attachment B, Child Abuse and Neglect Requirements Bulletin No. 1347)* which summarizes my child abuse reporting obligations as an LAUSD employee.

4. I understand that reporting suspected child abuse is my individual obligation and that my failure to comply with child abuse reporting laws and/or LAUSD child abuse reporting procedures may subject me to school district disciplinary action, professional, civil and/or criminal liability.

5. I understand that if I observe, or become aware of suspected child abuse by an LAUSD employee, I must report the suspected child abuse ***and*** I must report the employee's behavior to my supervising administrator in accordance with the procedures set forth in Bulletin No. 1347.

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

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

Name: _____ Signature: _____
(Please Print)

Employee Number: _____ Position: _____

School / Office Location: _____ Date: _____

A COPY OF THIS CERTIFICATION WILL BE RETAINED BY YOUR SCHOOL OR OFFICE ADMINISTRATOR AND WILL BE PLACED IN YOUR PERSONNEL FILE.

FOR YOUR INFORMATION

LOS ANGELES UNIFIED SCHOOL DISTRICT
Associate Superintendent, Human Resources

DISTRIBUTION: All Schools and Offices

SUBJECT: BULLETIN NO. S-27
EMPLOYMENT DISCRIMINATION COMPLAINT PROCEDURE

DATE: December 3, 2001

DIVISION: Human Resources

APPROVED: IRENE H. YAMAHARA, Associate Superintendent

ROUTING
Local District School Support Directors
Administrators
School Staff
All Employees

For further information, please call Betty Moore, Supervising EEO Investigator, Equal Opportunity Section at (213) 633-7173.

This revision replaces Office of Affirmative Action/Equal Opportunity Section Bulletin No. A-1 of the same subject issued March 15, 1995. This bulletin reflects current state and federal requirements and provides procedures for investigating employee complaints of employment discrimination.

I. BACKGROUND

Since 1975, the District has had an employee discrimination policy and complaint procedure. This procedure provides a fair and equitable internal process for resolving employee complaints of alleged employment discrimination. The District reaffirms its commitment to the policy of Equal Employment Opportunity (EEO) through the implementation of this revised complaint procedure. The responsibility for implementation of this procedure is assigned to the Equal Opportunity Section (EOS).

II. POLICY

Los Angeles Unified School District is committed to providing a working and learning environment free of harassment and discrimination. District policy prohibits harassment or discrimination based on race, sex, religion, color, national origin, ancestry, physical or mental disability, medical condition (cancer-related), pregnancy, childbirth or related medical condition, status as Vietnam-era veteran or special disabled veteran, marital status, age (40 and above), sexual orientation or any other basis protected by federal, state or local law or ordinance or regulation. All such harassment is unlawful. The District prohibits harassment by any employee of the District, including supervisors, co-workers, and parents or by persons doing business with or for the District.

The District prohibits retaliation against anyone who files a complaint or any participant in the complaint investigation process.

III. DEFINITIONS AND PROHIBITED ACTS

A. Employment Discrimination Complaint: An employment discrimination complaint must be based upon an alleged violation of federal, state, or local EEO law or District EEO policy. Grounds for filing this type of complaint for any alleged discrimination or harassment shall be based on one or more of the following: race, color, religion, sex, national origin, ancestry, marital status, pregnancy, age (40 and above), disability, medical condition (cancer-related), sexual orientation, political belief or affiliation, status as Vietnam-era veteran or special disabled veteran, or retaliation for complaining or participating in an inquiry about such conduct. (It does not include allegations based upon union affiliation/activities.)

The complaint must be filed within six months of the alleged employment discrimination. In order to ensure a fair process and prompt resolution, the "Employment Discrimination Complaint Form" (EOS Form 001) should be used to 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 EOS.

B. Sexual Harassment:

- Sexual harassment of or by school employees or students is a form of gender discrimination and is, therefore, prohibited.
- Schools must respond to allegations of sexual harassment once they are reported.
- See Associate Superintendent, Human Resources Bulletin No. S-26, dated December 3, 2001, "Sexual Harassment Policy - Employees," for detailed information regarding sexual harassment.

C. Harassment Based On:

Race, Color, Sex, Religion, National Origin, Ancestry, Age (40 and above), Sexual Orientation, Marital Status, Pregnancy, Physical or Mental Disability, Medical Condition (cancer-related), Political Belief or Affiliation, and Status as Vietnam-era Veteran or Special Disabled Veteran: Unwelcome statements, name-calling or other verbal or physical conduct based upon the above-referenced categories, is prohibited if or when any of the following occurs:

- Submission to such conduct is made a term or condition of an individual's continued employment, promotion, or other condition of employment.
- Submission to or rejection of such conduct is used as a basis for employment decisions affecting an employee or job applicant.
- Such conduct is intended to interfere or results in interference with an employee's work performance, or creates an intimidating, hostile, or offensive work environment.

D. Physical Harassment (Non-sexual): Prohibited actions include, but are not limited to:

1. Display of signs, pictures, cartoons, written statements or other material that denigrates or discriminates against any employee(s) based on one's race, sex, color, religion, national origin, ancestry, age (40 and above), sexual orientation, marital status, pregnancy, physical or mental disability, medical condition (cancer-related) or status as Vietnam-era veteran or special disabled veteran.

2. General harassment, including pushing, shoving, or other intentional act perpetrated in whole, or in part, because of the employee's race, color, sex, religion, national origin, ancestry, age (40 and above), sexual orientation, marital status, pregnancy, physical or mental disability, medical condition (cancer-related) or status as Vietnam-era veteran or special disabled veteran.

E. Complainant: A complainant is an employee of the District who files a written complaint alleging a violation of the District's EEO policy or existing EEO law.

F. Employee: Employee refers to any District employee. This term does not include independent contractors, or other persons serving under personal services contracts with the District. Applicants for employment with the District have the right to file complaints with the federal or state equal employment opportunity enforcement agencies (Federal -- the Equal Employment Opportunity Commission (EEOC) or State -- the Department of Fair Employment and Housing (DFEH)). Applicants applying for District classified positions have an examination appeal right under the Personnel Commission rules.

G. Respondent: Respondent refers 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 the law or District policy in reference to employment discrimination.

H. Equal Opportunity Section (EOS): The EOS is responsible for the administration of the District's equal opportunity policies and programs, including the investigation of employment discrimination complaints that have been filed with a state or federal agency, or those complaints filed internally.

With regard to District employment practices under Section 504 of the Rehabilitation Act of 1973 and applicable authority under the Americans with Disabilities Act, an employee or an applicant for employment requiring reasonable accommodation shall submit an application for reasonable accommodation to the Personnel Services for the Disabled Unit in accordance with Associate Superintendent, Human Resources Bulletin No. S-6 (Rev.), dated August 15, 2001, Reasonable Accommodation for Individuals with Disabilities.

I. Investigation: Investigation consists of an official inquiry and systematic examination of the allegation(s) in order to make a determination as to the merits of the complaint. The EOS has the role of fact finder and is not the representative of any of the individuals involved in the complaint.

Note that the investigation is not governed by the strict rules of evidence, cross-examination, etc. Its purpose is to provide a fair and expeditious administrative review of complaints.

The investigation procedures include:

- An evaluation of the allegations of employment discrimination as presented in the written complaint. The EOS may, upon good cause, dismiss the complaint at this step (e.g., bargaining unit contract violation).
- Interviewing both the Complainant and Respondent.
- Interviewing relevant witnesses to the alleged discriminatory action.
- Examination of any relevant evidence.
- Informing all concerned that the matter is confidential and that no retaliation shall be tolerated.

J. Days: Shall mean calendar days unless otherwise specified.

K. Appeal: Shall mean a written request to review or re-investigate the complaint.

IV. CONFIDENTIALITY AND NON-RETALIATION IN THE COMPLAINT PROCEDURE

Complaints of discrimination 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 of District actions.

V. UNDERSTANDING HARASSMENT BASED ON RACE, SEX, RELIGION, NATIONAL ORIGIN, ANCESTRY, PREGNANCY, MARITAL STATUS, AGE (40 AND ABOVE), OR STATUS AS VIETNAM-ERA VETERAN OR SPECIAL DISABLED VETERAN, DISABILITY, OR SEXUAL ORIENTATION

As a general rule, employees should be referred to as individuals, rather than in reference to the individual's membership in a group based upon race, sex, religion, national origin, ancestry, age (40 and above), marital status, pregnancy, status as Vietnam-era veteran or special disabled veteran, physical or mental disability, medical condition (cancer-related) or sexual orientation.

Even complimentary statements that refer to these groups are demeaning because they fail to recognize the person as an individual.

References to the above-identified categories are normally not job- related, therefore 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 the above-referenced categories, and the individual may refer to his or her own membership in a group, others should refrain from making such references.

Additional effort should be made to avoid derogatory references, even if the individual or group members have made such references about themselves. Group references and derogatory language employed against one's self or another member of the same group are usually not 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.

VI. OTHER REQUIREMENTS

All District offices and schools are required to post in a "conspicuous" location where notices to applicants, employees, and parent volunteers customarily are posted.

The federal EEOC poster titled "**Equal Employment Opportunity Is The Law**" and the State DFEH poster titled "**Harassment or Discrimination in Employment**" 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.

VII. ROLE OF THE EQUAL OPPORTUNITY SECTION REGARDING DISCRIMINATION AND HARASSMENT

The Equal Opportunity Section is the office designated by the District to investigate formally-filed employee discrimination/sexual harassment complaints.

The Equal Opportunity Section is also responsible for conducting training on the prevention of sexual harassment. Such training covers the legal obligations of the District as an employer to provide a workplace free from sexual harassment; reviews methods that may be used to recognize and resolve sexual harassment situations; and reiterates the confidentiality and prohibition from retaliation requirements to be applied in addressing complaints.

VIII. OBLIGATION OF EACH DISTRICT EMPLOYEE

Each District employee has the obligation to:

- Cooperate with the District's efforts to eliminate and prevent discrimination/sexual harassment by maintaining a working environment free from such unlawful discrimination. This includes ensuring that each individual's personal conduct displays no discrimination or harassment towards another District employee.
- Cooperate in the investigation of employee discrimination/sexual harassment complaints which allege discrimination by providing any information that he/she might personally possess concerning the discrimination/sexual harassment complaint under investigation.
- Guard against any actions that would be considered retaliatory against another District employee who has filed a discrimination/ sexual harassment complaint or who is participating in an investigation of a discrimination/sexual harassment complaint.

IX. RESPONDING TO COMPLAINTS

A. Informal Process:

An employee may discuss his/her complaint with the school's administrator or designee in order to attempt to resolve his/her complaint without delay. Informal resolutions should be encouraged. (However, the informal process shall be bypassed if the complaint names a school-based administrator as a respondent or if the complaint alleges school-wide or institutional discriminatory practices. In such cases, the complainant may file directly with the Equal Opportunity Section to initiate a formal complaint.) Listed below are general steps that may be followed:

1. Take seriously and investigate promptly any allegations made.

2. Interview and counsel the complainant and discuss options available to resolve the situation.

3. If possible request a factual written statement of the complaint.

4. If the situation merits it, determine what type of action will resolve the situation. The proposed resolution may be educational rather than punitive.

5. Follow up and verify with the complainant that the action taken did remedy the complaint.

6. Investigation Procedure/Time Requirements

The District encourages, but does not require that employees who feel that they are treated in violation of this policy, first attempt to inform his/her supervisor of the alleged discriminatory action or harassment, and to allow that supervisor the opportunity to informally resolve the matter at the work location within 30 days. If the matter cannot be resolved within 30 days at the work location or if the supervisor is the alleged discriminator, the complainant should proceed to the formal processing of the complaint according to the steps outlined in this bulletin.

It is the desire of the District to attempt to resolve all complaints informally. The following procedures establish an "Informal" resolution process followed by a "Formal" one.

B. Formal Process: The "Employment Discrimination Complaint Form" should be used to request that the EOS conduct an internal investigation concerning discrimination in the workplace. (See EOS Form 001)

The EOS shall notify the complainant of its acceptance or rejection of the complaint within ten (10) days of receipt of the complaint. If accepted, the complaint shall be handled as a Formal complaint.

1. Investigation: Investigation consist of an official inquiry and systematic examination of the allegation(s) in order to make a determination as to the merits of the complaint. The EOS has the role of fact finder and is not the representative of any of the individuals involved in the complaint.

Note that the investigation is not governed by the strict rules of evidence, cross-examination, etc. Its purpose is to provide a fair and expeditious administrative review of complaints.

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 includes representation by the relevant union. The complainant or respondent shall not have an attorney as his/her representative during the 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 procedure.

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 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 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.

c. "Substantiated Finding - Not Creating a Hostile Environment" Means that the EOS has determined that the allegations are based upon credible evidence to constitute inappropriate behavior, but not rising to the level of creating a hostile, intimidating environment. A "Substantiated Finding - Not Creating a Hostile Environment" shall result in administrative action. The complainant, respondent and the appropriate site administrator, district superintendent, branch or division head, office of Staff Relations and Employee Services section shall be notified in writing of the final action when a "Substantiated Finding - Not Creating a Hostile Environment" is issued.

12. Employee Discipline

In cases where "Substantiated Finding," item (b), above, is the final determination, appropriate 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.

In cases where "Substantiated Finding - Not Creating a Hostile Environment," item (c), above, is the final result, appropriate administrative action(s) shall be taken.

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 ten (10) 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 at 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

# # #

LOS ANGELES UNIFIED SCHOOL DISTRICT
Associate Superintendent, Human Resources

BULLETIN NO. S-27 ATTACHMENT A
December 3, 2001

EMPLOYMENT DISCRIMINATION COMPLAINT FORM
INTERNAL COMPLAINT SYSTEM

CASE NO._____

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 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 _____
   - ☐ National Origin _____
   - ☐ Age _____
   - ☐ Religion _____
   - ☐ Medical Condition (cancer-related)
   - ☐ Status as Vietnam-era or special disabled veteran
   - ☐ Color
   - ☐ Sex
   - ☐ Disability
   - ☐ Political Belief or Affiliation
   - ☐ Ancestry
   - ☐ Sexual Orientation
   - ☐ Marital Status

5. The alleged employment discrimination occurred in connection with:
   - ☐ Assignment
   - ☐ Apprenticeship
   - ☐ Benefits
   - ☐ Demotion
   - ☐ Discharge
   - ☐ Wages
   - ☐ Harassment
   - ☐ Retaliation
   - ☐ Lay Off
   - ☐ Promotion
   - ☐ Disciplinary Action
   - ☐ Other (Specify) _____
   - ☐ Sexual Harassment
   - ☐ Terms and Conditions
   - ☐ Training Opportunity
   - ☐ Transfer
   - ☐ Reasonable Accommodation

6. Name(s), Title(s), Work Location(s) and Telephone Number(s) of the accused:

Name	Title	Location	Telephone No.
Name	Title	Location	Telephone No.

7. Present the facts of the alleged discriminatory employment practice. (FOR EXAMPLE: How were you discriminated against? 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 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

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.

_____ _____
Complainant's Signature Date Filed

Please return this form to: Equal Opportunity Section
355 South Grand Avenue, 14th Floor, Suite 1440, Los Angeles, CA 90071
P.O. Box 512298, Los Angeles, CA 90051-0298
(213) 633-7735
(213) 633-7152 (Fax)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Business Services Division

BULLETIN NO. C-4 (Rev.)
December 3, 1999

ATTACHMENT G

ETHICS POLICY STATEMENT

For purposes of this policy statement, the term "employees" is intended to include: officers, commissioners, appointed committee members, independent contractors and consultants, volunteers and other representatives of the District in addition to all paid employees.

At the Los Angeles Unified School District, it is critical that all employees strive for excellence in the public service that they provide. As an employee of the District, you are expected to conduct yourself fairly, honestly and with the highest integrity. This means treating co-workers, students, parents, and other customers with respect, and in a manner that is exactly the way you would want to be treated. This also means being respectful of the District's resources and property. Recognizing that each of us plays a critical role in student success, striving for excellence is not only a personal commitment, but a personal responsibility that all District employees share.

This code of ethics provides general guidelines for employees to follow in carrying out their critical roles as District employees. Not all ethical issues that employees face on the job are covered in this code. However, the code does capture some of the critical areas that help define ethical and professional conduct for District employees. The provisions of this code were developed from existing laws, rules, policies and procedures as well as from concepts that define generally accepted good business practices. Employees are expected to strictly adhere to the provisions of this code of ethics.

This code of ethics is consistent with statutes addressing conflict of interest and supplements those provisions of law.

CODE OF ETHICS

- **EMPLOYEE AND STUDENT RELATIONS.** District employees are entrusted with the physical and mental well-being of every student. Therefore, employees shall treat students with respect and care and be aware of their proper roles as public servants, role models and contributors to student development. Employees shall not exploit, harass, or discriminate against any student or require students to perform work or service that could be detrimental to their health.

- **ACTIONS AND CONDUCT OF DISTRICT EMPLOYEES.** District employees shall not only be aware that public service is a public trust, but also conduct themselves, both inside and outside the school district's services, in a manner that deserves the respect of the students, parents and the communities the District serves.

- **CONFLICT OF INTEREST.** Employees shall not make or influence a District decision which will benefit the employees' outside employment, business, or personal finances or benefit a family member or personal friend. (For provisions relating to private instruction, see Board Rule 1272.)

- **ACCEPTANCE AND OFFERING OF GIFTS, FAVORS AND GRATUITIES.** Employees of the District shall not accept any gifts, money, or favors which might reasonably be interpreted as an attempt to influence their actions with respect to District business. It will be presumed that gift(s) valued in excess of $100 during a calendar year from any single person or organization (exclusive of gift exchanges based on personal relationships outside of the District) constitute an attempt to influence official District business. Employees shall not offer gifts, money, or favors which might be interpreted as an attempt to influence the official actions of another employee or service provider with respect to District business.

- **DISTRICT RECORDS.** District employees shall not create, in any manner, false, misleading, or artificial documents or entries in District accounts, time reporting records or other manual or electronic records. Records and related documents must be maintained in accordance with relevant laws and regulations.

- **USE OF CONFIDENTIAL INFORMATION.** Employees of the District shall not disclose confidential information acquired by them in the course of their employment with the school district, or use such information for speculation or personal gain.

- **USE OF DISTRICT FACILITIES, EQUIPMENT AND EMPLOYMENT STATUS.** Employees shall not use the District's facilities, equipment, or supplies for other than District authorized purposes. Employees shall not use or attempt to use their position to secure unwarranted privileges for themselves or others. (For provisions relating to prohibited and approved activities on school premises, see Board Rule 1251.)

- **OUTSIDE EMPLOYMENT.** District employees shall not use their authority over a particular matter to negotiate future employment with any person or organization. Employees shall not make or influence a District decision involving the interests of a person with whom they have an agreement concerning current or future employment, or remuneration of any kind. For one year after leaving District service, former District employees may not represent any person or organization for compensation other than the District in connection with any matter pending before the District that, as District employees, they participated in personally and substantially. Nothing in this paragraph shall be taken to limit in any manner the outside employment of employees where the interests of the District are protected.

- **CONDUCT WITH RESPECT TO PERFORMANCE ON THE JOB.** Employees of the District are responsible for, and accountable for, the performance of the specific assignments they are employed to perform. Employees shall not conduct personal business or outside employment activities during their assigned District work hours.

- **COMMITMENT**. District employees are expected to uphold the federal and California Constitutions, the laws and regulations of the United States and the State of California (particularly the Education Code) and all other applicable government entities, and the policies, procedures, rules and regulations of the Los Angeles Unified School District Board of Education.

- **FAIRNESS**. District employees are expected to conduct themselves in the course of their employment by word, gesture, act, and demeanor to ensure that all others are given fair and just consideration, regard and treatment. Understanding that, employees are encouraged to, and should, report unethical or fraudulent practices. Employees shall not be subject to retaliation for so doing.

TITLE: **Responding to and Reporting Hate-Motivated Incidents and Crimes**

NUMBER: BUL-2047.0

ISSUER: Kevin S. Reed, General Counsel
Office of the General Counsel

DATE: October 10, 2005

ROUTING
All Schools and Locations
All Employees

POLICY: The Los Angeles Unified School District (District) is committed to providing a safe learning and working environment that is free from discrimination and harassment. Hate-motivated incidents and crimes jeopardize both the safety and well-being of all students and staff. Current law requires school districts to document and report any and all hate-motivated incidents and crimes to permit the development of effective programs and techniques to combat crime on school campuses.

The District will not tolerate hate-motivated incidents/crimes based on race, color, national origin, religion, disability, sex, sexual orientation, gender identity, or retaliation in any form for reporting such incidents/crimes.

MAJOR CHANGES: This bulletin replaces Bulletin No. BP-5 "Procedures for Reporting Hate-Motivated Incidents or Hate Crimes," which is dated November 17, 2000, issued by the Office of Intergroup Relations. It updates District policy and procedures for the documentation and reporting of hate-motivated incidents/ crimes.

GUIDELINES: I. **Definitions**

A "hate-motivated incident" means an act or attempted act which constitutes an expression of hostility against a person, property, or institution because of the target's real or perceived race, color, national origin, religion, disability, sex, sexual orientation, or gender-identity. This may include using bigoted insults, taunts, or slurs, distributing or posting hate group literature or posters, defacing, removing, or destroying posted materials or announcements, posting or circulating demeaning jokes or leaflets, or sending insulting or threatening messages by phone, e-mail, Web sites, or any other electronic or written communication.

A "hate-motivated crime" means a "hate-motivated incident" that has been investigated by law enforcement and determined to be criminal in nature and a violation of the law. This includes any criminal action

that manifests evidence of hostility toward the target because of his or her actual or perceived race, color, national origin, religion, disability, sex, sexual orientation or gender identity. Such action includes, but is not limited to, threatening telephone calls, hate mail, physical assault, vandalism, cross burning, destruction of religious symbols, or fire bombings. This also includes threats or hate mail sent by electronic communication.

II. Indicators in Identifying Hate-Motivated Incidents/Crimes

The following questions may assist in determining whether an act or action is a hate-motivated incident/crime:

1. Was an actual crime or attempted crime, such as vandalism, assault or battery, committed? Both verbal and written threats may be included in this consideration.

2. Was the incident/crime directed at a particular person or group of persons because of the actual or perceived race, color, national origin, religion, disability, nationality, sex, sexual orientation, or gender identity of the person or group of persons (protected categories)?

3. Did the perpetrator intentionally select the target because of his or her belonging to a protected category (listed in #2 above)? There must be some indication that the perpetrator's actions were motivated by bias/prejudice against the deliberately selected target (a person who is actually, or perceived to be a member of or affiliated with one of the above-referenced "protected" categories.)

4. Was a substantial motivation for the perpetrator's action because the target was a member or perceived member of one of the "protected" classes referenced above?

5. Did the perpetrator perceive that the target fell within one of the protected categories (listed in #2 above)?

If answers to the above-listed indicators have been determined to be true, then the incident may be hate-motivated or rise to the level of a hate-motivated crime. However, conduct that does not rise to the level of a "hate-motivated crime" may still be considered to be a hate-motivated incident, unlawful discrimination, and/or inappropriate behavior, and may require follow-up, some type of corrective or

administrative action, and/or discipline, as appropriate.

III. Administrative Responsibilities

Preventative Measures

- Each school principal should, as part of the school's Safe School Plan, identify the administrator(s) responsible to serve as complaint manager(s) and establish a systematic process to respond to and report hate-motivated incidents/crimes. This process should include directions for response and assistance to the target, consultation with and/or reporting to School Police, use of disciplinary action, and District reporting procedures.

- A non school site administrator or supervisor is responsible to identify the administrator(s) or supervisor(s) responsible to respond to and report hate-motivated incidents/crimes.

- Communicate and ensure that staff, students, and parents are informed of District policy requiring the promotion of mutual respect and acceptance, and District policy and school policy regarding hate-motivated behavior.

- Inform students, parents, and employees of this policy and the reporting procedures for targets of or witnesses to hate-motivated behaviors.

- Provide in-service training to certificated and classified staff to ensure that staff is clearly familiar with and able to identify the indicators of hate-motivated behavior and understand their individual responsibilities to respond, intervene, and report such behavior.

- Certify on the "Administrator Certification Form" that the school/work location has complied with the mandates of this policy bulletin.

- Review on a quarterly basis all documented hate-motivated incidents/crimes in accordance with the Safe School Plan – Volume I, and alert school personnel of any developing trends or areas of concern that might merit further attention/response.

Immediate Responses to Hate-Motivated Incidents/Crimes

- Intervene immediately to witnessed events, respond quickly to

reported incidents, and take action to stop the hate-motivated behavior.

- Ensure the safety of the target by offering any assistance that may be appropriate and by advising the target to contact the complaint manager who can stop the behavior and help if the situation continues, escalates, or arises again.

- Assure all parties involved in hate-motivated behavior that the District takes hate-motivated behavior seriously, has a strong policy against hate-motivated behavior, and will not tolerate such behavior.

- Investigate to gain an understanding of the situation. Obtain specific information relevant to the situation, where and when the incident occurred, and whether this was an isolated incident, related to previous incidents, or suggestive of a broader pattern requiring further administrative action. Obtain names and statements from the target and from witnesses, as appropriate. Additionally, provide all parties involved with assurances regarding District policies on confidentiality and non-retaliation in the complaint investigation process.

- Under the Penal Code, notification to local law enforcement should be made under the following circumstances:
  - Assault with a deadly weapon
  - Possession or sale of narcotics or a controlled substance
  - Possession of a firearm at a public school
  - Possession of a dirk, dagger, ice pick, knife having a fixed blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser or stun gun, BB or pellet or other type of air gun, or spot marker upon the grounds of any school within a K-12 school district.

- Reasonable efforts should be made to document and/or preserve evidence relating to the incident. Consult with School Police on the reporting of hate-motivated incidents/crimes, as well as procedures for securing the location or the gathering of evidence.

- For additional assistance, consult with the Local District Operations Administrator.

- For incidents involving employees as the suspected or alleged perpetrator of a hate-motivated incident/crime, consult with your supervisor and your Staff Relations Coordinator.

Responding After the Incident

- Move forward with appropriate disciplinary action that is consistent with the District's student discipline policy and procedures.

- The "Incident Report Form – Complaint/Investigation Record" (Attachment A) must be used to document any incidents suspected of being or alleged to be hate-motivated, regardless of whether the incident meets the criteria of a crime, is deemed to be an act of unlawful discrimination, or is merely inappropriate behavior.

- Determine whether additional follow-up activities are necessary, for example, a staff development or student educational activity.

- After monitoring to ensure that the action is not continuing, forward a copy of the completed "Incident Report Form – Complaint/Investigation Record" (Attachment A) to the Local District Operations Administrator. Keep the originals of these forms for the quarterly review of the Safe School Plan by the Safe School Planning Committee.

IV. **Staff Responsibilities**

Employees shall:

- Support the District's efforts to prevent hate-motivated incidents/ crimes by learning to recognize the indicators of such actions and effectively taking steps to intervene immediately when such actions occur.

- Understand their individual responsibility to report such situations/incidents to the site administrator and or administrator-designated Complaint Manager.

- Share responsibility for creating an environment where students and staff know that hate-motivated incidents/crimes will not be tolerated.

- Encourage anyone alleging that he or she is a target of, or a

witness to, a hate-motivated incident/crime to report such an incident.

- Cooperate in any investigation of a hate-motivated incident/crime.

- Guard against any actions that could be considered retaliatory against anyone who has made a report or is participating in an investigation of a hate-motivated incident/crime.

V. Student Responsibilities

Students shall be informed that:

- They share a responsibility for creating a safe school environment and that they can do that by treating others with mutual respect and acceptance, and by being sensitive as to how others might perceive their actions and/or words.

- They are not to engage in or contribute to hate-motivated behaviors, actions or words.

- In cases where they may be a witness to or a target of a hate-motivated incident/crime, they have the responsibility to report such an incident to the site administrator or administrator-designated Complaint Manager.

- They are never to engage in retaliatory behavior or ask of, encourage, or consent to anyone's taking retaliatory actions on their behalf

VI. Local District Responsibilities

The Operations Administrator shall:

- Review all copies of the "Incident Report Form – Complaint/ Investigation Record" (Attachment A) for completeness and determine whether additional information might be needed and whether appropriate District policy procedures were followed. For example, did the reported incident also require the reporting of child abuse or sexual harassment, school police or local law enforcement contact, or any other type of action, according to District policy procedures?

- Determine whether additional resources or assistance might be required or suggested to the school.

- As appropriate, provide copies of the "Incident Report Form – Complaint/Investigation Record" to:
  - School Services Director
  - Educational Equity Compliance Office, if student sexual harassment and/or any unlawful discrimination is suspected

- On a quarterly basis, provide a summary of the incident reports to the Office of the Chief Operating Officer

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

Article 1, Section 28(c) of the California State Constitution

California Education Code §200—(Educational Equity)
Title 5, California Code of Regulations, §4900(a) and §4910(k)

RELATED RESOURCES: Board Resolution, "To Enforce the Respectful Treatment of All Persons," passed October 10, 1988

Board Resolution, "Data Collection of Hate Crimes and Intergroup Conflicts," passed August 15, 1994

Board Resolution, "Development of Bullying Policy," passed November 27, 2001

Policy Bulletin No. BUL-1038.1, "Antibullying Policy (In Schools, at School-Related Events, and Traveling to and from School), issued August 16, 2004, by the Office of the Chief Operating Officer

Policy Bulletin No. BUL-1041, "Sexual Harassment Policy (Student-to Student, Adult-to-Student, and Student-to-Adult)," issued June 10, 2004, by the Office of the General Counsel

Policy Bulletin No. S-26, "Sexual Harassment Policy—Employees," issued December 3, 2001, by Human Resources

Policy Bulletin No. BUL-1347, "Child Abuse and Neglect Reporting Requirements," issued November 15, 2004, by the Office of the General Counsel

Policy Bulletin No. L-4, "Title IX Policy/Grievance Procedure," issued

August 15, 2001, by the Office of the General Counsel

Policy Bulletin No. BUL-754, "Section 504 and Students with Disabilities," issued January 26, 2004, by the Office of the General Counsel

Policy Bulletin No. Z-14, "Guidelines for Student Suspension," issued March 15, 1999, by Student Health and Human Services

Policy Bulletin No. Z-58, "Opportunity Transfers," issued April 30, 1999, by Student Health and Human Services

Policy Bulletin No. 61, "Guidelines for Student Expulsion," issued April 11, 1994, by Office of the Deputy Superintendent

Policy Bulletin No. S-11 (Rev.), "Act of Violence," issued September 8, 2005, by Risk Management and Insurance Services

Policy Bulletin No. N-10 (Rev.), "Student and Employee Security," issued September 7, 2001, by Educational Services

Policy Bulletin No. N-24, "Communication with other Schools, Offices, Districts Regarding Incidents of Violence, Emergencies, Etc.," issued June 29, 1998, by School Operations

Policy Bulletin No. BUL-1119, "Organizing for Assessing and Managing Threats," dated July 12, 2004

Reference Guide, REF-1242, "2004-2005 Update of Safe School Plans Volume 1 (Prevention Programs) and Volume 2 (Emergency Procedures). This most current reference guide replaces REF-729, "Safe School Plan, Volume 1 – Prevention Programs," dated December 22, 2003 and BUL-451 "Safe School Plan, Volume 2 – School Emergency Plans," dated August 21, 2003

"Required Nondiscrimination Notices," memorandum issued annually by the Office of the General Counsel

"Uniform Complaint Procedures," memorandum issued annually by the Specially Funded & Parent/Community Programs Division

"Parent-Student Handbook," issued annually by the Los Angeles Unified School District

Websites
Related information regarding nondiscrimination policies and procedures may be accessed through the following:

http://www/lausd.k12.ca.us/lausd/office/eec (available to the general public and District students/employees)
http://notebook.lausd.net (available to District employees)

ASSISTANCE: Based on the information in this policy bulletin and related resources, seek assistance as needed or contact a supervisor from one of the following District offices:

Local District School Operations Administrator
Educational Equity Compliance Office, at (213) 241-7682
Health Education Programs Office, at (213) 633-7810
School Police Department, at (213) 625-6631
Student Discipline Proceedings Unit, at (213) 763-7450
Suicide Prevention Unit, at (818) 705-7326
Youth Relations, at (213) 745-1990

For assistance with determining whether an incident should be reported as suspected child abuse/neglect, contact the Department of Children and Family Services Hotline at (800) 540-4000.

For legal questions, contact the Office of General Counsel, Field Services Team at (213) 241-7600.

LOS ANGELES UNIFIED SCHOOL DISTRICT

INCIDENT REPORT FORM – COMPLAINT/INVESTIGATION RECORD

Confidential--For School/District Recording Purposes Only

Fax or E-mail to Local District Operations Coordinator

		Date of Report	
School		Local District	
		School Phone#	
Name/Title of Reporting Party		Phone #	

BRIEF DESCRIPTION OF INCIDENT:

INCIDENT INFORMATION:

Date/Time		Place/Incident	
Names of Any Witnesses			

Name of person who is the target of the behavior							
Student/Grade/DOB		Adult/Position		M	☐	F	☐

Name of person who is the target of the behavior							
Student/Grade/DOB		Adult/Position		M	☐	F	☐

Name of person who is accused of the behavior							
Student/Grade/DOB		Adult/Position		M	☐	F	☐

Name of person who is accused of the behavior							
Student/Grade/DOB		Adult/Position		M	☐	F	☐

BRIEF DESCRIPTION OF SCHOOL ACTIONS TAKEN/ADMINISTRATIVE FOLLOW-UP:

		Date of Report	
School		Local District	

CATEGORY OF INCIDENT/COMPLAINT:

Discrimination/Harassment	☐ Yes ☐ No	Hate-Motivated Incident/Crime	☐ Yes ☐ No
If yes is indicated above, then the attached Complaint/Investigation Record MUST be used to document the actions taken to address the complaint and to monitor or assess the effectiveness of those actions.			

REPORTED TO/SPOKE TO (as applicable)**:**

Office/Unit Contacted	**Name of Contact/Person Taking Report**			
Local District Operations				
School Police (213) 625-6631	Officer/Badge #		Police Report #	
Local Police Agency	Agency/Office		Badge #	
Office of General Counsel (213) 241-7600 Child Abuse or Field Service Attorney				
Educational Equity Compliance (213) 241-7682				
Environmental Health & Safety (213) 241-3199				
Food Services (213) 241-2985				
Maintenance & Operations				
Mental Health (Crisis Team)				
Neighboring Schools (if applicable)				
Nursing Services				
Staff Relations				
Transportation (323) 342-1460				
Youth Relations (213) 745-1990				

NOTE: FOR ALL INCIDENTS/ACCIDENTS INVOLVING AN INJURY TO STUDENTS, EMPLOYEES, OR VISITORS, A SEPARATE INJURY/ ACCIDENT INVESTIGATION REPORT MUST BE FILED WITH:
THE OFFICE OF ENVIRONMENTAL HEALTH & SAFETY – BEAUDRY, 20TH FLOOR [213-241-3196],
AND THE OFFICE OF RISK MANAGEMENT & INSURANCE – BEAUDRY, 28TH FLOOR [213-241-3139].

		Date of Report	
School		Local District	

COMPLAINT/INVESTIGATION RECORD
DISCRIMINATION/HARASSMENT AND/OR HATE-MOTIVATED INCIDENT/CRIME

I. RECORD OF INVESTIGATION:

Interview alleged target of incident/crime	Date	Interview accused person	Date
Interview witnesses (if any)	Date		
Seek assistance from supervisor, other District offices, or other sources, as needed:			
Person/Office			Date
Person/Office			Date
Person/Office			Date
Person/Office			Date

II. FINDINGS/DETERMINATION:

☐	Findings indicate that discrimination/harassment occurred.
☐	Findings indicate that act of hate-motivated incident/crime occurred.
☐	Findings indicate that inappropriate behavior occurred.
☐	Nature of incident/complaint (check all that apply): ☐ race ☐ color ☐ national origin ☐ Other: ☐ religion ☐ disability ☐ sex ☐ sexual orientation ☐ gender identity
☐	There are no findings of hate motivated incidents/crimes, discrimination/harassment, or inappropriate behavior

III. ACTIONS TAKEN:

	Involving Accused Person(s)	Date		Involving Alleged Target(s)	Date
☐	Provide Copy/Explain District Nondiscrimination Policy/Procedures		☐	Provide Copy/Explain District Nondiscrimination Policy/Procedures	
☐	Provide Copy/Explain District Policy "Hate-Motivated Incidents and Crimes"		☐	Provide Copy/Explain District Policy "Hate-Motivated Incidents and Crimes"	
☐	Disciplinary Conference		☐	Administrative Conference	
☐	Referral for School Counseling		☐	Referral for School Counseling	
☐	Education/Behavior Contract		☐	Referral for Outside Counseling	
☐	Class Schedule Change		☐	Parent Informed of Incident ☐ Conference ☐ Letter ☐ Telephone ** Caution: In incidents involving sexual orientation or gender identity, consult with the student as to a safe way to inform parent/guardian of the incident. Student sexual orientation and/or gender identity cannot be divulged without permission of the student.	
☐	Detention Assigned		☐		
☐	Parent Informed of Incident ☐ Conference ☐ Letter ☐ Telephone		☐		
☐	Suspension		☐		
☐	Opportunity Transfer		☐		
☐	Expulsion		☐	Monitor to Check that Unwanted Behavior Has Stopped ☐ After One Week ☐ After Two Weeks	
☐	Accused Person's Parents Notified of Resolution of Incident		☐		

IV. DESCRIBE ANY OTHER ACTIONS TAKEN OR FURTHER REMEDIAL ACTION TO BE UNDERTAKEN TO PREVENT RECURRENCE OF THE INCIDENT/BEHAVIOR:

V. NOTIFICATION OF FINDINGS AND ACTIONS TAKEN:

☐	Targeted Person	Date			☐	Parents	Date	
☐	Accused Person	Date			☐	Parents	Date	

RETAIN THIS RECORD. SEND A COPY OF THE COMPLETED INCIDENT REPORT AND COMPLAINT/INVESTGATION RECORD (BOTH SIDES) TO YOUR LOCAL DISTRICT OPERATIONS COORDINATOR. For additional assistance, call Educational Equity Compliance Office at (213) 241-7682.

FOR YOUR INFORMATION

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of the Deputy Superintendent, Instructional Services

DISTRIBUTION: All schools and Offices

ROUTING
Local District Superintendents
Local District School Support Directors
Administrators

SUBJECT: BULLETIN NO. M-22 (Rev.) HOMEWORK AND MAKEUP ASSIGNMENTS FOR SCHOOL ABSENCES IN GRADES K-12

DATE: January 28, 2002

DIVISION: Instructional Services

APPROVED: MERLE PRICE, Deputy Superintendent

For assistance, please call Pamela Sasada, Coordinator, Elementary District Reading Programs at (213) 625-4244.

This revision replaces the bulletin of the same number and title issued on July 24, 1998.

I. INTRODUCTION

Homework, which is a necessary part of each student's educational program, is purposeful when it provides the student with time to complete or expand upon assignments begun in class. It develops good work habits and a sense of responsibility for completing tasks on time. In addition, homework provides opportunities for the student to engage in creative projects, self-directed activities and research in the area of his or her developing interests. Furthermore, purposeful homework is related to classwork and the objectives of the course, emphasizes quality rather than quantity, is consistent with the grade level and maturity of the student, and should be reflected in the subject mark.

II. ASSIGNMENT OF HOMEWORK

A. Homework assignments should be reasonable in content, length, and resources required. Books and other materials required for assignments should be provided or easily obtainable.

B. Homework for all students should be purposeful and clear and should be based on the needs of the class. It should be modified for students with special needs. It should never be assigned as a punishment.

C. Homework may be scheduled over an extended period of time that may include weekends and vacations. If homework is assigned over an extended period, regular checks on progress should be made by the teacher.

D. Homework should be directly related to the content and objectives being taught. Students should not be given homework assignments they have not been taught how to do. Homework should be assigned to reinforce and enrich student knowledge or extend learning abilities. The assignment should always be stated in terms of the standard, skill or concept being reinforced rather than in terms of the chapter, unit, or page number in a given text.

E. Homework assignments and due dates should be thoroughly explained by the teacher in advance and thoroughly understood by the students. The written description of the goals and subject content provided to parents at the beginning of the course should include homework requirements and criteria.

F. When appropriately assigned and explained by the teacher, homework becomes the responsibility of the student to understand, complete and return by the expected due date.

G. Completed homework assignments should be acknowledged and recorded by teachers in a timely manner and reviewed with students.

H. Parents should be notified when students do not complete homework assignments or show signs of significant decline in effort or achievement.

I. Contrary to the time allocations listed on page 3, the amount of homework in a college preparatory class should be the same for all students, regardless of their grade level. In other words, a ninth grader taking Algebra 1A in a middle school should have just as much homework as a twelfth grader in the same class in high school.

III. TIME ALLOCATIONS

A. Elementary School

Homework should be assigned for a minimum of four days a week. A Monday-to-Thursday schedule is preferable. For extended assignments, see Section D above.

Grade Level	Number of Homework Minutes per Day
Kindergarten	15 - 20
1	30 - 35
2	30 - 35
3	35 - 45
4	35 - 45
5	50 - 60

B. Secondary School

Homework should be assigned in each academic class. In nonacademic classes, homework may be assigned when appropriate. Instead of following the minimum time allocations listed below, middle schools have the option of requiring an increased amount of homework in two academic subjects on specific nights of the week and a specific amount of time in other subject areas on the remaining nights. For example, a school may wish to concentrate on English and mathematics on Mondays, Wednesdays, and Fridays by increasing the amount of homework to 30 minutes in each of these subjects and not requiring homework in other subjects on these nights. This decision must be a coordinated effort among teachers of all subjects.

In high school, homework should be assigned each day in each academic class. To ensure that the cumulative amount of time spent on daily homework is not excessive or detrimental to the health of a student, schools should establish local school guidelines.

Grade Level	Minimum Homework Time Allocations
6	15 minutes for each academic class daily or 30 minutes for each two academic classes
7-8	30 minutes for each academic class daily or 60 minutes for each of two academic classes
9-12	40 minutes for each academic class daily

C. Special Education Schools and Centers

To ensure that the total amount of time spent on homework is appropriate to the students' individual needs, assignments should be related to the goals of each student's Individual Educational Plan (IEP).

IV. MAKEUP ASSIGNMENTS FOR SCHOOL ABSENCES

A. Students with excused absences must be given the opportunity to complete the missed classroom work, homework, or test with other equivalent assignments and must be given credit equal to that they would have received on the original assignment or test for the same quality of work.

B. Students absent for justifiable personal reasons, upon written request of the parent or guardian and approved by the principal or designated representatives, shall be allowed to complete all assignments and tests missed during the absence which can reasonably be provided and, upon satisfactory completion, shall receive credit equal to the credit they would have received on the original assignment or test.

The principal or administrative designee will consult with the teacher before the final determination is made on whether or not the personal reason is justifiable. The teacher shall determine what assignments the student must make up and in what period of time the student must complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to the tests and assignments, which the student missed during the absence.

C. Students who have been suspended from a class may be required to complete assignments or test missed during the suspension if the assignments and tests can reasonably be provided and upon satisfactory completion shall receive credit equal to that they would have received on the original assignment or test. The teacher shall determine what assignments must be made up and in what period of time the student must complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the suspension.

D. Students who are truant or absent without verified justifiable personal reasons or students who have returned to school without a note need not be given the opportunity to complete classroom work, homework, or tests missed. However, in the interest of helping these students, teachers should give them such opportunities.

E. Students who fail to complete assignments satisfactorily may receive a mark of "Fail/Not Proficient" on such assignments.

# # #

TITLE: **Marking Practices and Procedures in Secondary Schools**

NUMBER: BUL-1353.1

ISSUER: Robert Collins, Chief Instructional Officer
Office of Instruction

DATE: December 23, 2005

ROUTING
Local District Superintendent
Local District Administrator of Instruction
Principal
Assistant Principal, SCS
Counselors
Teachers

POLICY: In order to define expectations and provide a shared language for discussing student learning, marks and grading practices will be aligned to student performance on the California content standards.

MAJOR CHANGES: This Bulletin replaces Bulletin No. M-23 (Rev.) of the same subject, issued by the Office of the Associate Superintendent, Instruction, dated August 23, 1999, and reflects changes in policy in accordance with the Education Code and with the developing technology in the District.

GUIDELINES: The following guidelines apply:

I. BACKGROUND

In 1998, the Los Angeles Unified School District adopted the California content standards for grades kindergarten through twelve. The standards serve as the basis for curriculum, instruction, assessment, and accountability. The standards, as described in the *Content Standards for California Public Schools*, define what students should know and be able to do throughout the school year and serve as the basis for assessments. Adoption of the standards signals a change in the perception concerning the ability of students who can learn at high levels.

Educators use grades to:

- Give each student and his/her family feedback about the student's progress and mastery of the content standards,
- Provide guidance to students about future course work,
- Provide guidance to teachers for instructional planning, reteaching, and intervention,
- Provide information useful to plan for student matriculation, retention, and future course work, and

- Plan for professional development.

As the District moves from the Secondary Student Information System (SSIS) to the Integrated Student Information system (ISIS), some of the procedures will change to accommodate the new software. School personnel will receive the new procedures during training for the implementation of LAUSDMAX.

II. MARKING PRACTICES

A. The Board of Education has the authority to adopt rules and regulations governing a marking system. The principal has the responsibility for implementing Board policy.

B. Marking practices are to reflect individual student performance and progress toward mastery of the standards. A student's mark may not reflect a comparison of that student's performance with the performance of other students.

C. Standards-based instruction and the concept of mastery of standards leads to a marking system that reflects the notion that all students can learn. This is a shift from a competitive system in which there are few available high grades in each course to a system in which all students are expected to master the content standards.

D. Marks reflect a student's individual achievement toward mastering the standards. At the beginning of the school year, each classroom teacher is to provide students and parents with the course description or syllabus, a list of the standards addressed in the course, and the Criteria for Marks (Attachment A) in the appropriate language.

E. The classroom teacher shall determine the mark given to each student in the class based upon the Criteria for Marks (Attachment A), and in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence, that mark shall be final. (California Education Code Section 49066)

F. The determination as to whether mistake, fraud, bad faith, or incompetence exists in relation to a course mark is to be made by the school principal or designated administrator.

G. Academic marks reflect multiple measures of performance and a variety of assignments that demonstrate progress toward and mastery of California content standards.

H. For every course, a minimum of one performance mark reflecting progress toward mastery of standards for every five class-hours of instruction is to be recorded in the Roll Book. (California Education Code Section 48205)

I. Class work, homework, and other assignments that are taken into consideration for the progress report mark are to be graded, recorded, and returned to students within a reasonable time. The criteria for determining "reasonable time" might include students receiving an evaluation of their work allowing enough time to prepare for assessments and prior to issuing an academic mark.

J. Meaningful homework is an extension of the class work and is aligned to the standards for the course. Homework emphasizes quality rather than quantity and should be reflected in the progress report mark.

K. Marking practices that place a major emphasis only upon specific assessments may minimize the value of daily classroom instruction and experiences, at least insofar as that instruction is reflected in an academic mark.

L. A disproportionate number of Fails or D's for any reporting period or for a single assignment immediately signals the need for revising the instructional program to include in-class and out-of-class interventions. Interventions may include reteaching of specific concepts and skills, individualization of instruction, and selection of varying strategies and techniques to address the learning modalities of students.

M. A systematic process will be established that will be used by all schools in the District to identify students experiencing difficulty mastering the standards. Parents and students will be informed of concerns regarding student progress as early as possible but no later than the intervals corresponding to progress reporting periods.

N. Teachers are encouraged to send parents positive notes such as the District form, "Complimentary Report to Parents," regarding exceptional student

performance and student improvement in addition to the regularly scheduled required mark reports.

O. Students in Gifted/Talented Programs generally far exceed mastery of content standards or exhibit advanced mastery of content standards by performing two or more years above grade level. The academic mark must fairly reflect mastery of content standards. Students not demonstrating exemplary or advanced level of mastery of content standards should receive additional teacher assistance. Intervention measures should be planned with the student and/or parents or guardians as necessary.

P. English Learners are expected to demonstrate mastery of the California content standards. The academic mark must fairly reflect mastery of content standards. Students falling below proficient progress toward the targeted content standards should receive additional teacher assistance. Intervention measures should be planned with the student and/or parents or guardians as necessary.

III. EXPLANATION OF MARKING TERMS

Three separate marks – subject, cooperation, and work habits – are issued for all secondary school courses. See Attachment A for a complete interpretation of Academic Marks, Work Habits Marks and Cooperation Marks.

IV. CRITERIA FOR MARKS

A. Teachers are to be thoroughly familiar with the standards addressed in courses and with Criteria for Marks (Attachment A).

B. Students and parents are to receive the course description, the content standards, and the Criteria for Marks (Attachment A) in the appropriate language.

C. The final mark is an overall rating of the student's work and performance that demonstrates mastery of the California content standards for the entire duration of an authorized course.

D. The marks of "Pass/Fail" and "Credit/No Credit" are not to be used for courses offered at LAUSD secondary schools.

E. A mark with a plus or minus sign is not to be used. Two marks with a slash are not to be used (for example: C/D or E/S).

F. The terms "Incomplete" (**Inc** if written or **I** in SSIS or LAUSDMAX) and "No Mark" (**NM** if written or **N** in SSIS or LAUSDMAX) may be used only under the following conditions:
   1. Incomplete (**Inc** or **I**) is given only when a student has been absent during the latter part of the semester for which a report card is issued. Incomplete is given only if the student was passing when present. When it is necessary to report that work is incomplete, the nature of the work to remove the Incomplete must be fully stated in a "Letter to Parents Regarding Incomplete Work" (Form 34-H-20). Incomplete work must be made up by a specific date prior to the next marking period, either the midterm or final marking period, whichever occurs first.
   2. No Mark (**NM** or **N**) may be used only if a student has been enrolled (E) in a class without having work from the student's previous class that can be included in calculating the mark. The student is expected to make up a reasonable amount of the work missed. If the teacher determines that it is not possible for the student to complete a sufficient amount of course work to master the content standards and earn credit for the course, a No Mark (**NM** or **N**) may be entered and no credits issued. Marks are to be given in Work Habits and Cooperation. The entire course must then be repeated and satisfactorily completed before credits and a mark can be issued.

G. Partial credit may not be granted. A reduction of course credits for any reason, including unexcused absences, tardies, or late enrollment is not permitted. (California Education Code Section 49067) However, District procedures for enrolling and granting credit for students living in out-of-home care will follow Assembly Bill 490 as outlined in Bulletin BUL-787, "Guidelines for School Enrollment of Students in Out-of-Home Care."

H. A concurrent student enrolled in an Adult Education course who has not completed a course by the end of a marking period will not receive a mark. When all work for the course is completed and the standards are met, a mark and credits will be issued. Once the course is completed, the District course number, course title, the subject mark, and the school name are entered into the TR01 electronic transcript. All work must be

completed within a one-year period of time or a new contract must be initiated.

V. RECORDING MARKS

A. All marks on the summary page of the Roll Book are to be entered in blue or black ink. A computerized mark summary sheet may be substituted. Schools using LAUSDMAX may substitute the Teacher Verification Report. Marks for individualized assignments may be recorded in other colors of ink.

B. When a student enrolls in the school after the start of the semester, the academic mark earned in a corresponding course at the previous school should be recorded in the Roll Book (paper or electronic) and given proportionate consideration by the teacher in determining the final mark. This procedure also applies when a student transfers from one class to another within the school once the semester has begun.

C. When a student officially withdraws from school, a dated report card or a clearance card must be circulated showing marks earned to date of leaving. "Marks to date of leaving" are not to be converted to final marks unless all specified course work, including the final examination or culminating project, is completed.

D. Occasionally, a student has the opportunity to attend a special program that begins prior to the end of the semester. When a student must leave school for legitimate reasons such as this prior to the end of the semester, the teacher may finalize the academic mark upon the approval of the Principal, or designated administrator.

E. Marks may be posted on cumulative records and on the electronic transcript only from official transcripts. Hand-carried documents are unofficial transcripts. If it is necessary to use an unofficial transcript, schools should contact the District Office of High School Programs or Middle School Programs for approval.

F. Once a mark has been issued, other than an incomplete, it may not be changed by the teacher without just cause. The Principal, or administrative designee, must approve a change of mark. Proper documentation must be kept on file. (See Attachment B.)

VI. RECORDING ATTENDANCE

Please refer to Bulletin BUL-1292, "Attendance Procedures for Elementary and Secondary Schools" for information and procedures for recording attendance.

VII. RELATIONSHIP OF ATTENDANCE TO MARKING

The District holds that it is the rigorous experiences implemented by the teachers in which students are engaged in active reasoning about concepts that assists students in mastering the content standards. Students must attend school regularly to take advantage of these learning opportunities.
Making up an assignment or educational experience does not offer the same value as participating in the experience with student peers. However, in the interest of helping students progress toward mastery of the standards and learn course content, teachers shall provide opportunities to complete missed class work and tests or other appropriate equivalent assignments that can reasonably be provided.

A. Attendance, work habits, and cooperation may not be used as a part of any rigid formula for assigning subject marks, e.g., a set number of tardies or absences may not result in the automatic lowering of a mark or loss of class credit. (California Education Code Section 49607). The District policy on the relationship of a student's attendance, which includes absences and tardies, is described in the Office of the Associate Superintendent, Bulletin No. M-10 (Rev.), December 17, 1984, "Marking Practices in Relation to Attendance, Grades 7-12."

B. Students with excused absences, absences for justifiable personal reasons, and absences due to suspensions shall be afforded the opportunity to complete missed classroom work and tests or other appropriate equivalent assignments that can reasonably be provided by the teacher. The teacher shall determine what assignments are to be made up and in what period of time the student must complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

C. Students who are truant or absent without verified justifiable personal reasons or students who have returned to school without a note need not be afforded the opportunity to complete class work and tests missed. Such

opportunities may be, but are not required to be, provided by the teacher.

VIII. REQUIRED MARKING REPORTS

A. Marking reports enable parents, students, and staff to identify subject areas where improvement is needed and where the student is in danger of not meeting the standards for those subjects. All schools must notify parents and students of concerns regarding student progress as early as possible but no later than the intervals corresponding to progress reporting periods. Parents, students, and staff will work cooperatively to ensure that the student has every opportunity to achieve the grade-level standards for promotion as identified in the Secondary *Guidelines for Instruction*. All schools must issue the second, third, and fourth marking reports listed below. Principals and staff will decide together on the option of issuing the first marking report. The three required marking reports apply to all secondary schools whether report cards are printed by computer or filled in by hand.

1. First Marking Report (Optional) – This progress report is issued at the end of the first five weeks of the semester in schools on traditional calendars and the equivalent for schools on year-round schedules or block schedules. Progress Reports are interim reports that are intended to indicate deficiencies. Thus, only marks of D or Fail in academic progress are indicated, or Us in Work Habits and Cooperation. Satisfactory progress is indicated by a straight line (-). In LAUSDMAX, the straight line is no longer used. The academic mark "M" is used to indicate "meeting standards" and "S" is used to indicate "satisfactory progress" on Work Habits and Cooperation. Cumulative attendance is reported.
2. Second Marking Report (Required) – This mid-term report card is issued at mid-semester in schools on traditional calendars and the equivalent for schools on year-round schedules or block schedules. All cumulative subject marks, marks for cooperation and work habits, and cumulative absences, and tardies must be recorded.
3. Third Marking Report (Required) – This progress report is issued in the fifteenth week for schools on traditional calendars and the equivalent for schools on year-round schedules or block schedules. For homeroom or record room, cumulative absences and tardies must be recorded. Teachers have the option of reporting straight lines (-) for students receiving a "C" or better in the subject mark and an "S"

or better in work habits and cooperation. In LAUSDMAX, the straight line is no longer used. The academic mark "M" is used to indicate "meeting standards" and "S" is used to indicate "satisfactory progress" in work habits and Cooperation. All cumulative absences and tardies must be reported.

4. Fourth Marking Report (Required) – This is the final report card for the semester. All cumulative subject marks, marks for cooperation and work habits, and cumulative absences, and tardies must be recorded.

B. In senior high schools and middle schools, computer-generated report cards are required for the second marking report (mid-term report) and for the fourth marking report (final semester report). Senior high schools and middle schools have the option of issuing a computer-generated report or handwritten report card for the first and third marking reports.

C. Reference Guide REF-1791.2, Instructional Support Services, "Dates for Required Reports of Marks in Secondary Schools," provides schools with specific dates for issuing marking reports. This Reference Guide is issued annually.

1. The following is a recommended timeline for reporting marks at secondary schools in accordance with the marking schedules indicated in Reference Guide REF-1791.2.

   a. Prior to day one, teachers verify the accuracy of their class rosters.
   b. On day one, teachers complete mark roster forms and submit them to the office.
   c. On day two, the office staff input marks into the computer.
   d. In the morning on day three, the staff provides teachers with mark verification rosters.
   e. In the afternoon on day three, teachers verify marks and return the forms to the office.
   f. In the morning on day four, the staff inputs corrected marks into the computer.
   g. In the afternoon on day four, the staff prints the report cards.
   h. On day five, staff sorts and prepares report cards for distribution.
   i. Staff mails or otherwise distributes report cards on this day or on day six. When this day falls just prior to a vacation/holiday, please make a special effort to take report cards to the Mail Unit

or your Local District for mail pick up.

j. On day six, staff prints eligibility roster and makes it available to those supervising extracurricular or cocurricular activities.

2. Teachers are to report marks on the first day of the schedule indicated in Reference Guide REF-1791.2. Teachers are not required to submit marks until the scheduled date.

3. Schools using LAUSDMAX should refer to the LAUSDMAX Mark Reporting Procedures Handbook.

IX. REQUIREMENTS FOR NOTIFICATION OF POSSIBLE FAILURE

A. California Education Code, Section 49067, requires each pupil's achievement to be evaluated for each marking period and requires a conference with, or written report to, the parent or guardian whenever it becomes evident that the pupil is in danger of failing a course. The refusal of the parent or guardian to attend the conference or respond to the written report shall not preclude failing the pupil at the end of the marking period.

B. Teachers have the responsibility to communicate with parents whenever student achievement is not commensurate with content standards identified for each course. Whenever a student is not meeting the standards of the course and/or there exists the possibility of failure, the parent or guardian must be notified in one or more of the following ways:

1. Marking a "Fail" in the subject area on the fifth or fifteenth week in traditional calendar schools, or the equivalent for year-round school, is considered sufficient notification for issuing a "Fail" on the midterm or final report. A mark of "D" on the fifth or fifteenth week marking report is not adequate warning of failure to the parent or guardian. However, a "D" on the report, with the written comment "In danger of failing" can be considered adequate notification to the parent or guardian.
2. A "Special Report to parents—Unsatisfactory" issued prior to the marking period as identified above is considered sufficient notification to the parent or guardian. It should be issued with sufficient time for the student to demonstrate improvement.

C. Work habits and cooperation marks are closely tied to the achievement mark; therefore, teachers should notify the parent of a decline in these

marks or the possibility of an unsatisfactory mark. The same procedures described above for notification of possible failure should be followed for a decline in work habits and/or cooperation marks.

D. Without assistance from the parent or guardian, it is often impossible to prevent failure. In addition to the above requirements of notification of possible failure, the teacher is encouraged to hold a conference with the parent or guardian as soon as possible as it becomes apparent that the student would benefit from additional help at home or intervention at the school site.

X. CONDITIONS OF PARTICIPATION IN EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

In order to participate in extracurricular activities, students must meet the District eligibility requirements as outlined in Bulletin No. BUL-767, January 21, 2004, "Participation in Extracurricular and Cocurricular Activities."

A. Students may use summer school or intersession courses to become eligible for extra/cocurricular activities. Marks received in summer school shall not be the basis for any loss of eligibility. If the exact class is repeated in summer school or intersession, the higher mark may be substituted for the lower mark in computing the "grade-point average" (GPA) for the purpose of determining eligibility for participation in extra/cocurricular activities.
   1. In the subject areas of mathematics, science, and foreign language only, marks in higher-level classes taken in summer school or intersession may be substituted for marks in lower level classes in the same academic area. For example, a "C" in Geometry A can be substituted for a "Fail" in Algebra 1A.
   2. For the purpose of substitution, different languages are considered to be different academic areas and likewise, biological sciences and physical sciences are considered to be different academic areas. Thus, a mark in French cannot be replaced by a mark in Spanish. A mark in Biology <u>can</u> be replaced by a mark in Marine Biology, but <u>not</u> by marks in Chemistry or Physics, for example.
   3. If a student takes a class in intersession or summer session that

does not meet the requirements for substitution as listed above, the class may be added to the number of courses taken during the previous grading period, with the total divided into the number of "grade points" earned (including the summer session or intersession points), to determine the GPA.

B. A student enrolling from a school inside or outside the District is eligible only after the student's grade-point average can be established.

C. Students may be placed on notice but without loss of eligibility on the basis of failing marks or below average performance at the fifth and fifteenth week reporting periods, or the equivalent for schools on year-round schedules. It is recommended that students be encouraged by staff and parents to take advantage of available counseling, tutoring, intervention programs, and/or other assistance in improving achievement and effort.

D. Student eligibility for performance in extra/cocurricular activities is determined on the mid-semester report card and semester marks. In year-round schools, student eligibility may be on a more variable schedule because of the difference in marking periods.

E. When feasible, and with the principal's approval, a student in a five- credit course who is doing failing work after being enrolled 20 days may be given a change of program to another class in the same department. If this is not feasible, the student may receive a change of program to an academic elective. The receiving teacher must take into consideration the mark earned in the class from which the student transferred when computing the midterm and final mark. A student who drops a course with a failing mark after being enrolled 20 days is not to be transferred into another class and will be considered as receiving a failing mark at both the midterm and final reporting periods.

XI. PARTICIPANTS IN GIFTED/TALENTED AND SPECIAL EDUCATION PROGRAM

A. Evaluating progress of secondary students in Gifted/Talented Programs

In general, an "A" or "B" mark is considered to be the usual mark for students identified gifted who are highly able learners. These students generally perform two years or more above grade level and receive such marks when they are performing beyond their age-grade peers and beyond the District standards for a designated grade. Please note that students are identified gifted in various categories; therefore, individual performance assessments are necessary.

Students not maintaining an "A" or "B" should receive teacher assistance, i.e., practice in understanding the rubrics for assignments and assessment and instruction in content area and skill gaps.

Intervention measures should be planned with the student and/or parents as necessary. Special counseling for the student and notification of parent and/or guardian is recommended.

The final grade:

1. Must fairly reflect the composite strength of the student using the work of an average student or grade level standard as a benchmark. Punitive grading practices should be avoided.
2. Must contain fair mark value for enhanced, modified learning beyond the regular program.
3. Must yield a satisfactory ranking of the gifted student among his age-grade peers who do not participate in more advanced, fast paced, modified curriculum.

B. Evaluating Progress of Secondary Students with Disabilities

1. Report Card Procedures

General and special education teachers work collaboratively to determine grades for students with disabilities. Teachers must consider the individual needs of each student with disabilities as described in the student's Individualized Education Program (IEP) or Section 504 Plan when evaluating student performance. All teachers of students with disabilities, including teachers in general education,

shall implement the accommodations or modifications for instruction, assessment and/or evaluation written in the IEP or Section 504 Plan. Before grading a student with disabilities, teachers should consider whether the accommodations and/or modifications in the IEP or Section 504 Plan have been provided throughout the period of instruction in the subject area/course.

Most students with disabilities will be held to the same content standards as their nondisabled peers. The IEP team or Section 504 Team will make this determination based upon assessments of the student's skills and abilities.

A student receiving accommodations, related aids, or services shall not have reflected on his/her transcript any notations pertaining to, reflecting, or inferring these accommodations, disability status, special education status, or Section 504 status unless it has been determined that a fundamental change to an essential course requirement is needed.

2. Special Education Report of Progress Toward IEP Goals

The Individuals with Disabilities Education Act (IDEA) requires parents of students with disabilities to be regularly informed as to the progress toward IEP goal mastery at least as often as the parents of nondisabled peers. Teachers of students with disabilities meet this requirement by completing the Report of Progress found on the goal pages of the IEP. Schools are required to report progress at least <u>three</u> times during the school year (the fourth time will be at the IEP meeting). Schools may select a common time for reporting progress towards goals or align it with the report card schedule. Parents must be notified of the dates for reporting of progress toward goals (this can be done through monthly school calendars or in the beginning of the year newsletter). The No Child Left Behind Act requires that all accountability measures be aligned. As you select your reporting dates you will want to consider how they align with accountability benchmarks.

AUTHORITY: This is a policy of Los Angeles Unified School District Board of Education.

RELATED RESOURCES: The following documents may be used as references:
Bulletin BUL-767, "Participation in Extracurricular and Cocurricular Activities", dated January 21, 2004.
Bulletin M-10 (Rev.), "Marking Practices in Relation to Attendance, Grades 7-12.", dated December 17, 1984.
Bulletin BUL-787, "Guidelines for School Enrollment of Students in Out-of-Home Care", dated July 1, 2004.
Reference Guide REF-1791.2, "Dates for Required Reports of Marks in Secondary Schools", revised annually.
Cumulative Record Handbook for Secondary Schools
LAUSDMAX Mark Reporting Procedures Handbook

ASSISTANCE: For assistance or further information please contact Bud Jacobs, Director High School Programs, at 213-241-6895.

CRITERIA FOR MARKS

Academic Mark	A	B	C	D	FAIL
Quality of Work	Demonstrates an exemplary level of understanding of content standards and tasks.	Demonstrates a thorough understanding of the content standards and tasks.	Demonstrates an understanding of the content standards and tasks.	Demonstrates a limited understanding of the content standards and tasks.	Demonstrates an inability to understand the content standards and tasks.
Interpretation and Application	Demonstrates exceptional and fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates satisfactory skills in analyzing, synthesizing, and drawing inferences from observations and data or information.	Demonstrates a limited ability to analyze, synthesize, and draw inferences from observations and other data or information.	Demonstrates an incomplete and/or inaccurate analysis of data or information that has been collected.
Thinking and Reasoning Skills	Demonstrates an insightful and thorough use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates an insightful use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates limited use of prior knowledge and skills to create innovative ideas, products or performances.	Demonstrates incomplete use of prior knowledge/skills to create innovative ideas, products or performances.
Quantity of Work	Produces extra work in addition to assigned work, of both teacher-generated and self-initiated toward achieving standards for the course.	Produces extra work in addition to all assigned work, usually teacher-generated and self-initiated toward achieving standards for the course.	Produces the assigned work in achieving standards for the course.	Demonstrates a need to improve in the amount of work completed and effort expended toward achieving standards for the course.	Demonstrates no improvement of the work completed and in the effort expended toward achieving standards for the course.

WORK HABITS	E	S	U
Effort	Demonstrates exceptional determination in accomplishing tasks and mastering standards.	Demonstrates determination in accomplishing tasks and mastering standards.	Demonstrates little determination in accomplishing tasks and mastering standards.
Responsibility	Accepts complete responsibility for personal actions and demonstrates honesty, fairness, and integrity.	Accepts responsibility for personal actions and frequently demonstrates honesty, fairness, and integrity.	Accepts little responsibility for personal actions.
Attendance	Maintains excellent attendance record by consistently avoiding unnecessary absences or tardies.	Maintains a satisfactory attendance record by avoiding unnecessary absences or tardies.	Makes little effort to maintain a satisfactory attendance record; is frequently absent or tardy without excuses.
Evaluation	Makes explicit effort to examine work using both teacher-generated and self-generated criteria.	Makes effort to examine work using teacher-generated criteria.	Makes use only of teacher-generated criteria to examine work on an inconsistent basis.

COOPERATION	E	S	U
Courtesy	Maintains courteous relations with the teacher and other students and consistently works without disturbing others.	Demonstrates courteous relations with the teacher and other students and generally works without disturbing others.	Demonstrates discourteous behavior towards the teacher and other students and consistently lacks consideration for others.
Conduct	Obeys rules, respects public and personal property and actively promotes the general welfare.	Obeys rules, respects public and personal property and supports the general welfare.	Shows disregard for rules; has little respect for public and personal property and often opposes the general welfare.
Improvement	Assumes responsibility for personal improvement and rarely needs correction.	Tries to improve and usually accepts corrections in an objective manner.	Makes little attempt to improve and shows indifference or resistance to corrections.
Class Relations	Demonstrates leadership ability to work with others in a variety of situations to set and achieve goals.	Demonstrates ability to work with others in a variety of situations to set and achieve goals.	Demonstrates little ability to work with others in a variety of situations to set and achieve goals.

CHANGE OF FINAL MARK FORM

Date: _____

I request that the mark of: _____ _____ _____
(Print) Student's Last Name, First Grade Birthdate

be changed in: _____ _____ _____ _____
Course Title Period Semester Year

From:	Academic mark	Work Habits	Cooperation
To:	Academic mark	Work Habits	Cooperation

Reason for change _____

_____
Teacher's Signature

The teacher must submit this request to the APSCS in the counseling office personally.

Approved: _____ _____
Assistant Principal, SCS Date

The teacher must also change the mark in the **roll book**. Mark changed and initialed in roll book:

_____ _____ _____
Teacher's Signature Date Verified by: Counseling office staff

Route To: Computer (MR04 & TR01): _____ _____
Computer Operator Date

Counselor: _____ Date: _____

Individual(s) Responsible for Eligibility: _____

Cumulative Record Changed: _____ _____
Credit Clerk Date

FILE THIS FORM WITH STUDENT'S CUMULATIVE RECORD WHEN COMPLETED.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Memorandum

TITLE: **REQUIRED NONDISCRIMINATION NOTICES**

NUMBER: MEM-1830.0

ISSUER: Kevin S. Reed, General Counsel
Office of the General Counsel

DATE: June 20, 2005

ROUTING
Administrators
Principals

PURPOSE: The Los Angeles Unified School District (District) is committed to providing a safe working and learning environment, free from unlawful discrimination and harassment. Federal and state law and the California Education Code mandate that the District annually publish and disseminate nondiscrimination notices.

MAJOR CHANGES: This version replaces Memorandum No. MEM-1043, "Required Nondiscrimination Notices," issued June 10, 2004, by the Office of the General Counsel. It is issued as an annual reminder to schools and offices to publish and disseminate required nondiscrimination notices.

GUIDELINES: **Dissemination of Nondiscrimination Notices**

Employees

- The "Nondiscrimination Statement" and the "Sexual Harassment Policy" (attached) are to be disseminated to each employee (both at schools and offices) on an annual basis.

Students

- All required nondiscrimination notices are provided in the "Parent—Student Handbook." (For accessing and/or the current handbook, please refer to the new procedures outlined in Memorandum, MEM-1735.0, "2005-06 Parent Student Handbook Distribution," issued June 1, 2005, by the Office of the Chief Operating Officer.)

- SECONDARY SCHOOLS ONLY: "Title IX and Nondiscrimination" and "Sexual Harassment" student brochures are still available to be ordered free of charge from the District's *Supplies and Equipment Catalog* (See "Printed Forms and Publications –Educational Equity")

- A copy of the District's written "Sexual Harassment Policy" must be presented in age-appropriate language as part of any orientation program conducted for students at the beginning of each quarter, semester, or summer session, as applicable. This notification shall include information concerning how to file/report a sexual harassment complaint.

Posting of Nondiscrimination Notices

"Nondiscrimination Information" and the "Sexual Harassment" Posters have been issued to schools and offices. Additional posters may be obtained by contacting the Educational Equity Compliance Office.

Both the "Nondiscrimination Information" and the "Sexual Harassment" 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.

AUTHORITY: The following legal standards are applied in this memorandum:

Title 5, California Code of Regulations, §4960(a), Nondiscrimination Statement

California Education Code, §231.5, Educational Institutions; Written Policy on Sexual Harassment

Title IX Regulations, Title 34, Code of Federal Regulations, Part 106

RELATED RESOURCES: Bulletin No. BUL-1041, subject, "Sexual Harassment Policy—Students," issued June 10, 2004, by the Office of the General Counsel

Bulletin No. S-26, subject, "Sexual Harassment Policy—Employees," issued December 3, 2001, by Human Resources

Related information regarding nondiscrimination policies (including the District's Sexual Harassment Policy) may be obtained at the following Websites: http://www/lausd.k12.ca.us/lausd/offices/eec (available to the general public and District students/employees) http://notebook.lausd.net (available to District employees only)

ASSISTANCE: For assistance or further information, please contact:

Deanne Neiman, District Title IX and Section 504/ADA Coordinator, and Director of the Educational Equity Compliance Office, at (213) 241-7682

LOS ANGELES UNIFIED SCHOOL DISTRICT

NONDISCRIMINATION STATEMENT

The Los Angeles Unified School District is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. The District prohibits discrimination and harassment based on an individual's sex (including sexual orientation or gender identity, pregnancy, childbirth or related medical condition); ethnicity (such as race, color, national origin, and ancestry); religion (including religious accommodation); disability (mental or physical disability or reasonable accommodation); age; marital status; or any other basis protected by federal, state, local law, ordinance, or regulation. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by the District. Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and that can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including verbal remarks and name-calling, graphic and written statements, or conduct that is physically threatening or humiliating.

This nondiscrimination policy covers admission or access to, or treatment or employment in, District programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission to or participation in District programs or activities.

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate crimes may be found in other District policies that are available in all schools and offices. It is the intent of the District that all such policies be read consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

The District prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

For inquiries or complaints related to discrimination or harassment based on a student's sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504), contact:

Deanne Neiman, Director, Educational Equity Compliance Office
(District Title IX and Section 504 Coordinator)
(213) 241-7682

For inquiries or complaints related to employee-to-employee 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

DISTRITO ESCOLAR UNIFICADO DE LOS ÁNGELES

DECLARACIÓN ANTIDISCRIMINATORIA

El Distrito Escolar Unificado de Los Ángeles está comprometido a proporcionar un entorno de trabajo y estudio libre de discriminación y hostigamiento ilegales. El Distrito prohíbe estas prácticas cuando estén motivadas por el sexo (la orientación sexual, la identidad de género, el embarazo, el parto o una afección médica relacionada); el grupo étnico (como la raza, el color, la ascendencia o el origen nacional); la religión (incluidas las adaptaciones motivadas por ésta); la discapacidad (mental o física, o una modificación razonable por este motivo); la edad; el estado civil; o por alguna otra razón que especifiquen las leyes, las ordenanzas o los reglamentos federales, estatales o locales. El acoso en base a cualquiera de las categorías protegidas definidas anteriormente constituye una forma de discriminación ilícita que el Distrito no está dispuesto a tolerar. El acoso se define como la intimidación o la conducta abusiva dirigidas a un estudiante o empleado que produzca un entorno hostil, y puede traer como resultado medidas disciplinarias contra el estudiante o el empleado infractor. El hostigamiento puede revestir muchas formas, incluidos los actos verbales y los insultos, las declaraciones gráficas y escritas o la conducta que amenace o humille físicamente.

Esta política antidiscriminatoria abarca la admisión a los programas y a las actividades del Distrito, incluida la educación vocacional, el acceso a todo lo anterior, o el tratamiento o el empleo en los mismos. El desconocimiento del inglés no será un obstáculo para la admisión a los programas y a las actividades del Distrito ni para la participación en los mismos.

En otras declaraciones de reglas del Distrito disponibles en todas las escuelas y las oficinas, se puede obtener información adicional que prohíbe otras clases de discriminación o acoso ilícitos, conducta impropia o delitos motivados por prejuicios o una combinación de lo anterior. El Distrito tiene el propósito de que todos los reglamentos de esta índole se lean constantemente con el fin de garantizar la mayor protección posible contra la discriminación ilícita en el suministro de servicios y oportunidades educativos.

El Distrito Escolar prohíbe las represalias contra toda persona que entable una queja o participe en la investigación de la misma.

Haga el favor de comunicarse con la persona cuyos datos aparecen a continuación para hacer preguntas o presentar quejas relacionadas con la discriminación o el acoso motivados por el sexo de un(a) alumno(a) (Título IX); la orientación sexual o identidad de género (Título V, CCR, §4910); la raza, el color o el origen nacional (Título VI); o la discapacidad mental o física (Artículo 504):

Deanne Neiman, Directora de la Oficina de Cumplimiento con la Igualdad Educativa
(Coordinadora de Título IX y del Artículo 502 en el Distrito)
(213) 241-7682

Para hacer preguntas o presentar quejas relacionadas con la discriminación o el acoso entre empleados, haga el favor de comunicarse con la siguiente dependencia:

Equal Employment Opportunity Section
(213) 241-7685

Ambas oficinas se encuentran en:
El Distrito Escolar Unificado de Los Ángeles
333 South Beaudry Avenue, 20th Floor (Piso 20)
Los Angeles, California 90017

LOS ANGELES UNIFIED SCHOOL DISTRICT
SEXUAL HARASSMENT 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 or 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, sexual orientation, or gender, and, for that reason, 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 or the suspension or expulsion of the offending student in grades four through twelve. Suspension or expulsion as a disciplinary consequence for sexual harassment shall not apply to students enrolled in Kindergarten and grades one through three. However, students enrolled in Kindergarten and grades one through three may be subject to other disciplinary actions.

Any student or employee of the District who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of the site administrator or Title IX 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 will be promptly investigated in a way that respects the privacy of the parties concerned.

California Education Code Section 212.5 defines sexual harassment 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.**

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory or vulgar comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; and/or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; and/or use of obscene gestures or leering.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; and/or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

<u>To obtain specific rules and procedures for reporting charges of sexual harassment and for pursuing available remedies, contact</u>

Educational Equity Compliance Office (Deanne Neiman, Director, and District Title IX Coordinator), at (213) 241-7682, when issues or complaints involve students, or

Equal Opportunity Section, at (213) 241-7685, when issues or complaints involve employees. **6//05**

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
NORMAS SOBRE EL ACOSO SEXUAL

El Distrito Escolar Unificado de Los Ángeles se ha comprometido a mantener un ambiente de trabajo y estudio que esté libre del acoso sexual. El acoso sexual en contra de los empleados o estudiantes o por parte de los mismos o en contra de personas que hagan trámites para el Distrito es una forma de discriminación sexual puesto que constituye un tratamiento diferencial basado en el sexo, orientación sexual, o identidad sexual de la persona, y por ese motivo, es una violación de las leyes estatales y federales y una violación de esta norma.

El Distrito considera que el acoso sexual es un delito mayor que puede traer como consecuencia una acción disciplinaria contra el empleado infractor o la suspensión o expulsión del estudiante infractor si éste es alumno de los grados del cuarto al duodécimo. La suspensión o la expulsión como consecuencia disciplinaria por el acoso sexual no se aplicarán a los alumnos matriculados en el jardín de infantes ni a los que cursan estudios en los grados del primero al tercero. Sin embargo, estos alumnos pueden ser objeto de otras acciones disciplinarias

A cualquier estudiante o empleado del Distrito que crea haber sido víctima de acoso sexual se le insta a traer el problema a la atención del administrador del plantel o de la persona encargada de la demanda del Título IX, de manera que se pueda tomar la medida apropiada para resolver el problema. El Distrito prohíbe las represalias contra quienquiera que entable una denuncia por acoso sexual o cualquier participante en el proceso de la investigación de la denuncia. Las denuncias serán investigada de manera expedita y respetando la privacidad de las personas involucradas.

El Artículo 212.5 del Código de Educación de California define el acoso sexual como cualquier conducta de índole sexual no deseada como pedir favores sexuales u otros ya sean verbales, visuales, físicos realizada por alguien que trabaje en el sitio, ya sea en el lugar de trabajo o en el plantel educativo, bajo las siguientes condiciones:

- **La sumisión a la conducta se vuelve explícita o implícitamente una condición del empleo, estado o progreso académico.**
- **La sumisión a la conducta por el individuo o el rechazo de la misma se utiliza como la base del empleo o de las decisiones académicas que afecten al individuo.**
- **La conducta tiene como propósito o efecto un impacto negativo en el trabajo o en el rendimiento académico del individuo o el efecto de crear un ambiente de trabajo o de estudio amedrentador, hostil u ofensivo.**
- **La sumisión a la conducta del individuo o el rechazo de la misma se usa como la base de cualquier decisión que afecte al individuo con respecto a las prestaciones y servicios, honores, programas o actividades disponibles en la entidad educativa o a través de la misma.**

El acoso sexual puede incluir, entre otras cosas, lo siguiente:

- La conducta verbal no deseada como los comentarios lascivos o despectivos; las indirectas, insultos o insinuaciones; las invitaciones o comentarios sexuales no deseados; insinuar por citas; hacer amenazas; o el difundir rumores acerca de otros y el calificarlos según su actividad o rendimiento sexual.
- La conducta visual no deseada como la exhibición de objetos, cuadros, carteles, material escrito, caricaturas o dibujos con insinuaciones sexuales, los graffiti de índole sexual o el uso de gestos obscenos.
- La conducta física no deseada que incluye tocar, pellizcar, besar, palmear, abrazar, obstaculizar el movimiento normal a alguien que no lo desee o agredir o interferir con el trabajo o el estudio de un individuo debido a su sexo, orientación sexual, o identidad sexual de la persona.
- Las amenazas y exigencias o presión para ceder a proposiciones indecorosas a fin de mantener un trabajo o posición académica o para evitar otras pérdidas y los ofrecimientos de beneficios a cambio de favores de tipo sexual.

Si desea información específica acerca de las reglas y los procedimientos para reportar cargos de acoso sexual y buscar las medidas correctivas apropiadas, comuníquese con:

Deanne Neiman, directora de la Oficina de Cumplimiento de Igualdad Educativa (Educational Equity Compliance Office) y coordinadora distrital del Título IX, llamando al (213) 241-7682, cuando los casos o las quejas impliquen a estudiantes, o a la División de Igualdad de Oportunidades (Equal Opportunity Section), teléfono (213) 241 7685, cuando los casos o las quejas impliquen a empleados. **6/05**

TITLE: **SEXUAL HARASSMENT POLICY (STUDENT-TO-STUDENT, ADULT-TO-STUDENT, AND STUDENT-TO-ADULT)**

NUMBER: BUL-1041

ISSUER: Kevin S. Reed, General Counsel
Office of the General Counsel

DATE: June 10, 2004

ROUTING
Principals
Administrators
School Staff
All Employees

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 or the suspension or expulsion of the offending student in grades four through twelve. Suspension or expulsion as a disciplinary consequence for sexual harassment shall not apply to students enrolled in Kindergarten and grades one through three. However, students enrolled in Kindergarten and grades one through three may be subject to other disciplinary actions.

Any student or 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 Title IX Complaint Manager 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 Bulletin No. L-5 on the same subject issued by the Office of the General Counsel on August 15, 2001. It reflects current state and federal requirements and provides guidance and procedures for investigating student-to-student, adult-to-student, and student-to-adult 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.

- Students: A copy of the District's written policy on sexual harassment shall be presented in age-appropriate language as part of any orientation program conducted for students at the beginning of each quarter, semester, or summer session, as applicable. This notification shall include information concerning how to file/report a sexual harassment complaint.

  - Suggested for Students in Grades K-6: The brochure, "Students Don't Let Others Bully or Harass You," may be distributed to students and/or used as "talking points" for providing the required information.

  - Suggested for Students in Grades 7-12: The brochure, "Sexual Harassment —Students Know Your Rights," may be distributed to students and used as "talking points" in any student orientation program.

  (See "Related Resources" on page 10 of this Bulletin for information on how these brochures may be downloaded from District websites or ordered from the District's School Supplies and Equipment Warehouse.)

- Parents and/or Guardians: The District's "Parent—Student Handbook" may be used to provide notification of the sexual harassment policy to parents and guardians.

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 IX 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., a Student Planner or Local School Faculty or Student Handbook) that sets forth the school's or the District's comprehensive rules, regulations, procedures, and standards of conduct.

Responsibility for Implementation of Policy:

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.

Students 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 Title IX Complaint Manager.
- 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.

Dual Reporting in Response to Sexual Harassment Complaints: The District has dual responsibilities with respect to cases of inappropriate sexual conduct toward a student. In such cases, District employees have a duty not only to report the incident as suspected child abuse to a child protective agency, but also to respond promptly and equitably to the report of sexual harassment. Therefore, a report alleging sexual harassment conduct could possibly require (1) a report of suspected child abuse, (2) a sexual harassment investigation, and (3) the imposition of discipline on the person accused of the conduct.

A determination of whether child abuse or sexual harassment occurred involves very different standards and outcomes. Suspected child abuse investigations involve addressing possible criminal conduct; they are not designed to address issues concerning the educational environment of students. Making a report of suspected child abuse does not relieve the District of its responsibility to take administrative action to investigate and determine whether sexual harassment had occurred.

Child abuse reporting procedures, sexual harassment policies and procedures, and disciplinary policies and procedures must be effected in a coordinated manner. If it is suspected that conduct by a student or employee could constitute both child abuse and sexual harassment, the child abuse report should be filed immediately as required by District procedures. Immediate steps should also be taken, however, to protect any alleged victim of sexual harassment. In addition, as soon as the law enforcement agency completes its investigation or notifies the District to "handle the situation administratively," school site administrators are responsible for implementing the steps outlined in this policy for conducting a prompt investigation into whether sexual harassment had occurred.

(For further information on child abuse reporting policies and procedures, see the "Related Resources" section on page 10 of this Bulletin which references the District's "Child Abuse—Reporting" Bulletin.)

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.

Informal Process: Informal resolutions of student sexual harassment complaints should be addressed at the school 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 Local District Office 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.

- Provide the target of the harassment with the assurances regarding confidentiality and non-retaliation mentioned earlier.

- 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.

- Assure the target of the harassment that he/she will not be required to confront the accused person.

- 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.

- Interview any witnesses identified by the accused person and provide the same assurances as above.

- Provide all parties, including parents and guardians, with copies of the District's "Sexual Harassment Policy." Students 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. <u>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</u>.

- 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 student who had been the target of the conduct. Response might also involve the initiation of disciplinary proceedings.

- Inform the complainant (whether a student or a parent/guardian) 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.

- If a student has been a target of sexual orientation harassment, consult with the student to determine an appropriate way to inform that student's parents or guardians of the harassing conduct.

- Verify with the target of the harassment that the action taken did stop the harassment and did address the complaint.

- 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 Educational Equity Compliance Office.

Formal Process: If a complaint cannot be resolved informally at the school site, the following 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 with the Local District Office 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 IX Sex Discrimination/Sexual Harassment Complaint Form," a "Uniform Complaint Procedures Form," or simply by filing a written complaint statement.

- The Local District 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.

- Informs the complainant that a written report of findings will be provided to the complainant at the conclusion of the investigation. Specific corrective actions with regard to employees or students are to be kept confidential.

- The Local District Office will conduct an impartial investigation and work to resolve the matter by taking appropriate action, which may include the use of disciplinary or other remedial measures. A written report of 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 Local District's decision.

Internal District Appeal**:** If the complainant is dissatisfied with the Local District Office decision, he or she may send an appeal to the District Title IX Coordinator in the Educational Equity Compliance Office within 15 days of receipt of the Local District's decision letter. The appeal must be put in writing, signed, and should state the reason(s) for the appeal and list any steps that were already taken in an attempt to resolve the complaint. A copy of the Local District's decision letter should be forwarded along with the appeal correspondence. The complaint will then be reviewed by the District Title IX Coordinator using the same steps outlined for the initial complaint investigation. A final written letter of findings will be provided to the complainant.

Further Options: An appeal of either the Local District's or the Educational Equity Compliance Office's findings may also be made to the California Department of Education. The appeal must be made in writing and sent within 15 days of receipt of such a letter of findings. Such appeals should be addressed to the: California Department of Education; Office of Equal Opportunity; P.O. Box 944272; Sacramento, California 95814-5901.

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

Title IX of the Education Amendments of 1972, 20 U.S.C.S. §1681, et seq.

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

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.

- Reference Guide No. L-2 (Rev.), Subject, "Coordination of District Child Abuse Reporting Procedures and Sexual Harassment Policy," issued by the Office of the General Counsel, dated June 20, 2003, provides guidance on coordinating the specified procedures and working with the District units and offices that can assist in these processes.

- Bulletin No. 10, Subject, "Child Abuse—Reporting," issued by Student Health and Human Services, dated August 1, 1996, provides complete information on child abuse reporting procedures in conformance with California state law and District policy.

- Student Brochures: "Sexual Harassment—Students Know Your Rights" brochures and "Title IX and Nondiscrimination—Students Know Your Rights" brochures may be ordered from the District's Schools Supplies and Equipment Warehouse by using the current "Catalog of Supplies and Equipment."

- A copy of the brochure, "Students Don't Let Others Bully or Harass You" (for elementary through middle school students), may be downloaded from the websites listed in the next bullet.

- 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)

- Bulletin No. S-26, subject "Sexual Harassment Policy—Employees," issued by Human Resources, dated December 3, 2001, provides information regarding employee-to-employee sexual harassment complaints.

ASSISTANCE: For assistance or further information concerning sexual harassment and students, please contact:

Deanne Neiman, Director, Educational Equity Compliance Office, and
Los Angeles Unified School District Title IX Coordinator
at (213) 241-7682

For assistance or further information concerning suspected child abuse, please use the following contacts:

For responses to legal questions concerning suspected child abuse, call:
Field Services Legal Team/Office of the General Counsel
(213) 241-7600
or
For responses to questions concerning suspected child abuse reporting, call:
1-800-540-4000

For assistance with issues relating to student discipline policies and procedures, call:
Pupil Services/Student Discipline Proceedings Unit
(Student Health and Human Services)
(213) 763-7450

For assistance with issues relating to employee discipline, call:
Your respective Local District Staff Relations Coordinator

For assistance with employee-to-employee sexual harassment complaints, call
Equal Employment Opportunity Section
(213) 241-7685

LOS ANGELES UNIFIED SCHOOL DISTRICT
SEXUAL HARASSMENT 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 or 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, sexual orientation, or gender, and, for that reason, 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 or the suspension or expulsion of the offending student in grades four through twelve. Suspension or expulsion as a disciplinary consequence for sexual harassment shall not apply to students enrolled in Kindergarten and grades one through three. However, students enrolled in Kindergarten and grades one through three may be subject to other disciplinary actions.

Any student or employee of the District who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of the site administrator or Title IX 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 will be promptly investigated in a way that respects the privacy of the parties concerned.

California Education Code Section 212.5 defines sexual harassment 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.**

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory or vulgar comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; and/or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; and/or use of obscene gestures or leering.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; and/or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

<u>To obtain specific rules and procedures for reporting charges of sexual harassment and for pursuing available remedies, contact</u>

Educational Equity Compliance Office [Deanne Neiman, Director, and District Title IX Coordinator] at (213) 241-7682, when issues or complaints involve students, or
Equal Opportunity Section, at (213) 241-7685, when issues or complaints involve employees

6/04

LOS ANGELES UNIFIED SCHOOL DISTRICT
Educational Equity Compliance

COMPLAINT/INVESTIGATION RECORD
(Student-to-Student, Student-to-Adult, and/or Adult-to-Student Sexual Harassment)
[For School/District recording purposes only]

School		**Local District**	

Name of person who is the target of the behavior							
Student/Grade		**Adult/Position**		**M**	☐	**F**	☐

Name of person who is the target of the behavior							
Student/Grade		**Adult/Position**		**M**	☐	**F**	☐

Name of person who is the target of the behavior							
Student/Grade		**Adult/Position**		**M**	☐	**F**	☐

Name of person who is accused of the behavior							
Student/Grade		**Adult/Position**		**M**	☐	**F**	☐

Name of person who is accused of the behavior							
Student/Grade		**Adult/Position**		**M**	☐	**F**	☐

Name of person who is accused of the behavior							
Student/Grade		**Adult/Position**		**M**	☐	**F**	☐

INCIDENT INFORMATION:

Date/Incident	/ /	**Place/Incident**	
Names of Any Witnesses			

BRIEF DESCRIPTION OF INCIDENT:

Name of person who received this complaint			
Signature/Title		**Date received**	/ /

(If different from above . . .)

Name of person who responded to this complaint			
Signature/Title		**Response date**	/ /

FORM SXHRSRCRD (Rev. 6/04)

COMPLAINT/INVESTIGATION RECORD -- PAGE TWO

I. RECORD OF INVESTIGATION:

Interview alleged target of sexual harassment	Date / /	Interview accused person	Date / /
Interview witnesses (if any)	Date / /		
Seek assistance, as needed, from supervisor, other District offices, or other sources:			
Person/Office			Date / /
Person/Office			Date / /
Person/Office			Date / /
Person/Office			Date / /

II. FINDINGS/DETERMINATION:

☐	Findings indicate sexual harassment occurred.	☐	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.

III. CORRECTIVE ACTIONS:

	Involving Accused Person(s)	Date		Involving Alleged Target(s)	Date
☐	Provide Copy/Explain District Sexual Harassment Policy/Procedures	/ /	☐	Provide Copy/Explain District Sexual Harassment Policy/Procedures	/ /
☐	Disciplinary Conference	/ /	☐	Administrative Conference	/ /
☐	Referral for School Counseling	/ /	☐	Referral for School Counseling	/ /
☐	Education/Behavior Contract	/ /	☐	Referral for Outside Counseling	/ /
☐	Class Schedule Change	/ /	☐	Parent informed of Complaint ☐ Conference ☐ Letter ☐ Telephone	/ /
☐	Detention Assigned	/ /	☐	** Caution In sexual orientation harassment, consult with student (alleged target) as to a safe way to inform parent or guardian of the harassment.	
☐	Parent Informed of Complaint ☐ Conference ☐ Letter ☐ Telephone	/ /	☐		
☐	Opportunity Transfer	/ /	☐		
☐	Expulsion	/ /	☐	Monitor to Check That Unwanted Behavior Has Stopped	
☐	Accused Person's Parents Notified of Resolution of Incident/Complaint	/ /	☐	☐ After One Week ☐ After Two Weeks	/ / / /

DESCRIBE ANY OTHER ACTIONS TAKEN OR FURTHER REMEDIAL ACTION TO BE UNDERTAKEN TO PREVENT RECURRENCE OF THE INCIDENT/BEHAVIOR:

IV. NOTIFICATION OF FINDINGS AND ACTIONS TAKEN:

☐	Targeted Person	Date / /		☐	Parents	Date / /
☐	Accused Person	Date / /		☐	Parents	Date / /

RETAIN THIS RECORD IN A SEPARATE SCHOOL FILE. SEND A COPY OF THE COMPLETED RECORD (BOTH SIDES) TO:

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 E-mail: complaint-record@lausd.k12.ca.us

LOS ANGELES UNIFIED SCHOOL DISTRICT
Educational Equity Compliance
TITLE IX SEX DISCRIMINATION/SEXUAL HARASSMENT COMPLAINT FORM

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 self (person filing complaint as indicated above) or on behalf of:

Name					
	Last			First	Middle
For Student:	/ /			For Employee:	
	Date of Birth	Grade	Track		Employee Number
School/Work Site				Local District	

Please give the facts about the complaint and attach any relevant documents if available:

Date of Incident	/ /	Place of Incident	
Names of Accused Persons			
Names of Witnesses			
Brief Description of Incident:			

Has your complaint been discussed with any other 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
333 South Beaudry Avenue, 20th Floor; Los Angeles, CA 90017 (School Mail: Beaudry Site, 20th Floor)
Telephone: (213) 241-7682 FAX: (213) 241-3312 Web Site: http://www/lausd.k12.ca.us/lausd/offices/eec

PLEASE POST

SEX DISCRIMINATION/SEXUAL HARASSMENT IS ILLEGAL

THE TITLE IX* COMPLAINT MANAGERS FOR OUR SCHOOL ARE:

_____

ROOM #

_____

ROOM #

_____

ROOM #

*Federal Title IX and/or state law prohibits discrimination on the basis of sex, sexual orientation, or gender, which includes prohibiting acts of sexual harassment.

COLOQUESE A LA VISTA DEL PUBLICO

LA DISCRIMINACION DE LOS SEXOS O AL ACOSO SEXUAL SON ILEGALES

LAS PERSONAS DEL TITULO IX,* ENCARGADAS DE ATENDER QUEJAS PARA NUESTRA ESCUELA, SON:

_____

SALÓN #

_____

SALÓN #

_____

SALÓN #

*La ley Federal del Título IX y/o del Estado prohibe la discriminación en base al sexo, orientación sexual, o identidad sexual de la persona, incluyendo actos prohibidos de acoso sexual.

TITLE: Student and Employee Security

NUMBER: BUL-2368.1

ISSUER: Dan M. Isaacs, Chief Operating Officer
Office of the Chief Operating Officer

DATE: March 6, 2006

ROUTING
Local District Superintendents
Local District Directors of School Services
Local District Operations Coordinators
Site Administrators

MAJOR CHANGES: This bulletin updates the reference to Bulletin N-33, which has been replaced by BUL-2219.0, Locked Campuses During Class Hours At All Schools. BUL-2368.1 replaces Bulletin N-10 (Rev.) of the same subject, dated September 7, 2001. The content reflects changes in current procedures.

GUIDELINES: The following guidelines apply:

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 site administrators in programming events, developing guidelines, setting school policy and supporting safe school plans.

II. ADMINISTRATOR'S 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 for assistance, when needed, should a loiterer appear on or adjacent to the campus.

C. Develop classroom-to-office contingency emergency communication plans.

D. Remove graffiti immediately or as soon as possible.

E. Submit Model Safe School Plans, Volumes 1 and 2, each year on or before the required date, and be sure that both are functioning, working, and utilized documents.

F. 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.

G. 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.

H. Provide copies of the Safe School Plan, 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.

I. Develop strategies to control rumors concerning school or community incidents.

J. Organize, when feasible, 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.

K. 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.

L. 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. BUL-2219.0, Locked Campuses During Class Hours at All Schools, January 26, 2006, Office of the Chief Operating Officer.

M. 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. Be sure that every student receives a copy of the Parent Student Handbook.

O. If your school has Safe School Zone (SSZ) signs posted on campus, in the community, and at bus stops, students, staff, and parents should be notified annually by sending the SSZ flyer home, publicizing at assemblies, meetings, and inserting in school newsletters.

P. Prohibit and monitor student access to cars during school hours.

Q. Assign available personnel to patrol the campus perimeter, known trouble spots and all building entrances during the course of the school day.

R. 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 Withrow, Radio Communications Technician at (323) 224-2203.

S. Prohibit the wearing of gang apparel or the use of gang-related symbols.

T. Conduct random metal detector searches – refer to Bulletin 1824.0 Random Metal Detector Searches.

III. STAFF 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 drug resistance and human relational programs, and 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 during the first week of each year at year-round schools and each semester for traditional calendar schools. Once this has been completed, administrators will ***date*** and ***initial*** compliance on the Administrators Certification Form.

AUTHORITY: This is a policy of the Los Angeles Unified School District.

RELATED RESOURCES: None.

ASSISTANCE: For assistance, please contact your Local District Operations Coordinator or the Office of the Chief Operating Officer at (213) 241-4133.

For assistance in obtaining exterior signs, please contact your Maintenance and Operations Director.

FOR YOUR INFORMATION

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of the Superintendent

DISTRIBUTION:	All Schools and Offices	ROUTING Administrators School Staff
SUBJECT:	BULLETIN NO. L-4 (Rev.) TITLE IX POLICY/GRIEVANCE PROCEDURE	
DATE:	August 15, 2001	
OFFICE:	General Counsel	
APPROVED:	HAROLD J. KWALWASSER, General Counsel	

For further information, please call Deanne Neiman, Director, Educational Equity Compliance, and District Title IX Coordinator, at (213) 229-5900.

This revision replaces Bulletin No. L-4 of the same subject dated July 30, 1998, titled "Title IX Policy/Student Grievance Procedure." The content has been changed to meet current organizational needs and to reflect current state law.

I. BACKGROUND

Title IX of the Education Amendments of 1972 states, "No person . . . shall, on the basis of sex, be excluded from participation in, denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." In 1982, the California Education Code, Section 200 et seq., added the same prohibitions against discrimination based on sex in the educational institutions of the state. In 1983, the Los Angeles Board of Education adopted a Title IX policy/student grievance procedure and affirmed the rights of students to attend District programs and activities free of sex discrimination. In 1993, the California Education Code required school districts to be reviewed for compliance with the state's gender equity policies through means of the Coordinated Compliance Reviews conducted by the California Department of Education. In January 2000, Section 220 was added to the California Education Code adding sexual orientation as a specific category protected from discrimination and harassment. In July 2001, regulations to implement the California Education Code, Section 200 et seq., "Educational Equity," became effective. The purpose of the regulations is to ensure compliance with federal and state nondiscrimination laws in any program or activity conducted by an educational institution.

II. POLICY

The Los Angeles Unified School District (District) is committed to providing a working and learning environment in which all individuals are treated with respect and dignity. Each employee and student has a right to work and learn in an environment that is free from unlawful discrimination. No District employee or student shall be excluded from participation in, be denied the benefits of, or be subject to discrimination on the basis of sex, sexual orientation, or gender under any District education program or activity.

III. SUBSTANTIVE PROVISIONS OF TITLE IX/CALIFORNIA EDUCATION CODE

A. Equal Treatment of Students in Education Programs and Activities

Title IX and the California Education Code assure the equal treatment of students in education programs and activities. These laws specify that gender equity will be practiced in educational programs and activities. These laws specify that sex equity will be practiced in educational programs and activities in the following ways:

Programs and Activities:

- Students have the right to equal learning opportunities in their schools.
- Students and employees 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 sex, sexual orientation, or gender in any program or activity.

Course Offerings:

- Students may not be required to take and/or may not be denied enrollment in a course because of their sex, sexual orientation, or gender.
- All Physical Education classes must be co-educational.
- Classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.
- Students have the right to be evaluated and graded without regard to their sex, sexual orientation, or gender.

Counseling:

- Students shall be provided with counseling and guidance that is not discriminatory.
- Counselors may not urge students to enroll in particular career classes or programs or activities based on sex, sexual orientation, or gender.

Sexual Harassment:

- Sexual harassment of or by school employees or students is a form of gender discrimination and is, therefore, prohibited.
- Schools must respond to allegations of sexual harassment once they are reported.
- See Bulletin No. L-5, dated August 15, 2001, "Sexual Harassment -Students," for detailed information regarding sexual harassment.

Athletics:

- Schools shall offer female and male students equal opportunities to play sports.
- Equipment and supplies, game and practice schedules, budgets, coaching, travel allowances, facilities, publicity, support services, and tutoring offered to teams shall provide equal athletic opportunity for members of both sexes.

Pregnant and Parenting Students:

- No student or applicant for enrollment will be subject to discrimination on the basis of that student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Schools shall not exclude any student from full participation in any educational program or activity, including extracurricular activities due to any of the conditions listed above.
- A school may require a pregnant student to obtain a physician's certification that the student is physically and emotionally able to continue participation in the normal educational program or activity so long as such certification is required of all students with other physical or emotional conditions requiring the attention of a physician.
- Pregnant students and teen parents have the right to remain in their current educational program or to attend any educational program for which they are eligible, including the gifted, magnet, special education, or other programs. Participation in a special school program reserved or designated for pregnant or parenting students must be completely voluntary on the part of the student.

B. Certain Programs and Activities are Excluded

Title IX and the State Education Code do not apply to the following:

- YMCA, YWCA, Boy Scouts, Girl Scouts, Camp Fire Girls, or voluntary youth service organizations.
- Father-Son and Mother-Daughter activities--provided that comparable activities are offered for students of the other sex if such activities are offered for students of one sex.
- 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 state and federal law and District policy.

C. Other Requirements

School districts are required to provide notification under federal law that they will not discriminate on the basis of sex, and under state law, that they will not discriminate on the basis of sex, sexual orientation, or gender. Both state and federal law require a procedure for the filing of grievances/complaints that allege the violation of rights under these laws.

- School districts must publish grievance procedures providing for the prompt and equitable resolution of student and employee complaints of sex, sexual orientation, or gender discrimination.
- School districts must disseminate to students, parents, and employees, at least once annually, information that advises students of the rights and the protections afforded to them under state and federal law. The information must include and advise students of the availability of a grievance/complaint procedure for filing and resolving student grievances. The District's "Title IX and Nondiscrimination - Students Know Your Rights" brochure advises students of rights and protections. In addition, the District's "Parent-Student Handbook" contains information on the complaint procedures.

IV. DEFINITIONS

With respect to this policy bulletin, the following definitions apply:

- District shall mean any operating unit or program of the Los Angeles Unified School District.
- Title IX is Title IX of the Education Amendments of 1972.
- Complaint procedure shall mean the District's internal procedure to process complaints.
- A grievance/complaint shall mean a verbal or written complaint alleging that there has been a violation of this policy, Title IX, or Education Code Section 220.
- A grievant/complainant shall mean a District student, or a parent or guardian of a District student, or a District employee who submits a grievance/complaint alleging that there has been a violation of Title IX or Education Code Section 220.
- Respondent shall mean an individual alleged to have committed acts in violation of this policy.
- Days shall mean calendar days unless otherwise specified.
- Appeal shall mean a written request to review or reinvestigate the complaint.

Per Title 5, California Code of Regulations, Section 4910(k) "Gender," Section 4910(v) "Sex," and Section 4910(w) "Sexual orientation," are defined as follows:

- 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.
- 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.

V. CONFIDENTIALITY AND NON-RETALIATION IN THE COMPLAINT PROCEDURE

Complaints of discrimination 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 of District actions.

VI. RESPONDING TO COMPLAINTS

A. Informal Process

A student may discuss his/her complaint with the school's Title IX Complaint Manager, or a school counselor, teacher, or administrator-any person with whom that student feels most comfortable in approaching in order to attempt to resolve his/her complaint without delay. Informal resolutions should be encouraged. (However, the informal process shall be bypassed if the complaint names a school-based administrator as a respondent or if the complaint alleges school-wide or institutional discriminatory practices. In such cases, the complainant may file directly with the Local District Superintendent to initiate a formal complaint.) Listed below are general steps that may be followed:

1. Take seriously and investigate promptly any allegations made.

2. Interview and counsel the student and discuss options available to resolve the situation. Write down details concerning the grievance/complaint and notify school administration.

3. If possible, request a factual written statement of the complaint.

4. If the situation merits it, determine what type of action will resolve the situation. The proposed resolution may be educational rather than punitive.

5. Follow up and verify with the complainant that the action taken did remedy the complaint.

6. Keep a written record of the complaint and the steps taken to resolve it.

B. Formal Process

If a complaint cannot be resolved informally at the school site, the procedures that follow may be used. The formal investigation of a complaint shall be completed within 60 days of receipt of the written complaint.

1. A written statement (complaint) must be filed with the Local District office within a time period no later than six months from the date that the reported incident (complaint) occurred. The written statement may be filed using the attached Title IX Grievance/Complaint Form or simply by filing a written complaint statement.

2. The Local District office will provide the complainant with a written acknowledgment of the complaint which:

   - Advises and assures the complainant that confidentiality of the facts will be observed to the maximum extent possible.
   - Advises and assures the complainant that the District prohibits retaliation against anyone who files a complaint or participates in a complaint investigation.
   - States that the complaint investigation/resolution process will be completed within 60 days of receipt of the complaint.
   - Advises the complainant that he/she should feel free to call or send any additional information or documentation relevant to the complaint.
   - 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.

3. The Local District office will conduct an impartial investigation and work to resolve the matter. If needed, the local District office shall take action deemed appropriate to resolve the situation, including, but not limited to, discipline, training, or other remedial measures. The written report of findings and conclusions should reiterate the assurance that the District will not tolerate retaliation against a complainant.

4. If the complaint was resolved, the process stops here.

C. Appeals and Further Options

The Local District Superintendent (or his/her designee), in the report of findings and conclusions submitted to the complainant and respondent should advise both parties that they have the option of appealing the Local District's decision. The advice should specify the choices available if either party should decide to appeal:

1. Appeal to District Title IX Coordinator. An appeal may be sent to the District's Title IX Coordinator in the District's Educational Equity Compliance Office within 15 days of receipt of the Local District's decision letter. The appeal must be put in writing, signed, and should state the reason(s) for the appeal and list any steps that were already taken in an attempt to resolve the complaint. A copy of the Local District's decision letter should be forwarded along with the appeal correspondence. The complaint will then be reviewed by the District Title IX Coordinator using the same steps outlined for the initial complaint investigation. A final written letter of findings will be provided to the complainant with the disposition of the complaint and a rationale for the disposition.

2. State Agency Appeal. An appeal of the District's findings and conclusions may also be sent to the California Department of Education. The written appeal must be sent within 15 days of receipt of the District letter of findings to the: State of California Department of Education; Gender Equity-Policy and Program Coordination Unit; P.O. Box 944272; Sacramento, California 94244-2720.

3. 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 also be available to them.

VII. OTHER RELATED DISTRICT POLICIES/PROCEDURES

Sexual Harassment Policy - Students, District Bulletin No. L-5, issued by the Office of the General Counsel is available online in the District Communications System.

Clarification of Sex Equity in Physical Education, District Bulletin No. M-62, dated July 24, 1998, issued by Office of Instruction, is available online in the District Communications System.

Policies and Programs Relating to Pregnant Students, District Bulletin No. N-28, dated June 16, 1987, issued by Office of School Operations, is available online in the District Communications System.

The Need for schools to Comply with Office for Civil Rights Guidelines for Preventing Discrimination in Vocational Education, District Bulletin No. M-63, dated June 15, 1998, issued by Office of Instruction, is available online in the District Communications System.

Required Nondiscrimination Notices - A numbered (pink) memorandum, issued on an annual basis by the Office of the General Counsel. (This memorandum references requirements for the publication and dissemination of information relating to District nondiscrimination policies--including Title IX policies.)

Uniform Compliant Procedures - A numbered (pink) memorandum, issued on an annual basis by the Division of Instructional Services. (This memorandum references an additional avenue provided by the District for the filing of complaints which allege that the District has practiced unlawful discrimination or has failed to comply with state or federal laws governing its educational programs, including failures to comply with Title IX.)

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Visit the Website of the Educational Equity Compliance Office to look up additional related information: Website-http://www/lausd.k/12.ca.us/lausd offices/eec)

TITLE: Transgender and Gender Nonconforming Students—Ensuring Equity and Nondiscrimination

NUMBER: REF-1557

ISSUER: Kevin S. Reed, General Counsel
Office of the General Counsel

DATE: February 15, 2005

ROUTING
Local District Superintendents
Principals
Administrators
All Employees
School Police

PURPOSE: The purpose of this Reference Guide is to advise District staff regarding issues relating to transgender and gender nonconforming students in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

California law and District policy require that all programs and activities and employment practices should be conducted without discrimination based on sex, sexual orientation, or gender identity.

The guide does not anticipate every situation that might occur. It does offer suggested approaches to specific instances when the protections or the safety of transgender and gender nonconforming students may come into question.

DEFINITIONS: The following definitions apply:

"Transgender students" refers to students whose gender identity is different from their sex at birth, and whose gender expression is different from the way males or females are expected to look or behave.

"Gender identity" refers to one's understanding, interests, outlook, and feelings about whether one is female or male, or both, or neither, regardless of one's biological sex.

"Gender expression" refers to the way a person expresses her or his gender, through gestures, movement, dress and grooming.

"Gender Nonconforming Students" refers to students that have a gender expression that does not conform with stereotypical expectations, for example, "feminine boys," "masculine girls," and students who are androgynous. Another example might be the boy who comes to school in clothing that some might perceive as "girls' clothing," or the girl who plays games on the playground that might be perceived as "boys' games."

PLEASE NOTE: The definitions provided are not meant to label a student but are intended as functional descriptors.

GUIDELINES: The following guidelines are provided:

Issues of Privacy:
All persons, including students, have a right to privacy; this includes keeping a student's transgender status private. Therefore, school personnel should not disclose a student's transgender status to others, including parents, and/or other school personnel, unless there is a specific "need to know."

Whenever discussing a particular issue such as conduct, discipline, grades, attendance, or health with a transgender or gender nonconforming student, focus on the conduct or particular issue, and not on any assumptions regarding the student's actual or perceived gender identity. When school personnel must contact the parents of a transgender or gender nonconforming student, "best practice" would dictate that the student should be consulted first to determine an appropriate way to reference the student's gender identity.

Official Records
The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil and the pupil's sex. The District will change a student's official records to reflect a change in legal name or gender upon receipt of documentation that such legal name or gender has been changed pursuant to a court order.

Names/Pronouns
Students are to be addressed by a name and pronoun that corresponds to the gender identity that the students consistently assert at school. Students may request to be addressed by their "preferred name" (and preferred pronoun) that corresponds to their gender identity without obtaining a court order or without changing their official records. This reference guide acknowledges that inadvertent slips or honest mistakes in the use of the "preferred" names or pronouns might occur, but it does not condone an intentional and persistent refusal to respect a student's gender identity.

It is strongly suggested that teachers privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in correspondence to the home or at conferences with the student's parents. In cases where students and parents may be in disagreement about the name and pronoun to be used at school, school officials may refer families to appropriate outside counseling services.

Student Information Systems (SIS)
and Integrated Student Information System (ISIS)
Please see Attachment A for instructions for entering data in the District's SIS/ISIS to assist in ensuring use of a student's "preferred name."

Restroom Accessibility
Schools may maintain separate restroom facilities for male and female students. At the discretion of the school administrator, a student may be provided access to a restroom facility that corresponds to the gender identity that the student consistently asserts at school. If the student and administrator feel that there is a reason or desire for increased privacy and safety, regardless of the underlying purpose or cause, any student may be provided access to a reasonable alternative restroom such as a single stall "unisex" restroom or the health office restroom. In all instances, decisions about alternative restroom use should be governed by the school administrator's judgment concerning the safety and best interests of the student in question.

Locker Room Accessibility
Schools may maintain separate locker room facilities for male and female students. Schools may, however, provide a student access to a locker room facility that corresponds to the gender identity that the student consistently asserts at school. If there is a reason or desire for increased privacy and safety, regardless of the underlying reason, any student may be provided access to a reasonable alternative locker room such as:

1. Use of a private area (i.e., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom).
2. A separate changing schedule (either utilizing the locker room before or after the other students).

Sports and Physical Education Classes
Transgender and gender nonconforming students are to be provided the same opportunities to participate in physical education as are all other students. Participation in competitive athletic activities and contact sports are to be resolved on a case-by-case basis. (See "Assistance" Section at the end of this reference guide.)

Dress Codes
Schools may adopt a dress code and it should be applied uniformly to all students. However, a transgender and/or a gender nonconforming student has the right to dress in accordance with the gender identity that the student consistently

asserts at school, within the constraints of the school's dress code, as it relates to health and safety issues (e.g., prohibitions on wearing gang symbols, regalia, and apparel).

Transferring a Student to Another School (Opportunity Transfers)
School sites must ensure that transgender or gender nonconforming students are being provided a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence that threatens students is given immediate attention (i.e., investigating the incident, and, if appropriate, determining and enforcing corrective actions). In general, schools should endeavor to keep transgender or gender nonconforming students at their school site.

Although the remedy or response to a transgender or gender nonconforming student who is being discriminated against or harassed should not be an "automatic" opportunity transfer to another school, there are two reasons where opportunity transfers should be considered and/or granted: when a parent requests such a transfer because it is in the student's best interest to be in a different social environment or when a transfer is necessary for the protection or personal welfare of the transferred student.

Schools may not offer a transfer to another school on the inaccurate assumptions that a transgender or gender nonconforming student "should expect to be harassed," or "has brought the harassment upon themselves by being open about their gender identity."

Discrimination/Harassment
Complaints alleging discrimination or harassment based on someone's actual or perceived transgender or gender nonconforming identity are to be handled in the same manner as other discrimination/harassment complaints. (See the "Related Resources" and the "Assistance" sections of this reference guide for further information regarding the filing of discrimination/harassment complaints.)

RELATED RESOURCES:

Los Angeles School Board Resolution, "To Enforce the Respectful Treatment of All Persons," passed October 10, 1988

Los Angeles School Board Resolution, "Development of Bullying Policy," passed November 27, 2001

"Required Nondiscrimination Notices," memorandum issued annually by the Office of the General Counsel

Policy Bulletin, BUL-1038.1, "Antibullying Policy (In Schools, at School-Related Events, and Traveling to and from School)," Issued August 16, 2004, issued by the Office of the Chief Operating Officer

Policy Bulletin No. BUL-1041, "Sexual Harassment Policy (Student-to Student, Adult-to-Student, and Student-to-Adult)," issued June 10, 2004, by the Office of the General Counsel

Policy Bulletin No. BUL-1347, "Child Abuse and Neglect Reporting Requirements," issued November 15, 2004, by the Office of the General Counsel

Policy Bulletin No., BP-5, "Procedures for Reporting Hate-Motivated Incidents or Hate Crimes," issued November 17, 2000, by Office of Intergroup Relations

Policy Bulletin No. Z-58, "Opportunity Transfers," issued April 30, 1999, by Student Health and Human Services

Policy Bulletin No. N-26 (Rev.), "Student Dress Codes/Uniforms," issued July 29, 1999, by School Operations

"Uniform Complaint Procedures," memorandum issued annually by the Specially Funded & Parent/Community Programs Division

Websites
Related information regarding nondiscrimination policies and procedures, sexual harassment and Title IX may be accessed through the following:

http://www/lausd.k12.ca.us/lausd/office/eec (available to the general public and District students/employees)
http://notebook.lausd.net (available to District employees)

For information concerning the California Safe Schools Coalition (statewide partnership of organizations and individuals dedicated to eliminating discrimination and harassment on the basis of actual or perceived sexual orientation and gender identity in California schools), contact: http://www/casafeschoolscoalition.org.

ASSISTANCE: For assistance or further information regarding equity or nondiscrimination concerns, please contact:

Educational Equity Compliance Office, at (213) 241-7682, or
Office of the General Counsel, Field Services Unit, at (213) 241-7600

For assistance or concerns specific to Athletics Programs, please contact:
High Schools Programs Branch, Interscholastic Athletics, at (213) 745-1980

For assistance or concerns specific to the District's Student Information Systems (SIS), please contact:
Elementary SIS, at (213) 241-4617
Secondary SIS, at (213) 241-4850
Adult SIS, at (213) 241-4640

ATTACHMENT A

STUDENT INFORMATION SYSTEM (SIS)
AND INTEGRATED STUDENT INFORMATION SYSTEM (ISIS)

If a student indicates to school personnel that he or she wishes to be addressed by a name corresponding to his or her gender identity (see definitions section), that name may be entered in the "preferred name" field of the SIS/ISIS. This will serve to inform teachers of the name to be used when addressing the student.

Elementary SIS
In Elementary SIS, the preferred name is entered on screen 2, field 665. Care must be taken to use this field ONLY for transgender or gender nonconforming students who wish to be addressed by a name other than their legal name. For all other students, schools should continue to use the nickname field (field 4).

Class rosters (report menu 14, options 7, 8, and 9) will display the preferred name next to the legal name. Reports 7 and 8 will also display the student's nickname. On those reports, the preferred name can be identified by a "(P)" after the preferred name.

Secondary SIS
In Secondary SIS, the preferred name is entered with program ID65. The preferred name will be substituted for the first name in all documents created for teachers. On rosters for teachers, the preferred name can be identified by an appended (P). Other documents going to teachers, office summons, for example, will use the preferred name without the (P).

In addition, if a preferred name is entered, the phrase "See ID65" will be displayed on CL04 and SS04 screens. This is to remind counselors that they are responsible for communicating with this student's teachers each time a change of class is made.

The program used for ordering diplomas will not automatically use the preferred name, but it has a feature for modifying the student name. For students with an entry in the preferred name field, the phrase "See ID65" will be displayed on the screen where these edits are made. However, counselors should take the initiative to ensure that the appropriate name is placed on the diploma.

For all other purposes, the student name as entered in ID01 will be used. Examples are report cards, cumulative record labels, and data sent to the library or textbook room.