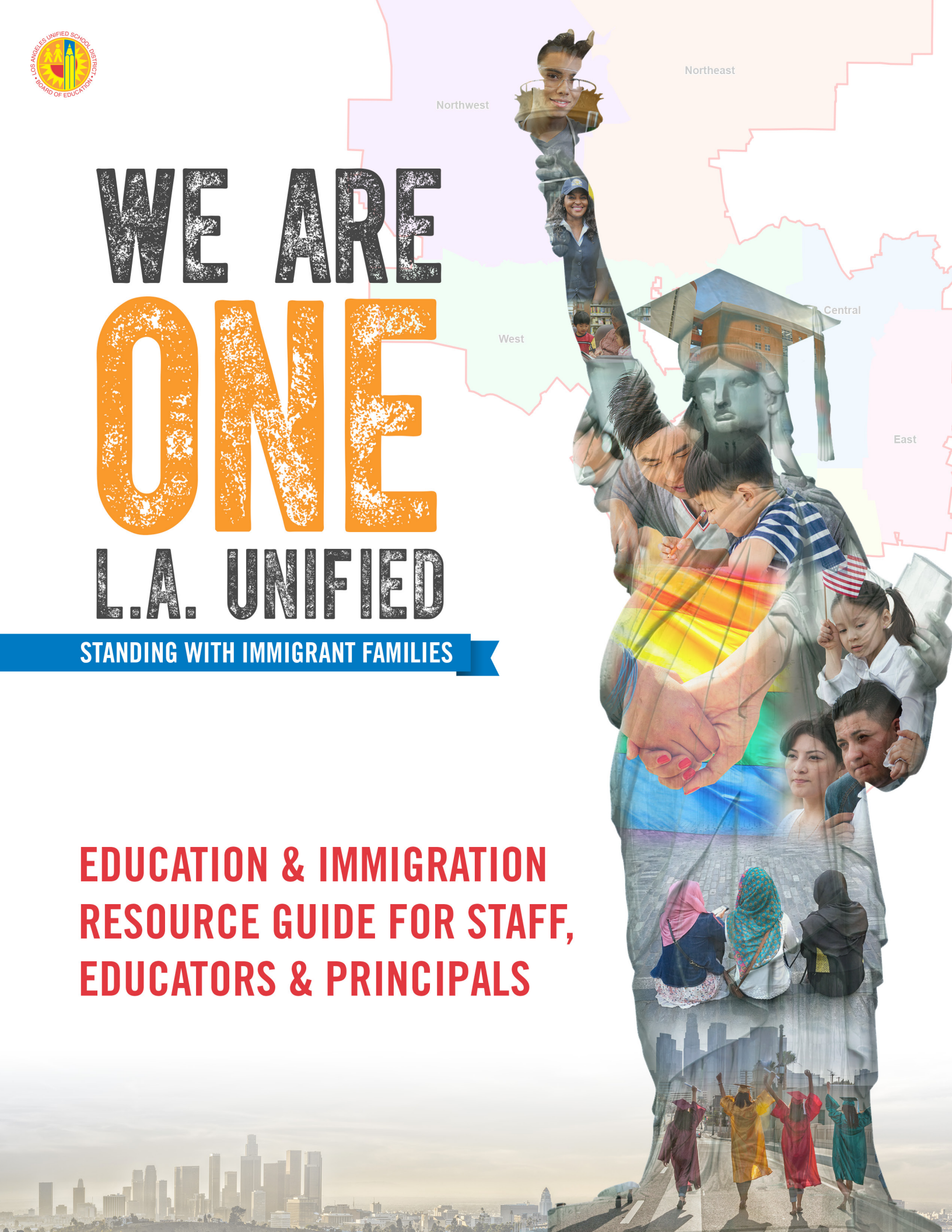




WE ARE ONE L.A. UNIFIED

STANDING WITH IMMIGRANT FAMILIES

EDUCATION & IMMIGRATION
RESOURCE GUIDE FOR STAFF,
EDUCATORS & PRINCIPALS





Acknowledgments

Special appreciation and gratitude is extended to L.A Unified’s Board of Education. This Education & Immigration Resource Guide has been realized through the members’ contributions and commitment to the students of L.A. Unified. The Board members are:

- Mónica García, President, Board District 2
- Nick Melvoin, Vice-President, Board District 4
- Dr. George J. McKenna III, Board District 1
- Scott Schmerelson, Board District 3
- Dr. Ref Rodriguez, Board District 5
- Kelly Gonez, Board District 6
- Dr. Richard Vladovic, Board District 7

We are also grateful for the dedicated efforts and collaboration of so many students, teachers, administrators, support staff, parents, and community and labor partners. Without their guidance and the time they gave to provide input, this document would not have come to fruition.

Message from Vivian Ekchian, Superintendent of Schools



March 1, 2018

Dear L.A. Unified Family,

The rich diversity that permeates our school communities is one of our defining characteristics and greatest assets. L.A. Unified proudly brings together students from all walks of life, backgrounds, and regions of the world, giving students and staff unparalleled exposure to diverse viewpoints and cultures.

Immigrants are an integral part of this tapestry. Countless students and families who call Los Angeles ‘home’ were born in another country, and we welcome each of them with open arms. As someone who immigrated to the United States and learned English as a second language, I am acutely aware of the incredible potential that our immigrant students have; the additional resources and supports they may need to unleash that potential; and, the incalculable ways that immigrant students and their peers benefit from having a learning environment that embraces *everyone’s* unique attributes.

The “We Are One” campaign formalizes and amplifies the District’s efforts to cultivate welcoming learning environments for all students, including those who are immigrants. At the center of this campaign is the Education & Immigration Resource Guide, which provides families and employees with critical information related to the academic, legal, health and wellness, and enrollment needs of immigrants.

Additional information about the campaign, and resources available for immigrant families, can be found online at <http://achieve.lausd.net/WeAreOne>, and by calling the L.A. Unified School Enrollment Placement and Assessment Center at 213-482-3954.

Education is an enterprise driven by people, and building bridges is essential to our success. When we value, include, and welcome immigrants into our school communities, we build bridges not only between students and families—we build bridges between entire cultures, communities, and countries, harnessing our collective power to elevate student achievement and unlock students’ dreams.

Sincerely,

A handwritten signature in black ink that reads "Vivian Ekchian". The signature is written in a cursive, flowing style.

Vivian Ekchian



Yes, You Belong at the L.A. Unified School District

We are excited that you have joined the L.A. Unified School District family. We believe that in order for your child to thrive on the journey to graduation, he or she must feel safe, cared for, connected and respected. Our safe and welcoming schools create an environment that connect students, families, and employees in a partnership for academic achievement.

L.A. Unified employees and community organizations have worked together to create this resource guide for newcomers and immigrant families.

Welcome and know that you belong at L.A. Unified.

We Are One L.A. Unified Pledge

We Are One.
We are L.A. Unified, and
We stand with immigrant families in our school communities.

We believe in MUTUAL RESPECT.

We believe in EXCELLENCE and HIGH EXPECTATIONS.

We believe in EQUITY & ACCESS.

We believe in COLLABORATION.

We pledge to work towards 100% graduation.

L.A. Unified compiled this comprehensive guide with the assistance of various nonprofit organizations with expertise in immigration and other related fields. This guide does not offer legal advice. It provides some guidance on how to be prepared and links to educational, health, and legal services. Students and families should seek advice from an attorney on an individual basis. The information contained in this guide is subject to revisions and updates depending on any changes in policies, procedures, and law.



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Know your Health and Wellness Rights

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Educators, Principals, and Staff Additional Resources

- REF 6767_1 LAUSD Campuses as Safe Zones and Resource Centers
- Rapid Response for Principal and School Staff
- Ensuring School Stability and Eliminating Barriers to Enrollment and Attendance
- School Staff and Principal Enrollment Reminders
- BUL-5800 Crisis Preparedness Response and Recovery



All people in the United States, regardless of immigration status, have certain rights and protections under the U.S. Constitution. Knowing and asserting rights can make a huge difference in many situations, such as when ICE agents go to a home. The information included in this resource guide provide students, families and school staff with critical information for working together to assert the rights of all within the L.A. Unified school community.

Know Your Educational Rights



You have the Right to Enroll Your Child at any Public School

The 1982 Supreme Court Case Plyler vs. Doe held that all children have a Constitutional right to access a free public education regardless of their immigration status or that of their parents. All District K-12 schools, early education centers, adult schools, and parent centers are resource and information sites for students and their families, per Board Resolution 032. Every student, regardless of immigration status, will be immediately enrolled in school. If you're turned away by a school contact the School Enrollment, Placement & Assessment Center at (213) 482-3954.



Confidentiality of Personal Information

The Family Education Rights and Privacy Act (FERPA) generally prohibits school districts from providing third parties with student education records. However, there may be exceptional circumstances under which the L.A. Unified could be required to provide pupil records information to federal immigration officials, including the following: 1) if there is a valid subpoena, judicial warrant, or court order; and 2) if there are emergency circumstances, such as confirmed danger to public safety. Otherwise your personal information is not shared by the L.A. Unified without your consent.



Complaint Rights

You have the right to file a complaint under the District's Uniform Complaints Procedures for noncompliance with state and federal laws and regulations, including but not limited to alleging discrimination, harassment, intimidation and/or bullying. Complainants are protected from retaliation. Complaints under various venues (e.g., UCPs, special education due process, Title IX) are afforded to all students regardless of immigration status. For more information regarding this, see <https://achieve.lausd.net/Page/3655>.



Be Prepared

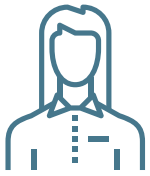
Speak to your family including your children, about critical information that every member of the family must know regarding legal guardianship, health records, important documents, and who to contact at the school site should a member or caretaker affidavit of the family be detained by I.C.E. Keep your documents updated and located in a safe and accessible area, including the emergency information card.



“Community Resource Guide for Immigrant Angelenos, Compiled by Mayor’s Office of Immigrant Affairs, <https://www.lamayor.org/KnowYourRights>”

Know Your Rights

The United States Constitution guarantees certain rights for every person living in the United States, whether immigrant or native-born citizen, documented or undocumented. Today more than ever, it is important to know and assert your rights.



Right to Remain Silent

Everyone has the right to remain silent. You can plead the 5th Amendment and choose not to speak. You don’t have to answer any questions or disclose any information regarding where you were born or how you entered the United States. Anything you say to federal immigration enforcement officials can be used against you—so be aware that you can exercise your 5th Amendment rights.



Don’t Open Your Door

You may talk with an Immigrant and Customs Enforcement (ICE) officer without having to open your door. In some cases, ICE agents may identify themselves as police officers. You are encouraged to look through a window or peephole or ask them to identify themselves without opening the door. They are not allowed to enter your home unless you invite them in or if they have a warrant signed by a judge. You may ask them to hold the warrant up against a window or slide it under the door. To ensure the validity of the warrant, make sure that it includes your correct name and address.



Private Spaces

ICE is not allowed in other private spaces—such as a doctor’s office – without a warrant. Staff members are able to deny ICE permission to enter these private areas if they don’t have a warrant or if the warrant is not signed by a judge.



Speak to a Lawyer before Signing or Speaking

The language used on legal documents may be confusing or hard to understand—so do not sign anything if you are not certain about what it means. Always speak to an attorney before signing anything given to you by ICE. If you are questioned by an immigration officer, simply ask that you wish to speak to a lawyer. If the questioning continues, repeat your request to speak with a lawyer.



You Have the Right to a Lawyer and a Hearing

You may have a lawyer by your side if ICE or other law enforcement officers begin to question you. If you are arrested for a crime, you have the right to a lawyer – and should ask for one immediately. If you are detained by ICE, you have the right to speak with an attorney. You also have a right to a court hearing and for a judge to review your case. While a judge reviews your case, you can remain in the United States until a final decision is made.



“Community Resource Guide for Immigrant Angelenos, Compiled by Mayor’s Office of Immigrant Affairs, <https://www.lamayor.org/KnowYourRights>”

Know Your Rights

Record All Information

If possible, take pictures and record any encounters with federal immigration enforcement officials. Try to take note of all names, badge numbers, time, location, and exactly what happened. You can use this information in your defense.

Defend Yourself

Make sure to have a trustworthy attorney on hand to help explore all your options when arguing your case. You may be eligible for bail or there may be forms of immigration relief that you are not aware of.

Red Cards

The Immigrant Legal Resource Center (ILRC) has created Red Cards to help our communities assert their constitutional rights in encounters with federal immigration enforcement officials.

Usted tiene derechos constitucionales:

- **NO ABRA LA PUERTA** si un agente de inmigración está tocando la puerta.
- **NO CONTESTE NINGUNA PREGUNTA** de un agente de inmigración si el trata de hablar con usted. Usted tiene el derecho de mantenerse callado.
- **NO FIRME NADA** sin antes hablar con un abogado. Usted tiene el derecho de hablar con un abogado.
- Si usted está afuera de su casa, pregunte al agente si es libre para irse y si dice que sí, váyase con tranquilidad.
- **ENTREGUE ESTA TARJETA AL AGENTE.** Si usted está dentro de su casa, muestre la tarjeta por la ventana o pásela debajo de la puerta.

I do not wish to speak with you, answer your questions, or sign or hand you any documents based on my 5th Amendment rights under the United States Constitution.

I do not give you permission to enter my home based on my 4th Amendment rights under the United States Constitution unless you have a warrant to enter, signed by a judge or magistrate with my name on it that you slide under the door.

I do not give you permission to search any of my belongings based on my 4th Amendment rights.

I choose to exercise my constitutional rights.

These cards are available to citizens and noncitizens alike.

When interrogated by federal immigration officials, you have the right to stay silent. Hand the Red Card to the officer and remember that you do not have to answer any questions.

Organizations and individuals may request these cards for distribution at the following website <https://www.ilc.org/redcards>. These cards are also available at the offices of some of our partner organizations.



Family Preparedness Plan

Every family should have a Family Preparedness Plan that can assist in an emergency.

The Family Preparedness Plan should include the following:

- Regularly update your child’s school emergency card. You can request, keep a copy or use the optional form below to organize your information.
- Designate a trusted adult that can care for your child if you cannot.
 - Seek counsel from a legitimate legal organization for information on legal guardianship.
- Review with the designated trusted adult their specific roles and responsibilities.
- Securely store all important vital documents in a location that the child and/or assigned caregiver has access to. (Ex. Birth certificate/passports, social security card, medical record, insurance card affidavits, ID, etc...)
- Review with designated caregiver/guardian any financial assistance available for the care of your child.
- Write down any medical conditions and/or medications of your child.
- Make a list of emergency contact information that your child can use for assistance.
- Find out About Your Immigration Options (if applicable).
 - Seek counsel from a legitimate legal organization for legal advice and services.
- Review your preparedness plan with your child and the assigned caregiver/guardian.

You can refer to the following templates below that can assist with gathering emergency contact information, children’s information & medical history, and it includes a checklist of important documents you should keep on file.



“The Family Preparedness Plan, provided by Immigrant Legal Resource Center (ILRC)”

Emergency Numbers and Important Contact Information

Family Contacts	
Mother/Parent/Guardian:	
A Number	
Home Phone	
Cell Phone	
Work Address	
Work Phone	
Father/Parent/Guardian:	
A Number	
Home Phone	
Cell Phone	
Work Address	
Work Phone	
Other Emergency Contact and Relationship:	
Cell Phone	
Other Emergency Contact and Relationship:	
Cell Phone	
Country of Origin Family Contact:	
Phone Number	
Home Address	
Emergency Numbers	
Immediate Emergency	911
Police Department	
Fire Department	
Poison Control	

Miscellaneous Contacts	
Doctor:	
Phone Number	
Health Insurance Company	
Policy Number	
Pediatrician:	
Phone Number	
Health Insurance Company	
Phone Number	
Car Make/Model:	
License Plate Number	
Car Insurance Company	
Attorney/Legal Services Provider:	
Address	
Phone Number	
Consulate:	
Address	
Phone Number	
Pastor/Clergy:	
Phone Number	
Address	
Congress Member:	
Phone Number	



Emergency Numbers and Important Contact Information

(Complete one form for every child)

Keep this information so those you designate to care for your children in your absence have all the information they may need

Children's Information & Medical History	
Child's Name	
A-Number (Green Card/Visa)	
Date of Birth	
Child's Cell Phone Number	
Name of School	
School Phone Number	
Teacher's Names	
Classroom Number	
Afterschool Program Name	
Afterschool Program Number	
Other: Camp/Sports/Program	
Other: Camp/Sports/Program Phone Number	
Allergies	
Medical Conditions	
Medications	
Doctor's Phone Number	
Doctor's Address	
Health Insurance	
Additional Numbers	



“The Family Preparedness Plan, provided by Immigrant Legal Resource Center (ILRC)”

Filing of Important Documents

Keep a file of all of these documents or a copy of these documents in a safe place. Tell your children, family members, and emergency caregiver where to find this file in an emergency.

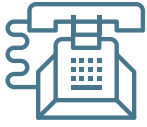
- Passports
- Birth Certificates
- Marriage License (if applicable)
- Caregiver’s Authorization Affidavit
- Any Restraining orders you may have against anyone (if applicable)
- A-Number and any immigration documents (work permit, green card, visa, etc.)
- Documents demonstrating your residence in the United States and amount of time you have been physically present in the United States
- Driver’s License and/or Other Identification Cards
- Social Security Card or ITIN number
- Registry of birth
- Important Children’s Information
- Emergency Numbers and Important Contact Information
- Children(s)’ Medical Information, including health insurance, medication list, and doctor’s contact information
- Any other documents you would want to be able to quickly find

Consider keeping an extra copy electronically, for example, storing the above documents in a Google Drive, icloud, or on your phone for your children or other family relatives to have easy access.





Safety Plan



Have emergency contact(s)

- Update your contacts in case you are detained, and memorize important phone numbers (lawyer, family, etc.).



Make arrangements for childcare and school pick-ups

- Make sure the School Emergency Card is up-to-date at your child(ren)'s school.
- Consider designating a trusted adult to temporarily care for your children.
- Encourage parents to provide the school with a caregivers affidavit.



Arrange for your medical needs

- Have medical information, including medications, dosages, and doctor's contact information, on hand and in a safe place.



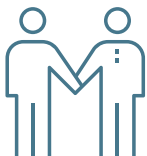
Organize important documents

- Store documents in a safe place. Make copies and make them accessible to a trusted person.



Keep your identification within close reach

- Driver's License, Identification Card, Alien Registration Number (A#), etc.) and birthdate
- This includes keeping information in a place accessible by family members in case they need to locate you.



Create a network of friends, family, neighbors, etc.,

- This network of support will be essential to help you and your family stay informed in case you are detained.



Response When Families Are Detained

Parents/Guardians/Caregivers

Make a Plan

It's important to always have a plan and prepare for any possible situation. Please consider taking the following steps:

- ❑ Memorize all important phone numbers in case you or a loved one is detained. The numbers of parents, friends, close relatives and immigration attorney should all be memorized in case of an emergency.
- ❑ Identify someone you can trust to take on the responsibility of taking care of your children in case of an emergency. List the person as an emergency contact at your child's school. Consult an attorney to process an affidavit for the individuals that will care for your family in your absence.
- ❑ If you are responsible for taking care of children or elders, try to have alternate caregivers available in case you are detained.
- ❑ Try to keep important legal documents, including immigration documents and birth certificates, in a safe, accessible place for family members to have in case of an emergency.
- ❑ Tell your relatives and friends where to find you in case you are detained. Ask them to look you up under the ICE detainee locator: <https://locator.ice.gov/odls/homePage.do>



Student Rapid Response

Steps you may follow when a student's parent is detained by ICE

Suggestions for students who find themselves in a situation where their parent or guardians have been detained by ICE.

It is important that you discuss a safety plan beforehand with your parent /guardian if you are concerned that they may be at risk of being detained or deported:

- Discuss with your parents/guardian who your caregiver is in their absence.
- Discuss with your parents/guardian where important documents such as your birth certificate, medical records, insurance card, social security cards are stored.
- Memorize important phone numbers.
- Seek legal counsel with your parents/guardians from a legitimate legal organization to establish legal guardianship and custody for minors. A list of legal resources is included in this guide.
- Verify that your parents regularly update your school emergency card on file with new phone numbers and emergency contacts.

If you are made aware that your parent or guardian has been detained during school hours:

- Talk to a school administrator.
- Consult with a school administrator for support with contacting your siblings' schools, and to arrange a plan to support your siblings academic and social emotional needs.

If your parents are detained after school hours you can:

- Contact the caregiver your parent has designated to care for you in case of emergency or in your family safety plan.
- Contact a local legal organization for support. A list of legal resources is included in the guide.
- Attempt to contact the Online Detainee Locator through ICE for more information about your parent with adult support at 1-888-351-4021.
- Search for your family preparedness plan or documents with personal information, and keep them within close reach, (Alien Number if applicable, full name, date of birth etc.).

If you are detained by ICE:

- Refer to the "Know Your Rights" information included in this guide.



Legal Resources

The following is a list of reputable legal organizations serving the Los Angeles area. It is important that families seek legal advice from reputable organizations and lawyers who specialize in particular legal matters. For your protection, it is not recommended that you seek assistance from “notarios” who are not licensed to practice law. L.A. Unified recognizes and appreciates the various organizations for providing support and lending their expertise in their respective legal fields to inform and educate our communities. This list will be updated periodically for additional resources. Please also check with the organizations on hours and clinic times as they may be subject to change.

Asian Americans Advancing Justice-LA

1145 Wilshire Blvd., 2nd Floor
Los Angeles, CA 90017
Phone: (213) 977-7500
<http://advancingjustice-la.org/>

Asian Americans Advancing Justice provides services in multiple languages:

Chinese - (800) 520-2356
Khmer - (800) 867-3126
Korean - (800) 867-3640
Thai - (800) 914-9583
Vietnamese - (800) 267-7395
Tagalog - (855) 300-2552
English/Spanish/Other - (888) 349-9695

Provides low cost legal information, counseling and representation

- Free citizenship workshops
- Free immigration relief eligibility screenings
- Family-based immigration, asylum, Special Immigrant Juvenile Status, T-Visa, Temporary Protected Status, U-Visa, and Violence Against Women Act (VAWA)
- Workers’ rights, wages, labor trafficking, housing, and family law

Bet Tzedek Legal Services

3250 Wilshire Blvd.,
Los Angeles, CA 90010
Phone: (323) 549-5825
www.bettzedek.org

Provides free legal services for qualifying low-income individuals and families in Los Angeles

- Probate Guardianship proceedings
- Special Immigrant Juvenile Status
- Elder/Caregiver Law, Employment Rights, Guardianships, Human Trafficking, Health, Holocaust Reparations, Housing, and Public Benefits



Legal Resources

CARECEN

Headquarters

2845 W. 7th Street
Los Angeles, CA 90005
Phone: (213) 385-7800

<http://www.carecen-la.org>

San Fernando Valley Location

16501 Sherman Way, Suite 245
Van Nuys, CA 91406
Phone: (818) 616-6019

Day Labor Center

1675 Wilshire Blvd.,
Los Angeles, CA 90017
Phone: (213) 483-0136

Provides low or no-cost comprehensive legal services

- Citizenship and permanent residency application assistance
- Legal representation for asylum applicants, unaccompanied minors and Violence Against Women Act (VAWA), U-Visas applicants and their beneficiaries, family petitions, work permit renewals and Deferred Action for Childhood Arrivals (DACA.)
- Education, enrichment and leadership development programs for children
- Youth Center
- Citizenship classes
- Day Laborer Center no agency fees
- English courses as well as information about labor, health and safety laws

CHIRLA

2533 W 3rd St.,
Los Angeles, CA 90057
Phone: (213) 353-1333

<http://www.chirla.org/>

Pacoima Branch

11243 Glenoaks Blvd.,
Pacoima, CA 91331
Phone: (818) 860-7634

Hours: Monday, Tuesday & Thursday - 10 am-5 pm

- Low-cost immigration services to the community

California Immigrant Policy Center (CIPC)

634 South Spring Street
Suite 600 A
Los Angeles, CA 90014
Phone: (213) 250-0880

www.caimmigrant.org

- Identifies important immigrant-related policy issues
- Works alongside lawmakers, advocates, policy makers, and community members to support policies that benefit all Californians
- Issue areas include advocating against mass detention and deportation, immigrant integration, health and public benefits, and protecting workers' rights



Legal Resources

Community Lawyers, Inc.

1216 E. Compton Blvd.,

Compton, CA 90221

Phone: (310) 635-8181

<http://www.community-lawyers.org/>

- Provides legal clinics, workshops, and information sessions
- With the support of volunteer attorneys, students, and paralegals work to educate individuals about their legal rights and responsibilities

Esperanza Immigrant Rights Project

1530 James M. Wood Blvd.

Los Angeles, CA 90015

Phone: (213) 251-3505

<https://www.esperanza-la.org>

Direct Representation Program (no cost)

Staff attorneys represent:

- Released youth eligible for relief.
- Detained adults who qualify for the National Qualified Representative Program (NQRP)

Pro Bono Program

- Volunteer attorneys provide pro bono representation for released youth in the Los Angeles and adults detained at Adelanto Detention Center
- Affordable Services Program
- Offers a variety of services to low-income clients who cannot afford private attorneys

Immigrant Defenders Law Center

634 S. Spring St., 10th Fl.,

Los Angeles, CA 90014

Phone: (213) 634-0999

www.ImmDef.org

Hours: Monday - Friday 9 am - 5 pm

Immigrant Legal Resource Center (ILRC):

- Hosts webinars, podcasts, conference calls, and publishes informative toolkits and flyers for public use

- Provide full-scale deportation defense
- Legal education classes and screenings
- Legal representation of minors who have been designated as Unaccompanied Alien Children (UAC) by the Office of Refugee Resettlement (ORR) who are in active removal proceedings



Legal Resources

Immigrant Legal Resource Center (ILRC):

Phone: (415) 255-9499

<https://www.ilrc.org/>

Hosts webinars, podcasts, conference calls, and publishes informative toolkits and flyers for public use

International Rescue Committee (IRC)

625 N. Maryland Ave.,

Glendale, CA 91206

Phone: (818) 550-6220

<https://www.rescue.org/united-states/los-angeles-ca>

Hours of Operation: 9 am - 6 pm

Languages: Armenian, Farsi, Arabic, Spanish,

Tagalog, Bosnian and Serbian

- Resettlement of Refugees, asylees, CAM AOR, citizenship and financial literacy classes and immigration services
 - Immigration workshops
 - Free citizenship classes and financial literacy classes in Library
 - Cultural orientations for refugees classes
-

Kids In Need of Defense (KIND)

888 West 6th Str., Suite 900

Los Angeles, CA 90017

Phone: (213) 274-0170

Fax: (213) 274-0169

<https://supportkind.org/>

- Protection of children who enter the U.S. immigration system alone
 - Ensures that child do not appear in immigration court without representation
-

Legal Aid Foundation of Los Angeles

5228 Whittier Blvd.

Los Angeles, CA 90022

Phone: (800) 399-4529

www.lafla.org

Hours: Monday - Friday 9 am - 5 pm

Provides civil legal aid and direct representation in court on civil matters especially with regard to housing and evictions, government benefits and domestic violence/family law. Offers community education, know your rights workshops and legal clinics. Immigration work focuses on adults and minors who have been the survivors of crime



Legal Resources

**Los Angeles County Bar Association (LACBA)
Immigration Legal Assistance Project**
Los Angeles Federal Building (same building as US
Citizenship & Immigration Services)
300 N. Los Angeles St., Room 3107
Los Angeles, CA 90012
Phone: (213) 485-1873 or (213) 485-1872

Office hours are Monday - Friday, 8 am - 12:00 pm
and 1 pm - 3 pm

Immigration Legal Assistance Project provides quality legal advice and form preparation

- Preparation of immigration and naturalization petitions; Family, travel permits, work permits, naturalization, Deferred Action for Childhood Arrivals (DACA), child citizenship, fee waivers, replace lost "green" cards, adjustment of status, military PIP, consultations on DAPA, affidavits of support, conditional residency, and much more.

Loyola Immigrant Justice Clinic

919 Albany St.,
Los Angeles, CA 90015
Phone: (213) 252-7409

<http://www.lls.edu/academics/clinicexperientiallearning/loyolaimmigrantjusticeclinic/>

Hours of Operation: 9 am - 5pm

- Community based collaboration of Loyola Law School, Homeboy Industries and Dolores Mission Parish to advance the rights of the indigent immigrant population residing on the East Side of Los Angeles
Additional Information:

National Immigration Law Center (NILC):

3450 Wilshire Blvd., #108 – 62
Los Angeles, CA 90010
Phone: (213) 639-3900

Hours: Monday - Friday 9 am - 5 pm

<https://www.nilc.org/>

- Provide full-scale deportation defense
- Legal education classes and screenings
- Legal representation of minors who have been designated as Unaccompanied Alien Children (UAC) by the Office of Refugee Resettlement (ORR) who are in active removal proceedings



Legal Resources

Neighborhood Legal Services of Los Angeles County (NLSLA)

13327 Van Nuys Blvd.
Pacoima, CA 91331

9354 Telstar Ave.
El Monte, CA 91731
Phone: (800) 433-6251
<http://www.nlsla.org/>

1104 E. Chevy Chase Dr.
Glendale, CA 91205

English, Spanish, Armenian, Chinese, Vietnamese,
Tagalog and all other languages

Antelope Valley and throughout Los Angeles County

- Serves low income individuals and families
- Provides education, advice and legal representation in the following areas: health, housing, domestic violence, consumer debt, public benefits, veteran benefits & criminal record clearing

PARS Equality Center

4954 Van Nuys Blvd., Suite 201
Sherman Oaks, CA 91403
Phone: (818) 616-3091

www.parsequalitycenter.org

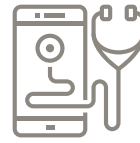
- Advocates for families and individuals in need with a strong focus on refugees, asylees, and those newcomers living in poverty.
- Resume writing and interview skills workshop, Mental Health Workshops, Business Workshops. Financial Aid and College application workshop, Financial Literacy workshop, Computer Classes, ESL classes, Citizenship Classes, Job Placement, Social Services.

Public Counsel

610 South Ardmore Avenue
Los Angeles, CA 90005
Phone: (213) 385-2977

Hours: Monday - Friday 9 am - 5:15 pm

- Represents individuals seeking asylum in the United States based on past persecution or a well founded fear of future persecution on account of political opinion, race, religion, nationality or membership in a particular social group.
- Assists immigrants who have been abused by a US citizen or permanent resident, and victims of trafficking and other crimes.



“The 5 Things You Need to Know About Your Health Rights, provided by California Immigrant Policy Center” (CIPC)

Health rights are provided to everyone regardless of immigration status. It is important to encourage students and families to practice healthy habits and seek medical treatment when appropriate and necessary. L.A. Unified has various resources available, including the School Enrollment, Placement and Assessment (S.E.P.A.) Center, other school based health clinics, and wellness centers located throughout the District. Contact any of these sites for assistance with health and wellness needs.

5 Things You Need To Know About Your Health Rights

1

Review Your Health Care Options – Sign up for emergency or full-scope “comprehensive” Medi-Cal, a health plan through Covered California, or My Health LA, if you meet the requirements. Find out if you are eligible for any of these programs by going to your local county human services office, or a local clinic at www.localclinic.net or call (855) 899-7587.

2

Your Health Matters – If you and your children already have health care, we encourage you to set up appointments for yearly check-ups. Stay up to date with vaccinations and medical visits, and seek a medical professional when needed.

3

Personal Information Is Confidential – Your personal information provided to Covered California, Medi-Cal, or My Health LA is not shared with immigration enforcement entities, even if a member of the family is undocumented. These health programs can only use personal information to determine if you are eligible for coverage. It is important to not misrepresent information when completing an application, or dealing with any government agency.

4

Language Assistance – Language assistance is available for any person who applies for or uses Medi-Cal or Covered California services. It is available at no cost. The person enrolling can request an interpreter who speaks their language and can request translated materials free of charge.

5

The Affordable Care Act Is Still The Law – At this time, there are no changes to eligibility or coverage for Covered California, Medi-Cal, or My Health LA. The best way to protect your health care is to review your health care options, sign-up if you are eligible, and utilize health services available to you and your family. Health care is a human right!





Student Health & Human Services
achieve.lausd.net/shhs



CENTERS FOR EDUCATION AND IMMIGRATION RESOURCES



The goal of Student Health & Human Services staff is to assess student and family needs related to health insurance enrollment, school enrollment, attendance, health, and mental health and to connect them with services to ensure academic success.

Access and referrals to L.A. Unified and community resources:

- Health and Medical Services
- Immunizations
- Legal Referrals
- Mental Health Services
- School Enrollment

LOCAL DISTRICT EAST

Jardín de Niños
3921 E. Selig Pl.,
Los Angeles, CA 90031
(323) 224-3100

LOCAL DISTRICT CENTRAL

School Enrollment, Placement and
Assessment (S.E.P.A.) Center
1339 Angelina St.,
Los Angeles, CA 90026
(213) 482-3954

LOCAL DISTRICT NORTHEAST

8401 Arleta Ave.,
Sun Valley, CA 91352
(818) 252-5400

LOCAL DISTRICT WEST

11380 W. Graham Pl.,
Los Angeles, CA 90064
(310) 914-2100

LOCAL DISTRICT NORTHWEST

6621 Balboa Blvd.,
Lake Balboa, CA 91406
(818) 654-3600

LOCAL DISTRICT SOUTH

1208 Magnolia Ave.,
Gardena, CA 90247
(310) 354-3400



1-866-742-2273



Monday - Friday
8 a.m. - 4:30 p.m.



L.A. Unified Health & Wellness Services

The Los Angeles Unified School District offers a variety of free to low-cost health services to students and families. Visit one of the clinics and/or wellness centers listed below to request health services, or references to a trustworthy clinic in your community. The clinics listed below are operated by L.A. Unified in collaboration with non-profit community based organizations. You have the right to access affordable health services.

What is a LA Unified Health Clinic?

At several L.A. Unified operated health clinics, school physicians provide preventive health assessments, and preventive health related services to Child Health and Disability Prevention (CHDP) eligible children and teens. The following services are available free of charge to eligible L.A. Unified students and their siblings ages 3-18 who do not have health insurance or access to a regular doctor: sports physicals, complete physical examinations, immunizations, school entry exams, oral health assessments, vision screenings, nutrition assessments, TB Testing, and etc.

LD	L.A. Unified Health Clinic	Provider	Address	Office Hours
NW	Hart Street Elementary School	Dr. S. Samoha DDS, Inc. (818) 340-4042	21006 Hart St., Canoga Park, CA 91303	T/Th: 10 am - 6:30 pm
NE	Maclay Middle School	Northeast Valley Health Corp. (818) 897-2193	12540 Pierce Ave., Pacoima, CA 91331	M-Th: 7:30 am - 4 pm
NE	Pacoima Middle School	Mission City Community Net. (818) 895-3100	9919 Laurel Canyon Blvd. Pacoima, CA 91331	M-F: 8 am - 5 pm
NE	San Fernando High School	Northeast Valley Health Corp. (818) 365-7517	11133 O'Melveny Ave., San Fernando, CA 91340	M-F: 7:30 am - 4 pm
NE	Sun Valley Middle School Health Center	Northeast Valley Health Corp. (818) 432-4400	7223 N. Fair Ave., Sun Valley, CA 91352	M/T/Th/Sat: 8 am - 5 pm W: 8 am - 9 pm F: 9 am - 5 pm
C	Nevin Elementary School (Dental)	Eisner Pediatric and Family Medical Ctr. (323) 232-2236	1569 E 32 nd St. Los Angeles, CA 90011	W-F: 8 am - 2:30 pm
C	The Accelerated School	South Central Family Health Ctr. (323) 908-4242	4000 S. Main Street, Los Angeles, CA 90037	M/W/Th/F: 7 am - 3:30 pm T: 7 am - 4:30 pm
E	El Sereno Middle School Dental Clinic	Hilda Solis Dental Clinic (323) 987-1021	2839 N. Eastern Ave Los Angeles, CA 90032	F: 9 am - 6 pm



L.A. Unified Health & Wellness Services

LD	L.A. Unified Health Clinic	Provider	Address	Office Hours
E	Lincoln High School	St. John's Well Child (323) 441-2139	2512 Alta St. Los Angeles, CA 90031	M/W/Th/F: 8:30 am - 5 pm T: 10:30 am - 7 pm Sat: 7 am - 3:30 pm
S	Gardena High School	Gardena Health Clinic (310) 808-1180	1301 West 182 nd St., Gardena, CA 90248	M-F: 8 am - 4 pm
W	Hyde Park Avenue/Yes Academy School	St. John's Well Child and Family (323) 750-9232	6505 8th Ave Los Angeles, CA 90043	M/W/F: 8 am - 5 pm T/Th: 8:30 am - 7 pm Sat: 7 am - 3:30 pm
		L.A. Unified School Mental Health (323) 750-5167	6519 8 th Ave., Bungalow #46 Los Angeles, CA 90043	M-F: 8 am - 4:30 pm



What is a Wellness Center?

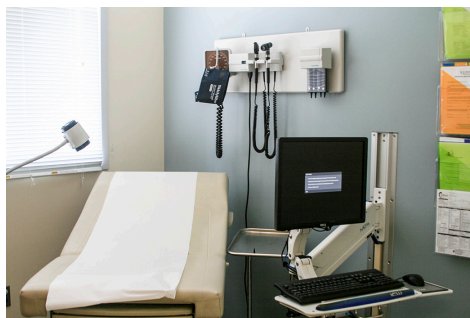
L.A. Unified operates fourteen wellness centers throughout school campuses. Wellness Centers are L.A. Unified-built facilities, staffed by outside medical providers, who will see members of the community in addition to students. They are able to provide continuing care to families who make a particular center their “medical home”.

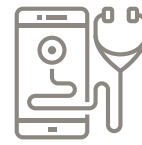
LD	School	Community Provider	Mental Health Provider
NW	Monroe Arts High School 9119 Haskell Ave. North Hills, CA 91343	Valley Community Health Care (818) 763-8836 M-F: 8 am - 4:30 pm Teen Clinic: M: 1:00 pm - 8:00 pm T: 9 am - 6 pm W: 9 am - 8 pm TH: 9 am - 5 pm SAT: 11 am - 3 pm	Child and Family Guidance Center (818) 739-5900 M-F: 8:30 am – 5:30 pm
C	Belmont High School 1575 W. 2nd St. Los Angeles, CA 90026	Asian Pacific Health Care (323) 644-3880 M/T/W/F: 8:30 am - 5 pm TH: 1:30 pm - 5 pm	L.A. Unified School Mental Health (213) 241-4451 M-F: 7:30 am - 4:30 pm
C	Jefferson High School 3410 S. Hooper Ave. Los Angeles, CA 90011	South Central Family Health Center (323) 908-4200 M-F: 8 am - 4:30 pm	South Central Family Center (323) 908-4200 M-F: 8 am - 4:30 pm
C	Manual Arts High School 4085 S. Vermont Ave. Los Angeles, CA 90037	St. John’s Well Child & Family (323) 290-8360 M/T/TH: 8:30 am - 7:30 pm W/F: 8:30 am - 5:00 pm Sat: 7:00 am - 3:30 pm	Los Angeles Child Guidance Clinic 323-766-2345 M-F: 8:30 am - 5 pm Sat: 7 am - 3:30 am
S	Carson High School 270 E. 223rd St. Carson, CA 90745	South Bay Family Health Center (310) 802-6170 M/W/F: 8 am - 4:30 pm TU/TH: 9 am - 5 pm	L.A. Unified School Mental Health 310-802-6170 M- F: 7:30 am - 4 pm
S	Fremont Wellness Center 7821 S. Avalon Blvd. Los Angeles, CA 90003	UMMA Community Clinic (323) 404-9270 M-F: 8 am - 5 pm Sat: 7:30 am - 4:30 pm	Weber Community Center (323) 234-4445
S	Jordan High School 10110 S. Juniper St. Los Angeles, CA 90002	Watts Health Center (323) 488-5915 M-F: 7:30 am - 4:30 pm	Children’s Institute, Inc. (213) 385-5100 M-F: 7:30 am - 4:30 pm



What is a Wellness Center?

LD	School	Community Provider	Mental Health Provider
NW	Locke Early Education Center 316 E. 11 th Street, Los Angeles, CA 90061	Watts Health Center (323) 450-2376 M-F: 8 am - 4:30 pm	L.A. Unified School Mental Health (323) 418-1055 M-F: 8 am - 4:30 pm
E	Gage Middle School 2975 Zoe Avenue, Huntington Park, CA 90255	Northeast Community Clinics (323) 826-9449 M-Th: 8 am - 5 pm F: 12 pm - 5 pm	L.A. Unified School Mental Health (323) 826-1520 M-F: 8 am - 4:30 pm
E	Garfield High School 501 S. Woods Avenue, Los Angeles, CA 90022	Via Care Community Health Center (323) 262-0721 M-F: 1 pm - 5 pm	Via Care Community Health Center (323) 262-0721 M-F: 1 pm - 5 pm
E	Elizabeth Learning Center 4811 Elizabeth Street, Cudahy, CA 90201	South Central Family Health Center (323) 905-5801 M & F: 8 am - 12 pm W: 1 pm - 4:30 pm	L.A. Unified School Mental Health (323) 271-3676 M-F: 8 am - 4:30 pm
W	Crenshaw High School 5010 11 th Ave, Los Angeles, CA 90043	T.H.E. Clinic (323) 730-1920 x505 M/W/Th: 8 am - 5 pm	L.A. Unified School Mental Health (323) 290-7737 M-F: 8 am - 4:30 pm
W	Hollywood High School 1530 Orange Drive, Los Angeles, CA 90028	LAUSD/Kaiser Permanente/PPLA (323) 993-2355 M-F: 8:30 am - 3:30 pm	AVIVA Family and Children's Services (323) 394-5742 M-F: 8:15 am - 3:30 pm
W	Washington Prep Wellness Center 1550 W. 110 th Street, Los Angeles, CA 90047	St. John's Well Child & Family (323) 757-2775 M-Th: 8:30 am - 7:30 pm Sat: 7 am - 3:30 pm	L.A. Unified School Mental Health (323) 481-4101/4102 M-F: 8 am - 4:30 pm Students only





What is a School Based Clinic?

LAUSD School-Based clinics are staffed by L.A. Unified school physicians and nurse practitioners who see students and their siblings only. Families can receive help with enrolling their children into Medi-Cal to receive services, but these clinics are “assessment only”. In other words they perform physicals and give immunizations but do not provide continuous care for patients with chronic conditions.

LD	School Based Clinics	Office Hours	Phone Number
NE	Telfair Elementary Health Clinic Vision Services 10911 Telfair Ave., Pacoima, CA 91331	M-F: 8 am - 3 pm W, Th & 4 th F: 8 am - 3 pm	Tel: (818) 899-6113 Fax: (818) 896-1074
NW	Kennedy High School Clinic* 11254 Gothic Ave., Granada Hills, CA 91344	M-F: 8 am - 3:30 pm	Tel: (818) 271-2547 Fax: (818) 271-2563
NW	Lawrence Middle School Clinic 10100 Variel Ave., Chatsworth, CA 90066	M-F: 8 am - 3 pm	Tel: (818) 678-7965 Fax: (818) 678-7967
NW	Wellness/ Immunization Clinic- Zelzah site 6505 Zelzah Ave, Reseda, CA 91335	M-F: 7:30 am - 3:30 pm	Tel: (818) 654-1652 Fax: (818) 758-9961
C	Foshay Health Center 3751 S. Harvard Blvd., Los Angeles, CA 90018	M-F: 8 am - 3:30 pm	Tel: (323) 373-2788 Fax: (32) 373-2784
C	S.E.P.A Center 1339 Angelina St., Los Angeles, CA 90026	M-F: 8 am - 4 pm	Tel: (213) 482-3954 Fax: (213) 481-2097
W	Hollywood High School Clinic* 1521 North Highland Ave., Los Angeles, CA 90028	M-F: 8 am - 3:30 pm Serve students only*	Tel: (323) 993-2355 Fax: (323) 993-2359
W	Mark Twain Middle School Immunization Clinic 2224 Walgrove Ave., Los Angeles, CA 90066	T & Th: 7:30 am - 2:30 pm	Tel: (310) 305-3100 Fax: (310) 398-1627
E	Holmes Elementary School Clinic 5108 Holmes Ave., Los Angeles, CA 90058	M-F: 8 am - 3:30 pm	Tel: 323) 587-3628 Fax: (323) 582-0723
E	Roosevelt High School Clinic 456 South Mathews St., Los Angeles, CA 90033	M-F: 8 am - 3 pm	Tel: (323) 780-4575 Fax:(323) 780-4580
E	San Miguel Elementary Start Clinic 9801 San Miguel Ave., South Gate, CA 90280	M-F: 8 am - 3:30 pm	Tel: (323) 566-8269 Fax: (323) 566-8665
E	2nd Street Elementary School 1942 East 2 nd St., Los Angeles, CA 90033	T & F: 8 am - 3 pm	Tel: (323) 264-1926 Fax: (323) 264-2102
S	Diego Rivera Learning Complex Immunization Clinic 6100 South Central Ave., Los Angeles, CA 90001	M & W: 7:30 am - 2:30 pm	Tel: (323) 846-2001 Fax: (323) 846-2028



What is Children’s Health Access and Medi-Cal Program?

The State of California offers the Children’s Health Access and Medi-Cal Program (CHAMP) to all eligible children including undocumented minors. The personal information provided by families to the CHAMP is confidential and protected by law. Undocumented families are encouraged to enroll their children as the program seeks to help all children lead a healthy life. Families are provided pre-screening for health insurance program eligibility, health insurance application assistance and enrollment, outreach and education on the Affordable Care Act, and health care referrals. For further assistance you can contact CHAMP at (866) 742-2273.

What is the LA Trust?

The LA Trust is a non-profit organization working to improve the health of the children of the Los Angeles Unified School District. The organization provides access to free and low-cost health services. For further information visit their website: www.thelatrust.org or call their office at (213) 241-3511.

What are Healthy Start Programs?

Healthy Start connects students, families, and community members to: basic need resources, medical, dental, and vision services, and mental health counseling. Healthy Start assists families to apply for health insurance and provide confidential case management services. The Healthy Start Program can be contacted at (213) 241-4293.





The L.A. Unified has developed policies and procedures to ensure families have no obstacles when they enroll students at any school. We look forward to working with families to highlight the importance of attendance and together advocate for the rights of specialized student populations.

Enrollment Procedures

1. Parent/guardian can visit the school's main office to obtain an enrollment packet.
2. Parent/guardian will need an enrollment packet for each child.
3. Parent/guardian will need to submit a copy of the student's birth certificate/passport, immunization record, proof of residency, and parent/guardian identification card/passport along with completed enrollment forms.
4. Children must have required immunizations before they can attend school in California.
5. School staff will provide affidavits for any missing but required documents at the time of enrollment.
 - a. The following affidavits will be provided by school staff as an alternative documentation and placed in the students cumulative record once the process had been completed:
 - i. Affidavit to Verify Residence
 - ii. Affidavit of Temporary Residence
 - iii. Affidavit for Proof of Age of Minor
 - iv. Affidavit of Parent/Legal Guardian Information
 - v. Caregiver Authorization Affidavit
6. Parent/guardian can seek assistance with completing enrollment forms from school staff or contact the School Enrollment Placement and Assessment (S.E.P.A.) Center at (213) 482-3954. The S.E.P.A center also provides students with immunizations.
7. Once the Parent/guardian has completed the enrollment forms and the child has obtained all necessary vaccines, parent must immediately report back to the main office to submit paperwork to begin enrollment.



Parents/guardians or unaccompanied youth will **not** be turned away when seeking registration at any point during the school year.

School offices will not limit registration and/or enrollment services to certain hours or days of the week and must enroll students during all regular school office hours.



Early Childhood Education

Our mission is to provide a high quality early education program to maximize school readiness.

Core Beliefs

Value and respect for the languages and cultures of student, parents, staff and communities are essential to student success.

All students have a right to a developmentally appropriate and challenging educational program that integrates learning opportunities with high expectations implemented by well trained, competent and nurturing staff.

It is the responsibility of leadership to promote and to monitor high quality education practices that ensure student achievement by offering quality professional development for all staff.

Parents and nurturing adults are critical for children's academic success and must be included as full partners in their children's education.

Each student has the right to be treated with dignity and respect and accorded a safe and nurturing learning environment to meet his/her needs.

Programs

CalSAFE - Infant Centers

- Serves expectant and parenting students and their infants and toddlers during the regular school year

Expanded Transitional Kindergarten

- Operates 180 days/yr at **selected** LAUSD elementary schools • Classes are 6 hr/day, 5 days/wk • Serves children who turn 5 years old after 12/2 and before 06/30 • Must be a resident of the school's geographic boundaries

Early Education Centers

- Open 245 days/yr • Flexible hours • Full Day & Part Day programs available for 2-5 yr old • Priority given to protective service & at-risk children • Serves children from **any** geographic area • Eligibility is based on income

Transitional Kindergarten

- Operates 180 days/yr at **all** LAUSD elementary schools • Classes are 6 hr/day, 5 days/wk • Serves children who turn 5 yrs old after 09/02 and before 12/02 • Must be a resident of the school's geographic boundaries

California State Preschool Program

- Operates 180 days/yr in **selected** LAUSD elementary schools • 3 hrs/day, 5 days/wk • Morning & afternoon classes available at each location • Priority given to protective service & at-risk children • 3 yr/old students welcome if space is available • Serves children from **any** geographic area • Eligibility is based on income



For more information on the program that is best for you, please visit our website: <https://achieve.lausd.net/Page/489>



EARLY CHILDHOOD EDUCATION DIVISION

333 S. Beaudry Avenue • Los Angeles, CA 90017 • 213.241.0415 • Fax 213.241.3339



Early Childhood Education Parent Self-Certification of Income

Name of parent: _____ Family ID: _____

Child: _____

Self-certification of employment income is requested for the following reason:

- The early education program requested that I complete this form because my employer has refused or failed to provide my employment information.
- I have asked that my employer not be contacted to verify my employment because that contact could put my employment at risk.
- I do not have pay stubs, receipts or other documentation of employment.
- Other _____

EMPLOYER	#1	#2
Date hired:		
Type of work performed:		
Rate of pay: (\$ _____ per _____)	\$ _____	\$ _____
How often paid? (Weekly, monthly, etc.)		
Paid by: (Cash, check)		
Work day hours: (_____ AM - _____ PM)		
Days worked each week: (Mon. - Fri.)		
Total paid for the last month:	\$ _____	\$ _____

Self-certification of **non-employment income** when no documentation is possible:

What type?		
How much?		
How often?		
Why?		

I declare under penalty of perjury that the above information is true and correct to the best of my knowledge. I understand that I may be asked to document my activities each week.

Parent Signature

Date

LAUSD SECTION:

Notes: _____

Assessed By: _____

Date: _____



Graduation Exemption Laws

Graduation exemption laws provide greater support to specialized student populations who may require more than four years to earn a high school diploma. This law also applies to newly arrived immigrant students who meet the criteria listed below.

Overview of the Graduation Exemption Laws:

- AB 167/216 (California Education Code § 51225.1) applies to students who are in foster care or involved with the juvenile justice system and transfer to a new school after completing their 2nd year of high school.
- Assembly Bill 1806 became law on January 1, 2015 (California Education Code § 51225.1) and extended the same rights to homeless youth who transfer to a new school after completion of their 2nd year of high school.
- Such students are eligible to graduate under the California Department of Education (CDE) graduation requirements if the district determines they are not reasonably able to complete the Los Angeles Unified School District (LAUSD) graduation requirements within 4 years of high school.

Eligible Youth:

1. Student must be identified as a foster or homeless youth, as defined below, regardless of where they live:
 - A student is considered a foster youth if they are subject to Welfare and Institutions Code (WIC) Sections 300 or 309 petition.
 - To be considered a youth involved in the juvenile justice system for purposes of AB 167/216, the student must be subject to a petition under WIC Section 602. A student is considered a WIC 602 youth so long as they are charged with a crime in delinquency court; they do not need to already be found guilty or placed on probation.
 - The McKinney-Vento Homeless Assistance Act defines “homeless” as individuals who lack a fixed, regular, and adequate nighttime residence. The Student Residency Questionnaire (SRQ) provides more details on students who qualify as homeless and must be completed annually and faxed to the Homeless Education Program to establish eligibility and ensure protections under the McKinney-Vento Homeless Assistance Act.
2. Student must have completed 2 years (or the equivalent) of high school based on credits or length of enrollment; whichever makes the student eligible.
3. Student with an open foster care/juvenile court case or identified as homeless transfers within LAUSD schools or transfers between school districts
4. Student would not be reasonably able to complete the additional district graduation requirements within 4 total years of high school enrollment.

Please note that if a student meets the first 3 eligibility criteria, they should receive the Graduation Exemption.

Length of Eligibility:

- Once determined eligible, the student remains eligible regardless of any subsequent school transfers, changes of residential placement, and/or if their court case is terminated; or they are no longer homeless.
- If the student is not initially found eligible for the graduation exemption, they may request a re-evaluation at any time.
- Students and their education rights holders who decline the exemption should be advised they may later decide to accept the exemption.



Build the Habit of Good Attendance Early



**Help Your Child Succeed in School:
Build the Habit of Good Attendance Early** **K-12**
School success goes hand in hand with good attendance!

DID YOU KNOW?

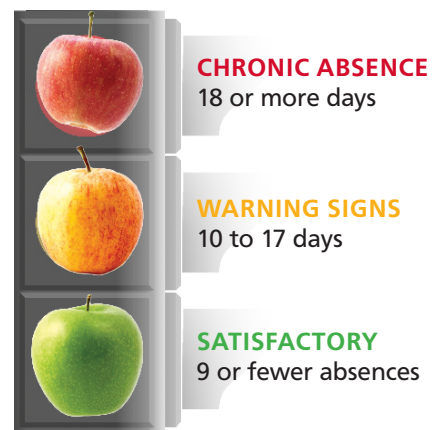
- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

WHAT YOU CAN DO

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

For more on school readiness, visit attendanceworks.org and reachoutandread.org



Completing a Meal Application & Income Eligibility Form



Fill Out a L.A. Unified Household Income or Meal Application Today!

All school-aged children in income-eligible households can receive school meal benefits regardless of a child's immigration status. Schools do not release information for immigration-related purposes. **These forms are 100% confidential.**

= **RESOURCES** for your **SCHOOL**

MORE of what our children Need!

Resources for the classroom, Teachers, and Children!

Meals healthy and Nutritious Meals!

Tools for Learning!

Fee Waivers for College Applications and Exams!

More Programs before and After School Programs!

Services health & Wellness Services!

More than a Meal

New to L.A. Unified?

Complete a **HOUSEHOLD INCOME FORM** Today!

Pick-up an application at your School's Main Office.

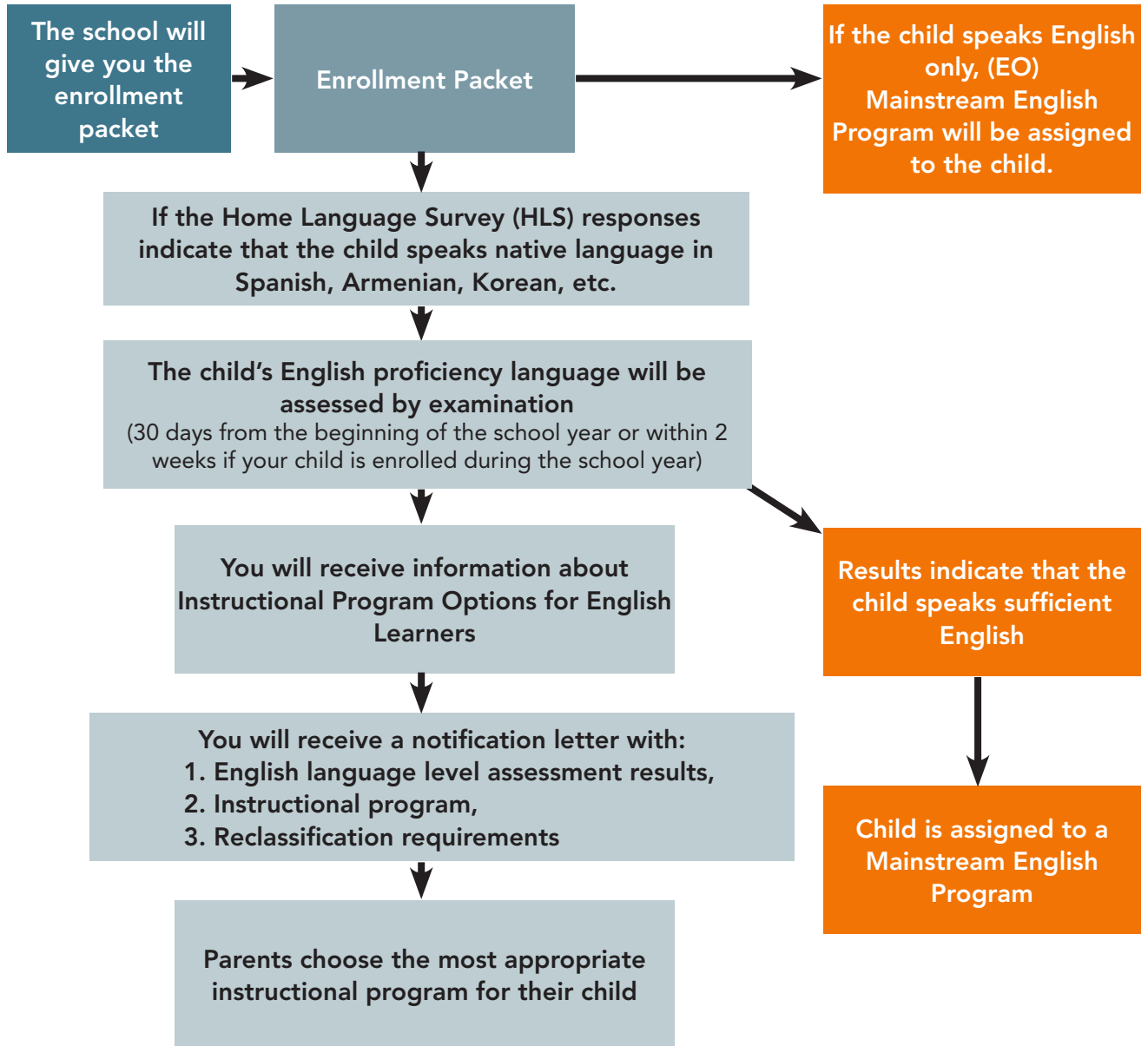
Don't Delay!

Complete a **MEAL APPLICATION** Form Today!

Apply online at www.myschoolapps.com or pick-up an application at your School's Main Office.



English Learner Pathway for Student Enrollment



LAUSD Instructional Program Options for English Learners in Elementary Schools

Dual Language Two-Way Immersion Program	Maintenance Bilingual Education Program	Transitional Bilingual Education Program	Structured English Immersion Program	Mainstream English Immersion Program
Who can participate: English learners English proficient students	Who can participate: English learners	Who can participate: English learners	Who can participate: English learners	Who can participate: English proficient students English learners with reasonable fluency
What is the instructional program design? Students learn CA content standards in two languages.	What is the instructional program design? Students learn CA content standards in two languages.	What is the instructional program design? Students learn CA content standards in two languages. By 3rd grade, almost all instruction is in English.	What is the instructional program design? Students learn CA content standards in English.	What is the instructional program design? Students learn CA content standards in English.
What are the goals? Bilingualism and Biliteracy Academic Proficiency	What are the goals? Bilingualism and Biliteracy Academic Proficiency	What are the goals? English Academic Proficiency	What are the goals? English Academic Proficiency	What are the goals? Academic Proficiency



Request Resources for Special Education Services

What are Special Education Services?

Special education services are specially designed instruction to meet the unique educational needs of children with disabilities who meet the eligibility criteria under the law. Special education services can begin at age three (3) and may continue until your child graduates or reaches the age of twenty-two (22).

When is a Child Eligible for Special Education Services?

A parent, guardian, teacher, other school personnel, and community members who believe that a child may need special education services may request a special education assessment of the child. The request should be made in writing and provided to the school principal. A child is eligible for special education services if an Individualized Education Program (IEP) team determines that the child has a disability and requires special education services to progress in his/her education.

The Disabilities Include:		
Autism	Deafness	Deaf-Blindness
Established Medical Disability (Only for children ages 3-5)	Emotional Disturbance	Hearing Impairment
Intellectual Disability	Multiple Disabilities	Orthopedic Impairment
Other Health Impairment	Speech or Language Impairment	Specific Learning Disability
Traumatic Brain Injury	Visual Impairment	

The Special Education Process

The special education process determines whether or not your child is eligible for special education and related services and if so, what special education and related services are appropriate for your child.

There are four basic steps in the special education process:	
Step 1: Referral for Assessment	A parent, guardian, teacher, and other school personnel may request a special education assessment of the child in writing.
Step 2: Assessment	An assessment involves gathering information about your child to determine whether your child has a disability and the nature and extent of special education services that your child may need.
Step 3: Development and Implementation of an IEP	After your child has been assessed, an IEP meeting will be held. The IEP team will discuss the assessment results and determine whether your child is eligible for special education services. An IEP will be developed during the meeting.
Step 4: IEP Review	If your child is receiving special education services, his or her IEP will be reviewed at an IEP team meeting at least once a year to determine how well it is meeting his or her needs. In addition, every three years, your child will be reassessed as needed.

For more Information

Contact the CALL CENTER, at (213) 241-6701. Staff members are available to provide you with immediate assistance Monday - Friday, between the hours of 7 am - 5 pm. To contact the Complaint Response Unit (CRU), please dial (800) 933-8133. Staff members are available to assist you Monday - Friday, between the hours of 8 am - 5 pm.



LOS ANGELES UNIFIED SCHOOL DISTRICT

LAUSD PASSport

Parent Access Support System Portal (Also known as PASSport)

PARENTS . **ACTIVATE!**

Created especially
for L.A. Unified
Parents!

A one-stop online
system that securely
connects parents
and guardians to
their student's
essential data.

24/7 access.

LAUSD
PASSport allows parents/guardians to:

- ✓ Monitor student's attendance and final grades
- ✓ Update emergency telephone numbers
- ✓ Track student's progress towards completion of graduation requirements
- ✓ Connect with the classroom teacher
- ✓ Track progress of English Learners

...and much more!

passport.lausd.net





Parent and Family Center



Parent and Family Centers are critical and essential resources in schools to engage parents, and guardians as partners in their children’s education. Parent and Family Centers serve as a parent classroom where parents can learn about the importance of the social and emotional well-being of their children, as well as strategies and resources to support their academic achievements. The knowledge and skills that parents acquire prepare them to be successful in their roles as their children’s first and life-long teachers and advocates.

Parent and Family Centers serves as an information hub to connect parents and families to community resources. Parents and Guardians gain knowledge and expertise, use the information and share it with others. Prepares parent to assume leadership roles at home, school, and in the larger community.

- 1 Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.
- 2 Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children’s education at home and at school.
- 3 Engage parents in the school’s volunteer program so they can participate in the supporting school-wide, classroom, and parent involvement activities.
- 4 Respond to parent concern and/or complaints to ensure child’s educational needs are met.
- 5 Comply with all L.A. Unified, State and Federal requirements regarding parent involvement.



Personnel to Know: School Site & Local District Offices

Principal: As an administrative leader, principals develop and implement an effective instructional program appropriate to the pupils in his/her school as prepared by the superintendent, as well as observing and paying attention to the supervision of teachers and faculty within the school, and establish and maintain a proper relationship between the school, home, and the community.

Assistant Principal: Providing support to the instructional process with specific responsibility for directing assigned programs and services; providing information, supervising assigned staff, coordinating school activities, and addressing issues, situations, and/or problems that arise on campus or with enrolled students.

Attendance Counselor: Determines absences or trancies, and investigates or identifies students that are excessively absent including habitual or chronic truants, which in turn may communicate attendance issues/problems/concerns to the principal or assistant principal.

EL Designee/TSP Coordinator: Identifies and assesses students' needs to help them excel within the program, develops, coordinates, and implements the instructional program for school subjects, as well as communicating with teachers, aides, etc. To increase their skill and knowledge in meeting the needs for bilingual students.

Teachers: Responsible for leading students towards the fulfilling potential of his/her intellectual, emotional, psychological, and social growth by providing a stimulating environment and curriculum.

College Counselor: Participates in the planning, development, implementation, and evaluation of counseling and student development that will result in furthering their education and career goals

Guidance Counselor: Provides developmental, preventative, and remedial services for students in order to help students identify and achieve educational, career, personal, and social goals.

Nurse: Performs medical procedures and nursing care to students suffering from physical ailments in school environments.

Teacher/Campus Aide: Assist teachers and administrators with student supervision in the classroom and in the playground.

Board Member: School board members are locally elected public officials entrusted with governing a community's public schools. Providing community leadership as advocates for children, the school district and public schools.



Personnel to Know: School Site & Local District Offices

Parent Resource Liaison: Parent Resource Liaison assists in providing support to parent and community members by providing information, coordinating, organizing various parent workshops and training programs.

Community Representative: In accordance with Education Code Section 45258, serves in an unclassified position as an adviser or consultant to the District; participates in such capacities in experimental, developmental, implemental, or evaluative efforts to maximize local educational activities in relation to local community needs.

Parent Resource Assistant: The Parent Resource Assistant provides direct support to parents of a school by relaying information, maintaining parent-school communications, and assisting in programs and outreach activities for parents in the Parent and Family Center.

Local District: Six small districts that provide more personalized attention to schools, and closer access for parents.

Pupil Service and Attendance (PSA) Counselor: Directly assists students who have attendance, adjustment, and social/emotional issues by providing in-home and/or school-based counseling services and ongoing case management.

Psychiatric Social Worker (PSW): Provides mental health services including school wide prevention, early intervention and treatment by facilitating student development and the ability to successfully deal with problems, crises, or traumatic experiences. School District Based: Based within the school districts jurisdiction.

School Administrative Assistant: Manages a school office, performs administrative assistance for a school administrator and is responsible for the supervision of the clerical activities of a school such as handling student grades, attendance, curriculum, enrollment, financial reports, and so forth.

Superintendent: The Superintendent is the leader of the District in every sense of the word. With the policy guidance of the elected 7-member Board, and working with a senior management team, the Superintendent has chief executive authority and accountability for all aspects of District operations, and for integrating them all in support of student achievement.

Targeted Student Population (TSP) Program Coordinator: Assists the principal to maintain a comprehensive, instructionally effective, and compliant program that accelerates the academic achievement of English learners, low income, and foster youth.



Local District Offices

If you have questions about your school and to identify your neighborhood school, please contact your Local District (LD) office. Each LD office provides direct support to all District schools in the areas of instruction, parent engagement, school-wide positive behavior support, attendance, school safety and many other areas.

LD North West
6621 Balboa Blvd.
Lake Balboa, CA 91406
(818) 654-3600

Instruction
Joseph Nacorda
Interim LD
Superintendent
(818) 654-360

Operations
Debra Bryant
Administrator of
Operations
(818) 654-3670

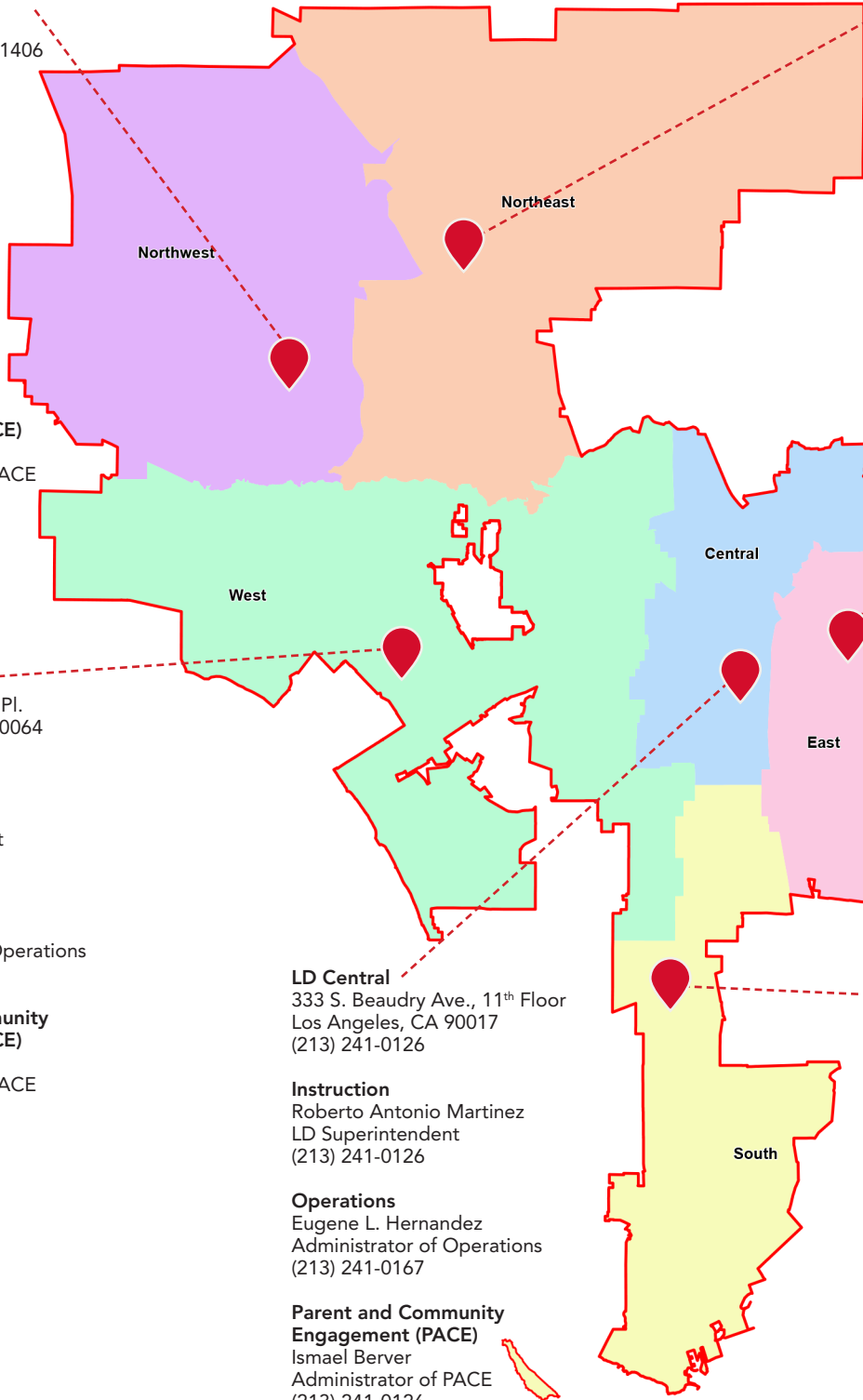
**Parent and
Community
Engagement (PACE)**
Gonsalo Garay
Administrator of PACE
(818) 654-3600

LD North East
8401 Arleta Ave.
Sun Valley, CA 91352
(818) 252-5400

Instruction
Linda del Cueto
LD Superintendent
(818) 252-5400

Operations
Andres Chait
Administrator of Operations
(818) 252-5400

**Parent and Community
Engagement (PACE)**
Antonio Reveles
Administrator of PACE
(818) 252-5400



LD West
11380 W. Graham Pl.
Los Angeles, CA 90064
(310) 914-2100

Instruction
Cheryl P. Hildreth
LD Superintendent
(310) 914-2100

Operations
Ra'Daniel McCoy
Administrator of Operations
(310) 914-2102

**Parent and Community
Engagement (PACE)**
Traci Calhoun
Administrator of PACE
(310) 914-2100

LD East
2151 N. Soto St.
Los Angeles, CA 90032
(323) 224-3100

Instruction
Jose P. Huerta
LD Superintendent
(323) 224-3100

Operations
Alfonzo C. Webb, II, Ed.D.
Administrator of
Operations
(323) 224-3177

**Parent and Community
Engagement (PACE)**
Jose Avila
Administrator of PACE
(323) 224-3100

LD Central
333 S. Beaudry Ave., 11th Floor
Los Angeles, CA 90017
(213) 241-0126

Instruction
Roberto Antonio Martinez
LD Superintendent
(213) 241-0126

Operations
Eugene L. Hernandez
Administrator of Operations
(213) 241-0167

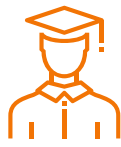
**Parent and Community
Engagement (PACE)**
Ismael Berver
Administrator of PACE
(213) 241-0126

LD South
1208 Magnolia Ave.
Gardena, CA 90247
(310) 354-3400

Instruction
Christopher Downing
LD Superintendent
(310) 354-3400

Operations
Myrna N. Brutti
Administrator of Operations
(310) 354-3515

**Parent and Community
Engagement (PACE)**
Theresa Arreguin
Administrator of PACE
(310) 354-3400



100% Graduation: Preparing our Dreamers for Graduation, College, and Career

The following documents explain the type of school options L.A. Unified offers, classes needed to obtain a high school diploma and/or attend college, information on financial aid, DACA and scholarship opportunities. Utilize this information and consult with a school counselor to get additional information.

L.A. Unified Schools by Grade Level

At the Los Angeles Unified School District we provide students and families with multiple pathways to access a quality public education from our youngest learners in preschool to adults in our adult and career education programs. The following table describes the various types of schools by grade levels. To learn about the public schools available in your community visit the Resident School Identifier and type your home address into the text box: <http://rsi.lausd.net/ResidentSchoolIdentifier/>

Educational Programs	Overview
Early Education Centers (for children ages 2-5)	Early Education Centers are preschool programs. For more information call (213) 241-0415.
California State Preschool (for children ages 3-4) For more information call (213) 241-0415.	California State Preschool Part Day Programs operate 180 days per year in selected L.A. Unified elementary schools. Child protective service/at risk children have first priority if space is available for 3 to 4-year-old children.
Elementary Schools (for children ages 4-11/12)	Elementary schools are generally organized into grades. Transitional Kindergarten (age 4) through fifth grade or Transitional Kindergarten through sixth grade.
Middle Schools (for children ages 12-14)	Middle schools are generally organized into grades fifth through eighth grade or sixth through eighth grade.
High Schools (for children ages 14-18, up to 22 for special populations)	High schools are generally organized into grades ninth through twelfth grade. To graduate from the L.A. Unified, students must complete 210 credits within A-G courses plus additional L.A. Unified requirements.
Span Schools (various ages)	A span school spans multiple levels (elementary and middle, middle and high, or elementary through high school).
Division of Adult and Career Education (DACE) (for children ages 16 or older) For more information call (213) 241-3150.	The L.A. Unified DACE provide learning opportunities and employment training to adults and in-and out-of-school teens.
Special Education For more information call (213) 241-6701.	The Division of Special Education ensures that the unique needs of students with disabilities are met through additional services, supports, programs, specialized placements, or environments.
California School Age Families Education Program (CAL-SAFE) For more information call (213) 241-0415.	CAL-SAFE Program is a comprehensive, integrated, community-linked, school-based program that serves expectant and parenting students and their infants and toddlers.



L.A. Unified Schools by Grade Level: Educational Options Programs

L.A. District is both a traditional school system and a choice-based system, which means ANY and EVERY student can choose to attend their neighborhood school of residence OR apply to schools of choice that offer specialized programs within the District.

Programs	Contact Information
<p>Magnet Magnet Programs vary by theme and are Court-Ordered voluntary integration opportunities available to students in grades K-12 living within the LAUSD boundaries. For more information visit: http://echoices.lausd.net/Magnet/MagnetHome.aspx</p>	<p>Student Integration Services 333 S. Beaudry Ave., 25th Fl. • LA, CA 90017 Tel: (877) 4MAG-PWT or (877) 462-4798 Fax: (213) 241-417</p>
<p>Permits With Transportation (PWT) PWT is a voluntary integration program that provides students with experiences in integrated school settings. For more information visit: http://echoices.lausd.net/PWT/PWTHome.aspx</p>	<p>Submit an electronic application via: https://apply.lausd.net</p>
<p>Zones of Choice Matriculating 8th grade students living within a Zone of Choice may rank their high school program selections. For more information visit: https://achieve.lausd.net/zoc</p>	<p>Zone of Choice 333 S. Beaudry Ave., 20th Fl. • LA, CA 90017 Tel: (213) 241-0466 Fax: (213) 241-4108</p>
<p>Schools for Advanced Studies (SAS) SAS programs offer educational options designed to support the development of gifted and talented youth. For more information visit: https://achieve.lausd.net/Page/2033</p>	<p>Gifted/Talented Programs 333 S. Beaudry Ave., 25th Fl. • LA, CA 90017 Tel: (213) 241-6500 Fax: (213) 241-8975</p>
<p>Inter-District Permits Inter-District permits allow parents from one district to attend schools in another district. Incoming Inter-District Permits – Incoming inter-district permit applications are requested to allow students that reside within the boundaries of a school district other than the LAUSD to attend a school within the LAUSD. For more information visit: https://achieve.lausd.net/Page/1220</p>	<p>333 S. Beaudry Ave., 29th Fl. • LA, CA 90017 Tel: (213) 202-7547 https://lausd.permits@lausd.net</p> <p>Submit an electronic application via: https://apply.lausd.net</p>
<p>Dual Language/Bilingual Programs Parents may apply for designated open enrollment seats at specific campuses with available seats. For more information visit: https://achieve.lausd.net/apolo#spn-content</p>	<p>333 S. Beaudry Ave., 25th Fl. • LA, CA 90017 (213) 241-2550 Submit an electronic application via: https://apply.lausd.net</p>
<p>District K-12 Open Enrollment Parents may apply for designated open enrollment seats at specific campuses with available seats. For more information visit: https://achieve.lausd.net/K12OpenEnrollment</p>	<p>District Master Planning & Demographic Office 333 S. Beaudry Ave., • LA, CA 90017 (213) 241-8044 applyforschools@lausd.net</p> <p><small>*After the application period begins, it is recommended that parents and guardians call directly to their child's current school for more details.</small></p>



L.A. Unified Individual Graduation Plan

Graduating Students College & Career Ready

At the L.A. Unified, we are committed to preparing students to think about their future by building plan that helps them achieve their dreams for the future. All secondary schools are required to hold annual Individual Graduation Plan (IGP) conferences with every student. The IGP is a plan that organizes how students are provided support beginning in the middle school years to stay on track with meeting high school graduation requirements and to continuously update how the student will be supported to become college and career-ready.



Individual Graduation Plan (IGP) Grades 5 and 6

The IGP conferences begin as a collaborative process in the spring of fifth or sixth grade when counselors from the receiving middle schools meet with students and parents/guardians to discuss goals, student interests and talents, plan the course of study and review expectations for middle school. This is an important opportunity for parents to express questions and share observations noticed about their child's adolescent development.



Individual Graduation Plan (IGP) Grades 6, 7 -12

The IGP conference is designed to document and monitor student and parent/guardian involvement in student course selections, postsecondary plans, and educational career goals. During these meetings parents and students will learn about the L.A. Unified graduation requirements, courses required for admission into a university, otherwise known as the A-G requirements, and discuss possible careers and college majors of interest to the student.

To schedule the IGP for your student contact your school site counselor.



L.A. Unified Graduation Requirements

What Are the Requirements to Earn a High School Diploma?

To receive a high school diploma from the Los Angeles Unified School District, students must earn 210 credits and a grade of “D” or better in all courses. A letter grade of “A” is the highest grade a student can earn followed by a B, C, D and F. A student earns 5 course credits for every course that is passed with a grade of “D” or better.

Of the 210 credits required to earn a high school diploma, a 150 of these credits must be met by passing one of the California State University and University of California admission requirements, otherwise known as the A-G requirements, with a grade of a D or higher. The course requirements are as follows:

“A-G” Requirements	A. History/Social Science	2 years (4 semesters)
	B. English	4 years (8 semesters)
	C. Math	3 years (6 semesters)
	D. Lab Science	2 years (4 semesters)
	E. Language Other than English	2 years (4 semesters)
	F. Visual & Performing Arts	1 year (2 semesters)
	G. College Prep Elective	1 year (2 semesters)

In addition to the A-G requirements, students must also complete additional requirements adopted by the L.A. Unified. The California Department of Education has also adopted additional requirements that surpass the credits required by the L.A. Unified. The following includes the additional years/semesters that students complete to earn a high school diploma:

L.A. Unified Additional Requirements	Health Course	+Half a Year (1 semester)
	Service Learning Requirement (must be completed in grades 9-12)	Students are expected to complete service learning experience.
	Career Pathway Selection (must be completed in grades 9-12)	Students shall be given the opportunity to explore an opportunity to identify the industries and careers that they would like to pursue.

CDE- CA State Requirements	History/Social Science	+1 year (+2 more semesters)	World History, US History, Government, Economics
	Physical Education	2 years	

Total Credits Required	A-G Courses LA Unified Requirements CDE-CA	210
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English Learners English Learners who are newcomers enrolling in high school as their first school experience in the United States may remain in high school until graduation requirements are met or through the age of 21, whichever comes first, as long as the academic progress sufficient to meet the graduation requirements is made.



Requirements to Apply to Colleges & Universities (LACC, CSU, UC)

Subject and Non-Course Requirements

The chart below lists the minimum courses that are required for freshman admission to the California State University, the University of California, Private and Community Colleges.

Subject	California State University (Grade of "C" or better is required)	University of California (Grade of "C" or better is required)	Private Colleges (Grade of "C" or better is required)	Community College
"A" Social Science	2 years 1-year-World Hist., Geog., Culture from "A" or "G" 1 year- US Hist. or ½ US Hist. and ½ Prin. Am Dem	2 years 1-year-World Hist., Geog., Culture from "A" or "G" 1 year- US Hist. or ½ US Hist. and ½ Prin. Am Dem	2-3 years World History US History Prin. Am Dem	<p>No Subject Requirements</p> <p>Must be 18 years of age, a high school graduate OR Possess a high school proficiency test certificate</p> <p>Students are most successful when they continue to take college preparatory courses.</p> <p>Students are also encouraged to enroll in honors, Advanced Placement and other rigorous courses.</p>
"B" English	4 years	4 years	4 years	
"C" Mathematics	3 years Algebra 1 Geometry AB Algebra 2AB Validation rules apply*	3 years Algebra 1 Geometry AB Algebra 2AB Validation rules apply* Geometry AB must be attempted to use an ADV Level math course to validate the entire math requirement.	3-4 years College Preparatory mathematics each school year.	
"D" Science	2 years 1 year- Biological from "D" or "G" 1 year- Physical from "D" or "G"	2 years 2 out of 3 categories of Biology, Chemistry and Physics	3-4 years Lab Sciences	
"E" Language other than English (LOTE)	2 years Same Language Validation rules apply*	2 years Same Language Validation rules apply*	3-4 years Same Language	
"F" Visual & Performing Arts (VPA)	1 year Same discipline	1 year Same discipline	VPA courses may count as electives	
"G" College Prep Elective	1 year No introductory courses	1 year No introductory courses	College preparatory courses in area of interest	
Additional Requirements	Min GPA:2.0 SAT or ACT EPT/MPT	Min GPA: 3.0 SAT or ACT SAT Subject Tests	Min GPA: varies SAT or ACT SAT Subject Tests	

*Validation applies only with marks of "C" or better



California Dream Act & AB 540 Forms

Paying Student Fees: Community College, California State University & University of California

Process for Undocumented Students

Step #1: Paying In-State Fees at Public Community Colleges & Universities (AB540)

- California Assembly Bill 540 was passed by the California Legislature on October 12, 2001. This law established guidelines for undocumented students to pay resident fees in public colleges and universities, if they meet the criteria adopted by the law.
- To learn about the eligibility guidelines visit the California Student Aid Commission website: http://www.csac.ca.gov/dream_act.asp
- The AB 540 California Nonresident Tuition Exemption Form is available at: http://www.csac.ca.gov/pubs/forms/grnt_frm/ab_540_affidavit.pdf.

Step #2: Paying for College and The California Dream Act

- The California Dream Act is a law passed by the State of California Legislature to eligible undocumented students to apply for and receive state-based financial aid and institutional scholarships.
- Students that meet the guidelines established for the AB 540 are eligible to apply for the financial aid programs offered by the State of California.
- To learn about the eligibility guidelines visit the California Student Aid Commission website: http://www.csac.ca.gov/dream_act.asp
- The application deadline for the California Dream Act is generally the first week in the month of March. Submit the application before the deadline to qualify for grants.
- For questions about submitting the application contact your school counselor or the California Student Aid Commission at 1 (888) CA-GRANT (888) 224-7268.






Deferred Action for Childhood Arrivals (DACA) Program & Transcripts

For updates on DACA, please visit achieve.lausd.net/weareone.

L.A. Unified DACA Request Form Process

DACA is a federal program announced in 2012. Under this process if a person came to the United States as a child and they meet several key guidelines, they may request consideration of delaying removal action of an individual. DACA may be granted for a period of two years and may be renewed. For more information on renewing your status or if you are considering applying DACA, it is important that you consult with a reputable legal organization or attorney. Legal resources are included in this guide. For updates on the status of DACA, visit the U.S. Citizenship and Immigration Services (USCIS) at <https://www.uscis.gov/humanitarian/deferred-action-childhood-arrivals-response-january-2018-preliminary-injunction>.

The L.A. Unified has created a centralized process for records requests by individuals applying for consideration for Deferred Action for Childhood Arrivals. Effective September 17, 2012, you may apply online to request records for Deferred Action at: <http://www.DACArequest.lausd.net>. The paper form is also available and can be obtained by clicking on the following: [DACArequestform.pdf](#). The District is expediting and prioritizing all document requests related to these DACA requests and will be waiving the \$5.00 fee. Please allow 7-10 days for U. S. postal delivery.

 LOS ANGELES UNIFIED SCHOOL DISTRICT STUDENT RECORDS AND DATA MANAGEMENT BRANCH DEFERRED ACTION REQUEST FORM	
Relationship to Student* <input type="radio"/> -Self <input checked="" type="radio"/> -Parent/Legal Guardian	
1. NAME (Current):	
Last: *	First: *
Middle:	
2. Name Used in School (if different from Current Name)*	
Last:	First:
Middle:	
<small>* If you have changed your name since attending an LAUSD school, please provide a copy of the legal document(s) showing both your former name and new name. Your request will not be processed without this required documentation. A legal document may be a copy of Marriage Certificate, Naturalization Certificate (copy of both sides) or Court document indicating the name change.</small>	
3. Mailing Address:	
Number, Street, and Apt#: *	City: *
State: *	Zip: *



Scholarship Resources

- Fast Web: www.fastweb.com
- Mexican American Legal Defense and Education Fund: www.maldef.org
- Get Ready for College: www.getreadyforcollege.org/gPg.cfm?pageID=1586
- Latino College Dollars: www.latinocollegedollars.org
- Scholarships for Hispanics: www.scholarshipsforhispanics.org
- Genesco Migrant Center: www.migrant.net
- Mexican Scholarship Fund: <http://mexicanscholarshipfund.org/>
- SADCO Scholarship Program: <http://sadco.org/sadco-scholarship-program>
- National Scholarships for Highschool/ Community College graduates: <http://www.thedream.us/scholarships/national-scholarship/>
- Refugee/Immigrant Scholarships: <https://www.scholarships.com>
- California Student Aid Commission: http://www.csac.ca.gov/dream_act.asp
- Cash for College: <https://www.cash4college.csac.ca.gov/>
- California Career Center: <http://www.calcareercenter.org/>
- Salvadoran American Leadership and Educational Fund: <https://www.salef.org/>
- Congresswoman Lucille Roybal-Allard Scholarship Information: <https://roybal-allard.house.gov/issues/issue/?IssueID=42779>





TITLE: LAUSD CAMPUSES AS SAFE ZONES AND RESOURCE CENTERS

NUMBER: REF-6767.1

ISSUER: Dr. Thelma Melendez, Chief Executive Officer
Educational Services

Dr. Earl Perkins, Associate Superintendent
Division of District Operations

Steven Zipperman, Chief
Los Angeles School Police Department

Erika F. Torres, Executive Director
Student Health and Human Services

DATE: February 2, 2017

PURPOSE: The purpose of this Reference Guide is to provide guidance to site administrators and District staff on the process and procedures to follow if federal immigration officials, including Immigration and Customs Enforcement (“ICE”) agents or designees, request access to a school site or District facility, student, or student records.

MAJOR CHANGES: This revises REF-6767.0 and specifies the steps school sites, Local District (LD) Administrators of Operations and LD Operations Coordinators shall follow when federal immigration officials, including ICE agents, request access to a school site or District facility, student, or student records. Additionally, it includes a school site notification checklist. Refer to Attachment A: School Site Notification Checklist.

BACKGROUND: On February 9, 2016, the Board of Education (“Board”) reaffirmed its position regarding immigration reform, as noted in Board Resolution 032, entitled “LAUSD Campuses as Safe Zones and Resource Centers.” The Board declared that every LAUSD site will be a place of support and resource for all students and families, regardless of immigration status.

The 1982 U.S. Supreme Court case *Plyler v. Doe* held that undocumented children have a constitutional right to receive a free public K-12 education which provides the means to becoming a “self-reliant and self-sufficient participant in society” and instills the “fundamental values necessary to the maintenance of a democratic political system.” The Board resolved that the Superintendent shall establish all K-12 schools, early education centers, adult schools, and parent centers as resource and information sites for students and their families. Further, the Board encouraged the Superintendent to increase and enhance partnerships with community-based organizations and legal services organizations that provide resources for families facing immigration challenges. Additionally, the Board encouraged that a rapid response network be created to assist

ROUTING
All Schools
All Local District
Superintendents
Local District
Administrator of
Operations
Instructional Directors
Operations Coordinators
Los Angeles School Police
SAA
Non-School Site
Administrators
Charter School Division
Early Education Centers
Beyond the Bell
Adult Schools



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

children whose family members have been detained through providing crisis management and support services.

KEY TERMS

Below are key terms that will help District staff understand language which may be used when referring to students who have recently arrived to the United States. Although the District does not inquire about a student's immigration status, this reference guide aims to better support and assist our students and families that may be impacted by immigration matters.

Accompanied Immigrant Youth

Youth who had entered the U.S. with a biological parent and were apprehended and placed in a detention center. Release occurs once a sponsor is identified. The deportation process begins; however, unlike unaccompanied youth, families do not have the pro-bono (free) legal services available.

Unaccompanied Immigrant Youth

Youth under 18 years of age who entered the U.S. without a biological parent, were apprehended and placed in a detention center. These youth are held until a sponsor can be identified. Once released, the deportation process is initiated, and youth must attend court hearings to determine whether relief will be granted. Pro-bono legal services may be available for these youth.

Undocumented Student

Anyone who does not have the legal documentation to live in the U.S. or who has overstayed his or her visa.

Enforcement Actions

Pre-planned arrests of immigrants working, studying or living in the United States without lawful immigration status. These arrests can target a wide range of immigrants, from long-term lawful permanent residents who may have committed a minor offense, to undocumented immigrants who have final deportation orders.

Exigent Circumstances

Exigent circumstances include, but are not limited to:

- National security/terrorism
- Imminent risk of death, violence, or physical harm to any person
- Fresh pursuit of dangerous felon
- Protection of evidence in a criminal case

Extended Support Site (ESS)

The Extended Support Sites are located at each Local District and in key high volume areas. Student Health and Human Services staff at these sites assess student and family needs related to school enrollment, attendance, medical referrals, health insurance enrollment, legal resources and mental health referrals and connect them with services to ensure academic success.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

Immigration and Customs Enforcement (ICE)

The U. S. Immigration and Customs Enforcement (“ICE”) enforces federal laws governing border control, customs, trade and immigration to promote homeland security and public safety. ICE consists of three directorates including Homeland Security Investigations (“HSI”), Enforcement and Removal Operations (“ERO”) and Management and Administration (“M&A”). Although ICE is the main immigration enforcement body, there may be other federal immigration officials or designated agents who may request access to school sites and facilities, students, or student records.

GUIDELINES:

According to a policy memorandum released by ICE in 2011 (Attachment B: ICE Memorandum: Enforcement Actions at or Focused on Sensitive Locations), commonly referred to as the “sensitive locations memo,” absent exigent circumstances or other related exceptions mentioned below, ICE officers and agents are to refrain from enforcement actions at the following locations and events:

- schools
- hospitals
- institutions of worship
- funerals, weddings and other public religious ceremonies
- during public demonstrations

The sensitive locations policy is intended to establish a non-disruptive environment during specific activities. It is important to note that there are exceptions to this policy, such as where prior approval must be obtained from a higher ranking ICE official before conducting enforcement operations in a sensitive location. In some cases, prior approval is not required, such as when there is an extraordinary circumstance involving public safety. Although this policy has not been rescinded to date, there may be subsequent changes under the new Presidential administration.

Notwithstanding the ICE “sensitive locations” policy, the typical circumstances under which law enforcement officers, including federal law enforcement officers, ICE agents, federal immigration officials, or designees may have a need to come to District campuses or facilities, when acting in the scope and course of their employment, include the following scenarios:

- Request for information or for general investigative purposes
- Service of a subpoena for records
- Service of a search warrant
- Action pursuant to exigent circumstances

Note: Exigent circumstances include, but are not limited to:

- National security/terrorism
- Imminent risk of death, violence, or physical harm to any person
- Fresh pursuit of dangerous felon
- Protection of evidence in a criminal case

These exigent circumstances are no different for any other law enforcement agency that



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may come onto District property.

I. RESPONSIBILITIES OF SCHOOL ADMINISTRATOR/DESIGNEE

A. A School Administrator/Designee must complete the following tasks if ICE agents or other federal immigration officials come on campus for any reason:

1. Immediately notify your Local District Administrator of Operations and the Los Angeles School Police Department (LASPD) Watch Commander at 213-625-6631. (Refer to Attachment A: School Site Notification Checklist)
2. Request the name and badge number of the ICE agent or federal immigration official or designee, phone number of the agent's supervisor and purpose of the visit.
3. Obtain any documentation from the agent (e.g., subpoena; search warrant).
4. Advise the agent that prior to proceeding with their request, and absent exigent circumstances, notifications and direction from specific District offices must take place.
5. Wait for further direction and advice from the Local District Administrator of Operations to appropriately respond to the ICE agent request.
6. Activate the School Site Crisis Team, as needed. (Refer to Attachment C)
7. Create an iSTAR incident report, as soon as practicable: Indicate incident type as on or off campus activity. In the Issue Type tab, select Law Enforcement Activity, sub-category *Immigration and Customs Enforcement (ICE) Inquiry/Investigation*.
8. Obtain additional guidance from the AOO on any necessary notification to parents/caregiver of the student who may be the focus of the ICE inquiry.

Note: Should an agent declare that exigent circumstances exist and demand immediate access to the campus, administrators should comply with the order of ICE or federal immigration official and immediately contact the LD AOO and LASPD Watch Commander.

B. If ICE agents or other federal immigration officials/designee are rumored or verified to be in the community, and this information may have an impact on school operations or students attending school, the School Administrator/Designee shall do the following:

1. Immediately notify your Local District Administrator of Operations for further guidance and direction.

II. RESPONSIBILITIES OF LOCAL DISTRICT (LD) ADMINISTRATORS OF OPERATIONS (AOO)

A. A Local District (LD) Administrator of Operations must complete the following tasks in all ICE-related situations.

1. When an AOO is notified by any school that an ICE agent or federal



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immigration official is on site or they have received an ICE request, immediately notify the Division of District Operations.

2. Assess the situation, identify the level of crisis and respond as needed.
3. Designate LD staff to ensure the school site team is provided with guidance and support, as needed.
4. Verify that the LASPD Watch Commander has been notified.
5. Verify that an iSTAR incident report has been created. If needed, assist school administrator/designee in creating the iSTAR.
6. Contact the Office of General Counsel for guidance needed pertaining to access to student records, subpoena or search warrant service.
7. Follow up with affected school site administrator to provide necessary direction or advice.

B. On a case by case basis, the AOO must do the following:

1. Continue to assess and monitor the situation to determine if LD resources are needed. Possibly activate the Rapid Response Team (Local District Crisis Team). (Refer to BUL-5800, Crisis Preparedness Response and Recovery for more information).
2. Consult with the Office of Communications.
3. Provide consultation in notifying neighboring schools and local districts as needed.
4. Determine if other communication methods are needed (Blackboard Connect message, parent meeting, letters, resources, talking points, etc.).

C. If a situation escalates to a Tier III crisis response, (i.e. crisis requires central office crisis team to provide direct intervention services, assistance with communications and memos, etc.) LD Administrator of Operations shall coordinate additional support and guidance with the District Office Crisis Response Team.

D. If ICE agents are rumored or verified to be in the community, the LD Administrator of Operations shall do the following:

1. Attempt to verify that ICE is conducting enforcement actions/immigration raids in the area.
2. Determine if this might affect the school or students attending school.
3. If it is determined that ICE activity might affect the District or school-site operations, the LD Administrator of Operations will execute responsibilities outlined above (section II A) as needed.
4. Contact the Division of District Operations and the Los Angeles School Police Department (LASPD) Watch Commander at 213-625-6631.

E. The Division of District Operations, in collaboration with the LASPD Watch Commander, will assist with providing support from District Headquarters (Beaudry) on a case-by-case basis. To prevent duplicate communication, further guidance to local districts will be articulated through the LD Administrator of



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Operations.

III. COMMUNICATION DURING NON-SCHOOL HOURS

If an ICE agent is on site during non-school hours (weekdays or weekends), conducting official ICE business, the administrator/designee on campus should immediately call the LASPD Watch Commander. Examples of activities or locations in which ICE agents may have a need to come to a District-site during non-school hours include, but are not limited to, Early Education Programs, Youth Service Programs, athletic events, parent conferences, school dances, etc. The Watch Commander will coordinate further notifications and assist involved staff with providing support to the school.

IV. LAUSD SUPPORT SERVICES

The LAUSD has staff available throughout the District to provide support and assistance with accessing information and resources for students and families. The School Enrollment Placement and Assessment (S.E.P.A.) center located in LD Central provides families with enrollment assistance, immunizations, medical and mental health referrals, legal service referrals and health insurance enrollment. In addition, Extended Support Sites (ESS) are available to connect students and families to LAUSD programs and community resources. An ESS is located at each local district and in key high volume areas. Refer to Attachment D: Extended Support Sites.

ASSISTANCE: For assistance or further information, please contact your Local District Administrator of Operations. Additionally, the following District offices can provide support:

Office of the Superintendent
(213) 241-7000

Division of District Operations
(213) 241-5337
<http://achieve.lausd.net/Page/1604>

Crisis Counseling and Intervention Services
(213) 241-3841
<http://achieve.lausd.net/smh>

Los Angeles School Police Department (LASPD)
(213) 625-6631
<http://www.laspd.com/>

Office of the General Counsel
(213) 241-7600
<http://achieve.lausd.net/Page/2573>

Student Health and Human Services (SHHS)
(213) 241-3840



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<http://achieve.lausd.net/shhs>

School Enrollment Placement & Assessment (S.E.P.A) Center
(213) 482-3954

<http://achieve.lausd.net/Page/8703>

**RELATED
RESOURCES:**

- [BUL-5800.0, Crisis Preparedness Response and Recovery](#)
- [BUL-2469, Pupil Records: Access, Confidentiality, and Notice of Educational Rights](#)

ATTACHMENTS: ATTACHMENT A – School Site Notification Checklist
ATTACHMENT B – ICE Memorandum: Enforcement Actions at or Focused on Sensitive Locations
ATTACHMENT C – School Site Crisis Response Action Plan Checklist
ATTACHMENT D – Extended Support Sites



Rapid Response by School Site

L.A. Unified supports schools through a network of six Local District Offices. Per Bulletin 5800.0, each Local District Office convenes a crisis team when emergency situations arise. The same crisis team procedure should apply in case a student or parent is detained by ICE.

Principal/School Staff Checklist

- Convene a school based Crisis Team, meet frequently to plan and designate duties and responsibilities pertaining to providing intervention services to students and families, and adopt school based procedures using District bulletins as guides.
- In the case that you are informed that a parent or guardian is detained by ICE, ensure the student safety first, and proceed to contact your Local District Administrator of Operations for consultation. Identify the student's emergency contact by reviewing the school emergency card on file.
- If a caregiver cannot be determined, notify your Local District and DCFS (1-800-540-4000) and file a report if applicable.
- School administrators should proceed to convene a school based crisis team to coordinate services for the student and the family that may be provided by the School Psychologist, Psychiatric Social Worker, or the Pupil Services and Attendance Counselor. Contact your Local District to request additional services that may not be available at the school site.
- Designate a school staff member to periodically check-in with student and guardian to provide emotional support.
- Ensure that a school administrator contacts the L.A. Unified Student Health and Human Services Division to assist the guardian in acquiring health insurance information: (213) 241-3840.
- Staff member should also provide the student's guardian with the L.A. Unified Immigration and Educational Resources.
- Designate school staff member to collaborate and link with L.A. Unified schools where siblings attend to ensure that supports are not duplicated and that sibling's schools are aware of needed supports.
- Designate a school staff member to consult with the student's teacher and provide the teacher with Crisis Psychological First Aid training and materials.
- In a situation where a student may be transitioning to new guardianship and school site, the designated staff member should collaborate with new school to ensure the student continues to receive social emotional, physical, and mental health resources.

L.A. Unified Related Emergency Documents

REF-6767.1 - LAUSD Campuses as Safe Zones and Resource Centers

BUL-5800.0 Crisis Preparedness, Response and Recovery

<http://achieve.lausd.net/Page/2649>



RESOURCES TO ENSURING SCHOOL STABILITY AND ELIMINATE BARRIERS TO ENROLLMENT & ATTENDANCE

Related Resources:

REF-6554.1, 2016-17 Opening Day Procedures: Supplemental Guide and Updates, issued August 8, 2016

BUL-6718.0, Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System, issued August 8, 2016

BUL-6362.0, Opportunity Transfer (O.T.) -Policy and Procedures, issued August 14, 2014

Pupil Services Alternative Education Guide 2016-2017, issued August 15, 2016

BUL-6231.0, Discipline Foundation Policy: School Wide Positive Behavior Support Intervention and Support, issued October 26, 2015

BUL-3720.0, Dropout Prevention and Recovery Strategies, issued May 23, 2007

BUL-4926.2, Attendance Manual: Policy and Procedures for Elementary, Secondary and Option Schools, issued, March 3, 2013

The Official "Cumulative Record Handbook for Secondary Schools", issued January 2005

BUL-3407.1, Implementation of Assembly Bill 1802 - Supplemental School Counseling Program, issued January 25, 2007

BUL-5347.1, Intra-district (school to school) Permits and Student Transfers in Elementary and Secondary Schools, issued June 10, 2013

BUL-5341.2 Inter-district Permits (District to District) and Student Transfers in Elementary and Secondary Schools, issued June 15, 2013

Cal. Educ. Code §§ 48432.5, 48853, 48853.5

BUL-6566.2, Graduation Requirements for Classes 2016-2019, issued December 15, 2016

REF-1963.1, Graduation Year Guidelines to Determine Requirements for the Diploma and for MiSiS Records, issued March 13, 2017

For further assistance call:

School Enrollment Placement Assessment (SEPA) Center at (213) 482-3954

Student Discipline and Expulsion Support Unit at (213) 202-7555

Division of Instruction at (213) 213 241-5333

Pupil Services at (213) 241-3844

Office of Student Integration Services at (213) 241-6532

Division of District Operations at (213) 241-5337

MiSiS Helpdesk at (213) 241-5200



School Staff/Principal Enrollment Reminders

1. School should make every effort to ensure that every student is enrolls immediately.
2. Parents/Guardians or unaccompanied youth shall not be turned away when seeking registration at any point during the school year.
3. School offices shall not limit registration and/or enrollment services to certain hours or days of the week and must enroll students during all regular school office hours.
4. Schools that coordinate mass registration events prior to the beginning of a school year must notify parent/guardians at least two weeks advance.
5. School Personnel shall, immediately, without delay, register all known non-enrolled students residing within the school's attendance boundaries and those with special circumstances (e.g. Homeless, foster youth, probation, and recently immigrated youth) regardless of the time of year.
6. Schools may contact the School Enrollment Placement and Assessment (S.E.P.A.) Center at (213) 482-3954 for support with registration/enrollment and resources for recently immigrated youth from other countries and all students/families that need additional support.
7. Please note that the registration/enrollment must happen at the school site. Only send students/families to the S.E.P.A Center who require additional support. For information on services visit the S.E.P.A. Center website at <https://achieve.lausd.net/sepacenter>.
8. Please note that all students, including students identified as homeless and foster youth and/or involved in the juvenile justice system (Cal. Educ. Code §§ 48432.5, 48853, 48853.5), must be immediately enrolled in school regardless of the availability of school records, immunization records, proof of residence, school uniforms, and existence of fines from a previous school or any other documentation.
9. School Personnel shall provide affidavits for any missing but required documents at the time of enrollment.
10. The following affidavits shall be provided by school personnel as alternative documentation and placed in the students cumulative record once process had been completed:
 - a. Affidavit to Verify Residence
 - b. Affidavit of Temporary Residence
 - c. Affidavit for Proof of Age of Minor
 - d. Affidavit of Parent/Legal Guardian Information
 - e. Caregiver Authorization Affidavit
11. Please refer to REF-6554.2 2017-2018 Opening Day Procedures: Supplement Guide and Updates for further instructions.



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POLICY BULLETIN**

TITLE: Crisis Preparedness, Response and Recovery

NUMBER: BUL-5800.0

ISSUER: Thelma Meléndez de Santa Ana, Ph.D.
Chief Executive Officer
Office of Educational Services

DATE: October 12, 2015

POLICY: The Los Angeles Unified School District (LAUSD) is committed to providing a safe, civil and secure school environment, which includes crisis response procedures. This policy is applicable to all schools, District and school-related activities, and in all areas within the District’s jurisdiction.

MAJOR CHANGES: This Bulletin replaces BUL-962.1 *Organizing for Crisis Intervention*, on the same subject issued by the Office of the Chief Operating Officer, dated December 7, 2005.

PURPOSE: The purpose of this Bulletin is to outline administrative guidelines and procedures for responding to crises that may impact the school community.

BACKGROUND: School crises can result in significant human and fiscal costs as well as disruption to the learning environment. Crisis preparedness, response and recovery efforts in the educational setting are crucial in restoring a safe and healthy learning environment. These efforts promote resiliency and a sense of self-efficacy for students, staff and school community stakeholders. Providing effective crisis management and interventions can mitigate negative social-emotional consequences, reduce the period of school disruption as well as restore safety and security to the school community to promote attendance, academic achievement, and wellness.

GUIDELINES: The following guidelines apply:

I. **DEFINITIONS**

School Crisis

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance and behavior. Common reactions to a school crisis may include shock, confusion and fear. Although individual students, staff, families or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults. Examples of crises that may impact schools include:

- An accident on or near the school grounds
- A violent incident at or near school
- The death of a student, staff or one of their family members by suicide or

<p>ROUTING All Employees All Locations</p>



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trauma

- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism

Trauma

Trauma refers to an event or a situation where an individual fears for their life. In addition, they could have been seriously injured, witnessed violence, or tragically lost a loved one. Exposure to this type of trauma overwhelms the ability of that individual to cope.

Psychological First Aid (PFA)

PFA is an evidence-informed modular approach to help children, adolescents, adults and families in the immediate aftermath of traumatic events, disasters and terrorism. PFA is designed to reduce the initial distress caused by these stressful events and to foster short-and long-term adaptive functioning and coping amongst students, staff and parents/guardians.

II. **RESPONSIBILITIES OF DISTRICT EMPLOYEES**

All District employees are expected to:

- Adhere to the Crisis Preparedness, Response and Recovery (CPRR) policy.
- Respond to crisis incidents.

A. Administrator/Designee must:

1. Establish a safe, civil and secure school environment.
2. Establish a multi-disciplinary School Site Crisis Team, in accordance with the Safe School Plan (SSP), Volume 3.
3. Ensure that the CPRR policy and all applicable protocols (see Section III) are implemented.

B. Local District (LD) Administrators must:

1. Be responsible for enforcing the CPRR policy.
2. Establish a multi-disciplinary LD Crisis Team to provide support to schools, as needed.
3. Designate LD staff to ensure the implementation of this policy and provide guidance, training and support, as needed, to the school site team.

C. District Office Staff must:

1. Support this policy by assisting schools with consultation, training and support, as needed.
2. Provide annual training to LD Crisis Teams and support training to schools sites at the LD level.
3. Align this policy with related District initiatives.



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III. MULTI-TIERED CRISIS RESPONSE TEAM MODEL

There are three tiers of crisis response: school site, local district and District office. The basic structure of the multi-disciplinary support teams on all three tiers should be similar in their composition and incorporate District staff with experience in various areas of crisis. Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the local district, District office, or a combination thereof (see Attachment A, Multi-Tiered Crisis Response Flow Chart).

A. Tier I: School Site Crisis Response

School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services. The school site crisis team determines if there is a need for additional assistance from the local district crisis team. The school site crisis team may be activated as part of the Incident Command System (ICS) Team during an emergency or disaster, or may be activated as a stand-alone team, depending on the incident.

B. Tier II: Local District Crisis Response

The school site administrator/designee contacts the LD Operations administration for support and assistance if the crisis response required is beyond the scope of what the school site crisis team can provide. Assistance from the LD crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

C. Tier III: District Office Crisis Response

In collaboration with the LD Operations administration, the school site administrator/designee determines if there is a need for support from the central crisis response team. Assistance from the District office crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

IV. TIER I: SCHOOL SITE CRISIS RESPONSE

The following are general preparedness, response and recovery protocols for the administrator/designee to implement during any crisis in a school, at District and school-related activities, and in all areas within the District's jurisdiction.

A. Preparedness

1. Establish a school site crisis team.

In accordance with the SSP Volume 3, school site crisis team members



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should be comprised of school staff, such as administrators and out-of-classroom support staff. Schools on multi-track schedules should include staff from all tracks. School site crisis team composition will vary by school and must be staffed by District personnel only.

Staff on the school site crisis team should be informed of their roles and have opportunities to participate in preparedness activities. In accordance with REF-5511 *Safe School Plans Update*, the SSP Volume 3 School Site Crisis Team Chart should be reviewed and updated on the Safe School Plan Creator online throughout the school year if there are any changes in staff (see Attachment B, School Site Crisis Team Chart for a template).

2. Schedule regular school site crisis team meetings.
School site crisis teams should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery. School site crisis team meetings should be documented by maintaining agendas and sign-in sheets. Meetings should include the development of comprehensive crisis response and recovery plans that:
 - a. Define the roles of the school site crisis team members and communicate this information with other staff at the school site (i.e., staff that are not identified on the school site crisis team, such as teachers, clerical, new, substitute, before and after-school staff, and volunteers).
 - b. Identify common types of crises and disasters that may impact schools and develop strategies for responding appropriately to re-establish the safety and security of the school site.
 - c. Discuss possible locations on the school site to provide crisis response services, such as psychological triage, assessment and reunification, utilizing the areas identified in the Safe School Plan, Volume 2.
 - d. Provide/coordinate staff development and training on identified topics (e.g., Psychological First Aid, immediate and long-term recovery, traumatic grief, the impact of traumatic events on students, adults and school climate, and self-care). For support with staff development and training, contact LD Operations administration, or School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.
 - e. Develop strategies to mitigate long-term impact on student mental health, well-being and academic achievement by re-engaging students in the learning process.
 - f. Identify school and community-based resources.



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B. Response

The following are general procedures for the administrator/designee to respond to crisis situations at the school site. Refer to Safe School Plan, Volume 2 for protocols regarding specific types of emergencies. (See Attachment C, School Site Crisis Response Action Plan Checklist, for an abbreviated version of the general procedures described below.)

1. Ensure Campus/Office Safety
 - a. Call 911 for immediate, emergency life threatening situations.
 - b. Call Los Angeles School Police Department (213) 625-6631 or local law enforcement for assistance at the school site or school related activity.
 - c. Secure site and implement lockdown, if necessary.
 - d. Activate the ICS team, as needed.
 - e. For assistance and consultation, contact LD Operations administration or School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.
2. Determine Facts

Consider some of the following questions when gathering information to determine the appropriate response for the situation:

 - a. What happened?
 - b. Who was involved?
 - c. How were they involved?
 - d. How did it happen?
 - e. Where and when did it happen?
 - f. What caused the crisis?
 - g. What is the condition of those involved?
 - h. Other relevant sources of information (e.g., school staff, parents/guardians, local law enforcement, medical facilities)?
3. Notify
 - a. LD Operations administration as soon as feasible.
 - b. Administrator/designee of co-located schools.
 - c. Administrator/designee of other school sites that could be affected by the crisis.
 - d. Other offices, as appropriate (see the Assistance section at the end of this bulletin for a list of relevant LAUSD offices).
 - e. Document the incident in the Incident System Tracking Accountability Report (iSTAR) as soon as practical, and update as necessary.
4. Assess

The school site crisis team meets to assess the impact and severity of the incident and determine the level of crisis response needed. Their assessment will guide the response and recovery methods.



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Variables to consider when assessing the impact of the crisis include:

- a. Type of incident
- b. Number of students and staff that might be affected
- c. Emotional proximity to the crisis incident, including the relationship of the involved individual(s) to the school community. The impact to the school may be affected by the degree to which the individual(s) were active in the school community.
- d. Physical proximity to the crisis incident
- e. History of other crises at the school or for those involved in the current crisis
- f. Time the crisis incident occurred (e.g., during school hours, after school, weekend, holiday)
- g. School and community resources available

5. Develop Action Plan

Crisis response and interventions will be determined by the impact and severity of the incident. The action plan developed by the team should be documented and managed by the school site administrator/designee. (Refer to Table 1. Action Plan for crisis response considerations.)

Table 1. Action Plan

Action Type	Crisis Response Considerations
Communication	<p>In accordance with the SSP Volume 2, the school site incident commander (usually the principal or designee) takes charge of the crisis incident, verifies facts, notifies other offices, and coordinates crisis response services. The school site incident commander collaborates with LD administration to prepare communications for parents, LD and District office. The public information officer (PIO) provides feedback and edits regarding communications, prepares public statements and manages media requests. (See Attachment D, Communication with Staff, Students, Parents/Guardians for a detailed checklist of communication protocols.)</p> <ol style="list-style-type: none"> 1. Contact family to offer support and obtain consent. <ol style="list-style-type: none"> a. Identify a staff member to serve as the liaison for the family. Limiting the number of people who contact the family helps guard against further exacerbating an already stressful time for the family. b. Liaison should contact family members of the crisis victim(s) to gather/confirm information, obtain consent regarding what information may be shared, and identify needs for support and resources. If the victim is a minor, ensure contact with the parent/guardian.



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	<p>c. If an incident involves the death of a student, be sure to remove the name of the deceased student from the school’s call out system, including Blackboard Connect and attendance checks, to prevent family members from receiving a call.</p> <ol style="list-style-type: none"> 2. Know the facts. Clarify facts and determine what information is to be shared with students, parents/community, staff, media and social media. (Refer to Section X. Confidentiality and Retaliation.) 3. Collaborate with law enforcement. When the incident involves a crime or an ongoing investigation, it is crucial to maintain communication with LASPD or other local law enforcement incident command teams. Obtain guidance from local law enforcement regarding how to proceed so as not to interfere with a criminal investigation. (See Attachment E, Collaboration with Law Enforcement When a School Becomes a Crime Scene or Closed Area.) 4. Share information. Determine how information will be shared (e.g., staff meetings, parent meetings, letters, Blackboard Connect, classroom discussions). 5. Develop a script. Collaborate with the LD administration to develop and disseminate scripts for teachers, staff memos, parent/guardian letters, and Blackboard Connect messages. For samples and templates of scripts, visit http://ccis.lausd.net. 6. Collaborate with the Office of Communications. When an incident is likely to or does receive media attention, the administrator/designee or identified communications/media person should contact the Office of Communications (213) 241-6766 for assistance. (See Attachment F, Collaboration with Office of Communications.) 7. Prepare staff. Information distributed to teachers and before and after-school staff may include a script regarding the incident, tips on how to support impacted students, and crisis counseling referral procedures for students and staff in need of additional support.
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<p>Logistics/ Operations</p>	<p>The following logistics/operations actions are options for consideration. (See Attachments G-J for templates of sign-in sheets, referral forms, and crisis counseling logs to be used when responding to crisis situations.)</p> <ol style="list-style-type: none"> 1. Determine the number of crisis responders needed. <ol style="list-style-type: none"> a. The number of crisis responders needed depends on the extent of the impact to the school community. For example, if students, staff and parents/guardians are all impacted, it may be necessary to have dedicated crisis responders for each group. b. Consider the following factors when selecting crisis responders: <ol style="list-style-type: none"> i. The frequency and number of crisis incidents the crisis team member has responded to within the school year (be aware of compassion fatigue and burnout of those individuals who respond to crisis situations frequently). For more information regarding compassion fatigue, see Section C. Recovery, 2. Long-term Recovery below. ii. Physical and emotional proximity to the event iii. Recent trauma/loss or current coping skills being utilized by the affected individual(s). c. Language and cultural needs of the school community being served. 2. Assess operational functions of the impacted school and implement temporary modifications to: <ol style="list-style-type: none"> a. Bell schedule b. Transportation services c. Food services d. Substitutes for classroom coverage for impacted teachers e. Safety/security - contact the Los Angeles School Police Department for additional support 3. Confirm procedures and designated locations for crisis response activities, as indicated in Safe School Plan, Volume 2, for the following: <ol style="list-style-type: none"> a. Incident Command Center b. Communication Center c. First Aid d. Police Interviews/Investigations e. Witnesses or others waiting to be interviewed f. Triage/Crisis Counseling g. Parent/Student Reunification
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	<ul style="list-style-type: none"> h. Parent Center i. Media Area/Center 4. Identify separate locations for triage and crisis counseling for students, staff and parents/guardians. 5. Follow reunification procedures in Safe School Plan, Volume 2. Establish procedures for communication (face-to-face or by phone) with the parents/guardians of students who may have been exposed to, witnessed, or were interviewed by law enforcement regarding the incident. 6. Limit exposure to trauma by routing individuals away from crime scenes, managing media, and monitoring adult conversations. 7. Plan accommodations for students and/or staff who have access or functional needs (e.g., limited mobility, language, cognition or emotional challenges).
Psychological Triage/Crisis Counseling	<p>Psychological triage is the process of assessing and prioritizing immediate needs, in addition to determining appropriate interventions for students, staff or parents/guardians based on the severity of their condition after a crisis has occurred.</p> <ul style="list-style-type: none"> 1. Triage students, staff and other school community members to determine counseling needs. 2. Determine individual needs, based on physical and emotional proximity to the event, previous trauma/loss, or current coping skills. 3. Provide individual and group crisis counseling services, including Psychological First Aid, classroom interventions, and staff presentations. 4. Refer to District and/or community based resources, as needed. Use Attachment K, Parent Authorization for Release/Exchange of Information, as needed. 5. Document students receiving crisis counseling services to ensure appropriate follow-up (see Attachment L, Crisis Management Spreadsheet draft sample; for an electronic version go to http://ccis.lausd.net under Crisis Response).
Incident Debriefing	<p>In the aftermath of crisis response, ICS/school site crisis teams should discuss critical components of response. Incident debriefing provides opportunities for learning and improving practice. Additionally, debriefs help mitigate compassion fatigue by allowing crisis team members to</p>



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	<p>process the incident and its impact on them as responders, as well as the school community. During incident debriefing, the following actions should be considered:</p> <ol style="list-style-type: none"> 1. Review actions of the day. 2. Review the status of students and identify those who may need follow-up or additional services. 3. Identify effective components of crisis response and areas for improvement. 4. Plan for follow-up actions – next day/week/month. 5. Develop prevention/mitigation strategies for future incidents, including staff development/training.
Documentation	<ol style="list-style-type: none"> 1. Document the incident in iSTAR as soon as practical. Update actions taken, as necessary. 2. Documentation files, including sign-in sheets, referral forms, student counseling forms and logs, should be maintained by the administrator/designee in a confidential location.
Important Considerations	<p>The following are important action items for consideration:</p> <ol style="list-style-type: none"> 1. <u>Social Networking</u> Students, staff, parents/guardians and other community members often share information and feelings on social media sites. Such postings may not be accurate or appropriate. Considerations in regards to social networking include: <ol style="list-style-type: none"> a. Encourage parents/guardians to monitor Internet postings regarding the crisis. b. Encourage students to limit their time on social media during the crisis. Social networking sites may contain graphic images of an incident that can distress rather than comfort students. c. Social networking sites may contain rumors, inaccurate information and inflammatory comments. Such messages may need to be addressed. In some situations, postings may warrant notification to parents and/or law enforcement (see BUL-5688.0 <i>Social Media Policy for Employees and Associated Persons</i>, February 1, 2012). 2. <u>School Events</u> It is important to acknowledge that as the school community continues to heal, some students may experience a resurgence of grief during significant



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	<p>events, such as prom, graduation, birthdays or the anniversary of the incident. Such events may require planning for additional considerations and resources.</p> <p>3. <u>The Deceased Student’s Classrooms and Work</u> When a student dies, there are many places and spaces that hold memories, such as the empty chair that the student used or the student’s work posted on classroom walls and hallways. Removing these items too quickly might trigger feelings such as anger, confusion or sadness among the students and staff. Some considerations in the aftermath of the death of a student are:</p> <ol style="list-style-type: none"> On the first school day following the death, an administrator/designee and mental health crisis team member should check in with each class in which the student was enrolled. Replacing or moving the deceased student’s seating should not be done hastily. Consider doing so after the services for the student, or at an agreed upon time with other teachers and/or students. Removing student work from the walls should be done when all the work is being replaced. Consider offering the work to the family. <p>4. <u>Memorialization</u> In the event of a crisis related to a death, it is not uncommon for students/community members to initiate a memorial at or near the school site. The administrator/designee should offer guidelines for a meaningful, safe approach to acknowledge the loss. Schools should strive to treat all deaths that impact the school community in the same way. Memorials or dedications for an individual who has died should not glamorize or romanticize either the individual or the death. For a detailed description of considerations for memorials, see Attachment D, Communication with Staff, Students, Parents/Guardians.</p> <p>5. <u>Fundraising</u> It is best practice for fundraising to occur off campus and not be associated with District or school officials. Any fundraising activities must comply with District policy (Board Rules 1251, 1255, 1288, and 2525; BUL-1633 dated March 29, 2005). The family of the</p>
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	deceased may choose to initiate a private fundraising activity, such as an online fundraising account.
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C. Recovery

Recovery planning begins at the preparedness phase of crisis response. The effectiveness of recovery efforts depends on pre-planning and developing partnerships with community agencies that can provide follow-up services as needed. Recovery entails planning for the structural, business/fiscal, academic, psychological, and physical needs of the school community. The goal of social-emotional recovery is to promote coping and resiliency for students, staff, and parents/guardians.

The ongoing recovery phase is designed to assist students, staff, and their families in the healing process and to restore educational operations in school. As the initial effects of a crisis subsides, it is important for the school site crisis team to continue to assess the ongoing effects of the crisis and modify the plan accordingly.

There are short-term and long-term recovery activities to consider in the aftermath of a crisis situation. In the short-term (days to weeks), the school may focus on restoring regular school functions and routines as efficiently and promptly as possible. In the long-term (weeks to months), the school may focus on individuals who require more intensive services and on systemic changes to restore the school's safe and healthy learning environment.

1. Short-Term Recovery (Days to Weeks)

The following examples of short-term recovery activities may be considered in the days and weeks after a crisis occurs that impacts the school community:

- a. Monitor impacted students during school and before and after-school programs.
- b. Provide ongoing assessment of needs and follow-up services for students, staff, and parents/guardians.
- c. Designate support staff to follow-up with students in need of a higher level of care.
- d. Designate administrator/supervisor(s) to follow-up with impacted staff in need of a higher level of care.
- e. Monitor memorials following guidelines outlined in Table 1.

2. Long-Term Recovery (Weeks to Months to Years)

The following examples of long-term recovery activities may be considered in the weeks, months, or years after a crisis occurs that impacts the school community:

- a. Indicators of students and staff in need of additional support and/or referral may include the following:



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- Persons with close connections to the deceased (e.g., siblings, relatives, current and former teachers, close friends).
 - Persons who experienced a recent loss or trauma, have witnessed acts of violence, or have a history of suicide (self or family member).
- b. Students who require a higher level of care may be referred for additional services from clinics/agencies such as School Mental Health Clinics and Wellness Centers, a community mental health provider, or their health care provider. Obtain parent/guardian permission to release and exchange information with a health provider using Attachment K, Parent Authorization for Release/Exchange of Information.
- c. Staff who might be in need of clinical support services may be directed to their District-sponsored medical plan. Employees who are not enrolled in a District-sponsored medical plan, may access clinical support services through the Employee Assistance Program (800) 285-7717.
- d. Monitor the effects of compassion fatigue on District personnel, including crisis responders, teachers, and support staff (e.g., before/after school staff, office staff and other classified staff). Compassion fatigue is the emotional and physical exhaustion, often referred to as stress that results from helping and intervening during a crisis or critical incident. The effects of being a crisis responder accumulate over time and, if not addressed, can negatively impact relationships, empathy, hope and productivity. Factors to consider that may impact an individual's coping and contribute to emotional and physical exhaustion are:
- Responding to crisis situations frequently
 - Physical and emotional proximity to a crisis situation, in addition to assisting and responding to the crisis
 - Recent trauma/loss or other stressors
 - Unhealthy coping skills (e.g., not getting enough sleep, unhealthy eating, alcohol or substance abuse, or social isolation).
- e. Provide staff development on constructive ways to cope with stress and promote self-care. For support with staff development and training, contact LD administration, or School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.
- f. Make considerations for upcoming holidays, anniversaries, birthdays and other significant events that may trigger some students and staff.



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V. TIER II: LD CRISIS RESPONSE

If the crisis response required exceeds the capacity of the school site crisis team, the administrator/designee contacts LD Operations administration for support and assistance from the LD crisis response team.

The following are general preparedness, response and recovery protocols for the Operations administrator/designee at the LD to implement during any crisis in a school, at District and school-related activities, and in all areas within the District's jurisdiction.

A. Preparedness

1. The LD Operations administration establishes a LD crisis team.
 - Each LD determines the leadership and team member assignments for the LD crisis team. LD crisis teams should be multidisciplinary and support school site crisis teams. LD crisis teams may include school support staff such as Student Health and Human Services, School Counseling Services, Psychological Services, and School Police.
 - LD crisis team composition will vary by LD. The LD crisis team roster should be updated whenever there are any changes in staff (see Attachment M, Local District Crisis Team List draft sample; for an electronic version go to <http://ccis.lausd.net> under Crisis Response).
2. Schedule LD crisis team meetings.
 - LD crisis teams should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery.
3. Provide opportunities for crisis team training and staff development
 - Identified LD crisis team members should participate in the Annual District Crisis Team Training held in the fall of the school year.
 - LD crisis team members should organize and implement trainings for school site crisis teams to review protocols and procedures regarding preparedness, response and recovery.
 - For additional assistance and support with trainings, contact School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.

B. Response

1. The LD responds to requests from school site administrator/designee for additional assistance. In response, the LD Operations administrator should:
 - a. Manage the support offered to school administrators to maintain



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clear and consistent communication, by designating an LD crisis team member as a “point person” to assist with determining the level of support needed, remain on-site, coordinate the combined school and LD crisis team efforts and report back to the LD.

- b. Dispatch additional LD crisis team member(s), as needed.
 - Consider the following factors when selecting crisis responders:
 - The frequency and number of crisis incidents the crisis team member has responded to within the school year. Maintain awareness of compassion fatigue and burnout of those individuals who respond to crisis situations frequently.
 - Physical and emotional proximity to the event.
 - Recent trauma/loss, or current coping skills being utilized by the individual.
 - Consider language needs of the school and check roster to determine if there are LD crisis team members that can fulfill that request/need.
2. Under the leadership of the LD Operations administration, the LD crisis team member(s) may provide consultation and technical support for any of the functions indicated in Table 1, including:
 - a. Communications to students, staff, and/or parents/guardians.
 - b. Triage and crisis counseling services for students and staff, as needed.
 - c. Assist with any ongoing need for support services, including referring to District and/or community-based resources.
3. The LD crisis team should participate in the incident debriefing with the school site crisis team to assess the effectiveness of interventions provided, the need for follow-up with identified students and/or staff, and any issues requiring support/assistance. Incident debriefing provides opportunities for learning and improving practice. Additionally, debriefing the events of the day contributes to mitigating compassion fatigue by allowing crisis team members to process the incident and its impact on them as responders, as well as the school community.

C. Recovery

To help restore a safe and healthy learning environment the LD should:

1. Maintain ongoing communication with the school site administrator/designee to monitor, assess and provide support services to students, staff and families.
2. Identify LD and community resources that can facilitate the recovery process.
3. Coordinate staff developments for teachers, school staff, students and parents/guardians, as needed.



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VI. TIER III: DISTRICT OFFICE CRISIS RESPONSE

In the event that a crisis significantly impacts a large number of students and staff, the District crisis response team will offer assistance to the school, at the request of the LD administration. Assistance may include consultation and guidance with crisis response protocols, assistance with communications and memos, support with psychological triage and assessment, and guidance regarding strategies for recovery in the aftermath of the critical incident (see Table 1. Action Plan).

The following are general preparedness, response and recovery protocols for the District office to implement during any crisis in a school, at District and school-related activities, and in all areas within the District's jurisdiction.

A. Preparedness

1. Establish a District office crisis team.
 - School Mental Health, Crisis Counseling and Intervention Services is responsible for maintaining a list of District support staff who are able to provide crisis response services, as needed. The District office crisis response team should be comprised of multidisciplinary employees from departments such as School Operations, Student Health and Human Services, School Counseling Services, Psychological Services, and School Police.
 - The District office crisis response team roster should be current and accurate.
2. Schedule District office crisis response team meetings.

The District office crisis response team should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery.
3. Organize and Implement the Annual District Crisis Team Training.

School Mental Health, Crisis Counseling and Intervention Services in collaboration with the District office crisis response team, should organize and implement the Annual District Crisis Team training for all LD crisis team members. The training should include a review of protocols and procedures regarding preparedness, response and recovery and any relevant topics.

B. Response

1. The District office responds to requests from the LD for additional assistance. In response, under the leadership of School Mental Health, Crisis Counseling and Intervention Services:
 - a. A District office crisis team member should be designated as a "point person" to assist with determining the level of support



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- needed, remain on-site, coordinate the combined school and LD crisis team efforts, and report back to the central office.
- b. Additional District office crisis team member(s) should be dispatched, as needed.
- c. A major-incident response team that includes a variety of offices (e.g., Operations, Office of Environmental Health and Safety, Transportation, Food Services, Division of Special Education, and Student Health and Human Services) should be established.
- d. Access to external resources (e.g., local law enforcement, community agencies, LA County Department of Mental Health, Victim's Assistance) should be coordinated.

- 2. The District office crisis team member(s) may provide consultation and technical support for any of the functions indicated in Table 1, including:
 - a. Psychological triage and crisis counseling services for students and staff.
 - b. Assist with any ongoing need for support services, including referring to District or community-based resources.
- 3. The District office crisis team should participate in the incident debriefing with the school site crisis team to assess the effectiveness of interventions provided, the need for follow-up with identified students and/or staff, and identify any issues requiring support/assistance.

C. Recovery

To help restore a safe and healthy learning environment the District office crisis team should:

- 1. Maintain ongoing communication with the LD/school site administrator to monitor, assess and provide support services to students, staff and families.
- 2. Identify LD and community resources that can facilitate the recovery process.
- 3. Coordinate staff developments for teachers, school staff, students and parents/guardians, as needed.
- 4. Provide consultation to the LD/school site, as needed.

VII. SUSPECTED CHILD ABUSE

If child abuse is suspected, report the incident to the appropriate child protective services agency following the District's *Child Abuse and Reporting Requirements*, BUL-1347.2.



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VIII. **CRISIS RESPONSE IN THE AFTERMATH OF A DEATH BY SUICIDE**

For matters related to crisis response in the aftermath of a death by suicide in the school community, also refer to guidelines delineated in BUL-2637.1 Suicide Prevention, Intervention and Postvention in the postvention section, online at <http://suicideprevention.lausd.net>, or contact LD Operations administration. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.

IX. **THREAT ASSESSMENT AND MANAGEMENT**

For matters related to threat assessment and management, follow guidelines delineated in BUL-5799.0 Threat Assessment and Management (Student-to-Student, Student-to-Adult) or contact LD Operations administration. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.

X. **CONFIDENTIALITY AND RETALIATION**

All student matters are confidential and may not be shared, except with select individuals on a need-to-know basis. In an emergency situation, non-employees (e.g., local law enforcement, community mental health agencies, Department of Mental Health) may have access to student information if there is an immediate need to protect the health and safety of the student or others or within the confines of the District's reporting procedures and investigative process. Outside of those narrow circumstances, confidential student information shall not be disclosed without appropriate legal authorization. The District will not tolerate retaliation against anyone for filing a complaint or participating in the complaint investigation process.

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

California Education Code §§32280 et seq. and 49060-49078.

**RELATED
RESOURCES:**

[*Child Abuse and Neglect Reporting Procedures, BUL-1347.2*](#), dated July 1, 2011.

[*Incident System Tracking Accountability Report, BUL-5269.2*](#), dated July 10, 2013.

[*Lockdown and Rapid Relocation Procedures for All Schools, BUL-5469.2*](#), dated June 26, 2014.

[*Los Angeles Unified School District Rules of the Board of Education, Board Rules 1251, 1255, 1288, and 2525*](#), dated September 8, 2014.

[*Policies Governing School Fund-Raising Activities of PTA, Approved Parent Group/PTO, and Booster Clubs, BUL-1633*](#), dated March 29, 2005.



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[Safe School Plans Update for 2015-2016, REF-5511.5](#), Revised Annually.

[Social Media Policy for Employees and Associated Persons, BUL-5688.1](#), dated January 29, 2015.

[Suicide Prevention, Intervention and Postvention, BUL-2637.1](#), dated July 16, 2012.
[Threat Assessment and Management, BUL-5799.0](#), dated July 16, 2012.

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

LAUSD RESOURCES

School Mental Health, Crisis Counseling and Intervention Services (213) 241-3841 – for assistance with crisis response and District support, threat assessments, suicide prevention and mental health issues.

Community Partnerships & Medi-Cal Programs (213) 241-3872 – for assistance and information regarding partner community based organizations, health providers and resources related to student health and health coverage.

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

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

Employee Assistance Program (800) 285-7717 – clinical support services for active LAUSD employees who do not have a medical plan through LAUSD.

Employee Benefits – clinical support for issues such as stress, depression, family/relationship issues for active LAUSD employees with a medical plan.

- Anthem Blue Cross Customer Service (800) 700-3739
- Health Net (888) 426-0030
- Kaiser Permanente (800) 954-8000

Food Services Division (213) 241-6419 or 6422 – for assistance with food services for students.

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

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

District Nursing Services (213) 202-7580 – for assistance with cases involving student/staff health issues.

Office of Communications (213) 241-6766 – for assistance with media and communications issues.



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Office of Emergency Services (213) 241-3889 – for assistance with emergency/disaster planning, protocols and supplies.

Office of Environmental Health and Safety (213) 241-3199 – for assistance with a school environment that is health-protective and conducive to learning.

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

Pupil Services (213) 241-3844 – for assistance with cases involving child welfare and attendance.

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

Student Discipline, Expulsion and Support Unit (213) 202-7555 – for assistance and guidance regarding District student discipline.

Translation Unit (213) 241-0107 – for assistance with language and translation services.

Transportation Services Division (800) 522-8737 – for assistance with transportation services.



NON-LAUSD RESOURCES

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

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

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

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



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ONLINE RESOURCES

Several websites are presently available to help schools and school staff, providing resources for further help and guidance in response to crisis incidents, including acts of terrorism and natural disasters. These online resources include, but are not limited to, the following:

- Crisis Counseling and Intervention Services - for templates, letters, Blackboard Connect, etc., crisis response forms
<http://ccis.lausd.net>
- STEPS 212 *What to Do When a Student is in Crisis*; Learning Zone online training.
<https://lz.lausd.net/lz/index.jsp>
- LAUSD Staff/Responder Emergency Plan mobile application
<http://achieve.lausd.net/emergencyapps>
- U.S. Department of Education, Office of Safe and Healthy Students offers tips for educators and crisis responders on both topics of terrorism and natural disasters.
www.ed.gov
- American Red Cross; publications tab, Community Disaster Education materials
 - “Terrorism: Preparing for the Unexpected”
 - “Helping Young Children Cope with Trauma”
 - Facing Fear curriculumwww.redcross.org
- Center for Mental Health Services, Substance Abuse and Mental Health Services Administration
www.samhsa.gov
- U.S. Department of Homeland Security; educating the public on citizen preparedness in case of a national emergency
www.ready.gov
- National Child Traumatic Stress Network
www.nctsnet.org
- National Association of School Psychologists
www.nasp.org
- American Academy of Child & Adolescent Psychiatry
 - “Helping Families and Children Cope with this National Tragedy”
 - “Helping Children After a Disaster”www.aacap.org/publications/factsfam/disaster.htm



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Attachment M – <i>Local District Crisis Team List Template(excel spreadsheet template on http://ccis.lausd.net, under Crisis Response)</i>		

Our Supporters

We would like to thank all of our supporters for providing L.A. Unified with important resources, services, and information for our immigrant families and students. Through continued collaboration, we will make sure that L.A. Unified continues to be a school district that welcomes immigrants and supports their integration into our communities. Thank you for all the support.



Contributors the guide and the campaign:

City of Los Angeles Mayor's Office of Immigrant Affairs: (213) 978-0600

California Community Foundation (CCF): (213) 413-4130

California Immigrant Policy Center (CIPC): (213)250-0880

Central American Refugee Center (CARECEN-LA): (213) 385-7800

Coalition for Humane Immigrant Rights of Los Angeles (CHIRLA): (213) 353-1333

National Immigration Law Center (NILC): (213) 639-3900

Families In Schools: (213) 201-3900

Californians Together: (562) 983-1333

Korean Resource Center – LA: (323) 937-3718

In addition, we would like to thank all the legal organizations listed in this guide.