



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

TITLE: School-Site Professional Development Priorities and Banked Time Tuesdays for Elementary Schools (2020-2021)

NUMBER: MEM-6015.8

ISSUER: Alison Yoshimoto-Towery
 Chief Academic Officer
 Division of Instruction

Carlen Powell
 Administrator, Elementary Instruction
 Division of Instruction

DATE: March 2, 2020

PURPOSE: The purpose of this Memorandum is to provide schools with Banked Time Tuesday dates and information to enable alignment of school-based professional development content and time with District instructional outcomes and priorities.

School-site professional development should be aligned with the District outcomes identified in:

- California's Accountability and Continuous Improvement System <http://www.cde.ca.gov/ta/ac/cm/>
- Local Control Accountability Plan (LCAP) <http://achieve.lausd.net/lcap>
- California frameworks and content standards implementation for all students <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>, encompassing English Language Arts (ELA), English Language Development (ELD), Mathematics, History/Social Science, Science, Visual and Performing Arts, Physical Education, and Health Education
- California English Language Development standards implementation in tandem with all California content standards, through designated and integrated ELD
- Literacy and language instruction that ensures all students read, write, speak, and listen effectively, accurately, and fluently by the end of 2nd grade <https://achieve.lausd.net/page/6545>
- English Learner and Standard English Learner Master Plan 2018
- Equitable access to all areas of the curricula provided for *all* students, including a diverse range of learners, see California framework, chapter 9
 - Embed culturally and linguistically responsive instructional strategies in all content areas as outlined in the California frameworks

ROUTING
 Local District Superintendents
 Administrators of Instruction
 Administrators of Operations
 Principal Supervisors
 Principals
 Assistant Principals
 UTLA Chapter Chairperson
 School Administrative Assistants



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

- Provide access and equity with a Multi-Tiered System of Supports (MTSS), including Culturally and Linguistically Responsive Pedagogy (CLRP), Response to Instruction and Intervention (RtI2 and Universal Design for Learning (UDL) for academics and behavior
- Integrate Social/Emotional Learning (SEL) into content areas

MAJOR CHANGES:

This Memorandum replaces memorandum MEM-6015.7 *School-site Professional Development Priorities and Banked Time Tuesdays for Elementary Schools 2019-2020*, dated April 4, 2019. Four required courses are to be completed in 2020-2021. Additional information on the topics and suggested due dates for these required courses will be available on the Division of Instruction website <https://achieve.lausd.net/instructions#spn-content> by June 2020.

Flexibility is provided to school principals to schedule these courses during the year to compliment school site professional development priorities. Professional development plans and flexibilities in timeline should be discussed with the Local District Principal Supervisor. Schools are to retain copies of the Banked Time Tuesday meeting agendas and sign-in sheets as evidence of completion.

BACKGROUND: The primary expected outcomes for professional development are continuous growth and improvement of teacher practice through a cycle of inquiry that results in improved student progress toward mastery of the content standards and academic language proficiency.

In accordance with Article IX-B, Section 2.0 of the LAUSD/UTLA Collective Bargaining Agreement, principals are to work with their leadership councils and instructional teams to develop a year-long professional development plan that focuses on the District instructional priorities and teacher effectiveness as determined by the *Teaching and Learning Framework* (TLF) and student achievement data.

Pursuant to Article IX-B of the agreement between the District and UTLA, the time that is provided for Banked Time Tuesday meetings must be used to improve instruction to ensure student achievement of the standards. The *Teaching and Learning Framework* details the pedagogy needed to effectively teach the California content standards, the acquisition of 21st century skills, and provide access to content for the diverse needs of our student population. It honors the complex nature of teaching and provides a common language to



support professional growth for both novice and veteran teachers in discrete elements through the use of descriptors and varying performance levels.

INSTRUCTIONS: I. IMPLEMENTATION OF BANKED TIME TUESDAYS

A. Banked Time Tuesday Allotments

Per the LAUSD/UTLA agreement, fifty percent of allocated Banked Time Tuesdays (listed on Attachment A) must be devoted to professional development aligned with the District instructional priorities. The number of days allocated for Banked Time Tuesday professional development for elementary schools:

| Elementary School Banked Time Tuesday Allocations | |
|---|----|
| Total number of Banked Time Tuesdays allocated to schools | 26 |
| District-determined topics for Banked Time | 13 |
| Local School Leadership Council (LSLC) determined topics for Banked Time Tuesdays | 13 |

B. Scheduling of Professional Development Banked Time Tuesdays

Schools must adhere to the established Banked Time Tuesday schedule as outlined in Attachment A. The exceptions are as follows:

1. If a school wishes to use alternate Tuesday(s) that differ from those listed on Attachment A (that neither increases or decreases the number of banked time days), please complete and submit Attachment D to the Local District Principal Supervisor.
2. If a school wishes to increase or decrease the number of banked time days, please see MEM-6680.4, *School Waivers for Alternative Configurations*, dated March 2, 2020, for the procedures to request a waiver.

The Banked Time Tuesday schedule must match what is submitted in the 2020-2021 online bell schedule. The bell schedule must meet the minimum required instructional minutes daily (249 minutes) and annually (55,100 minutes) as indicated in the following documents:

- BUL-6144.1, *School Day Schedule Requirements and Schedule Change Requests for Regular, Minimum, Shortened, Banked-Time and Pupil-Free Days*, dated July 27, 2017



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

- REF-068500.1, *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for Elementary Schools*, dated March 2, 2020

The bell schedule must be certified and submitted with the waiver request. Schools may use the single-track instructional calendar provided in Attachment B, to plan their additional or alternate Banked Time days and to complete their online bell schedule.

Schools may also use shortened days, minimum days, school-determined staff development meetings and grade-level meetings for professional development opportunities.

C. Additional Considerations for Banked Time Tuesdays

The following guidelines for the scheduling and implementing of Banked Time Tuesdays must be adhered to:

1. If Banked Time Tuesday date(s) fall on the same date(s) as California and District testing programs, schools must administer the mandated test. A special testing schedule will be necessary to complete testing on a Banked Time Tuesday schedule.
2. There are no changes in the length of the teachers' contractual workday.
3. Minimum and/or shortened days may not be combined with the professional development banked time on Banked Time Tuesdays.
4. Schools will not be required to pay transportation costs for Banked Time Tuesdays listed on the approved calendar schedule. Schools may be required to pay transportation costs for dates other than those listed on the approved schedule of dates when requested by the school.
5. Affiliated charter schools that have Banked Time written into their charters will continue to implement Banked Time as designated in the charter.
6. Banked Time Tuesday professional development shall not be extended in length with additional meetings on Back-to-School, Open House, or parent conference days.

II. INSTRUCTIONAL PRACTICES

The California frameworks for all content areas, in tandem with the California content standards, are the guiding documents for effective instruction in all



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

elementary classrooms. Professional development topics and activities should support and enhance teachers' practice, including examining student work and instructional practices, in a reflective cycle of inquiry. The California frameworks are available online at <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>. Effective instruction that utilizes the California Content Standards requires that teachers come together to construct or deconstruct standards, lessons, units, and assessments, including English Language Proficiency Assessments for California (ELPAC), LAS Links, and basic skills assessment results (i.e., DIBELS, Reading Inventory, etc.), as well as to review student results from formative assessments for the purpose of planning instructional delivery (plan, deliver, reflect, and refine/revise).

- **Plan:** Teachers work collaboratively to plan units, lessons, and instructional strategies, including integrated ELD and CLR strategies, designed to meet the needs of *all* students.
- **Deliver:** Teachers implement the planned unit and/or lesson. Peer observations are encouraged for the purpose of providing feedback and support.
- **Reflect:** Teachers work collaboratively to examine the implementation of the units and/or lesson. This reflection includes analysis of student work and learning results in relation to the standards, as well as the degree to which the strategies were implemented as planned.
- **Refine/Revise:** Teachers use what they have learned during delivery and reflection to inform their practice, curricular design, and planning.

III. PROFESSIONAL DEVELOPMENT RESOURCES

All teachers will utilize the California Content Frameworks and the California Content Standards to guide instruction. There are links to content specific resources in Attachment C. The California content frameworks can be found at this webpage: <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>.

ATTACHMENTS:

Attachment A: *Banked Time Professional Development Schedule 2020-2021*

Attachment B: *Single-Track Instructional School Calendar 2020-2021*

Attachment C: *Instructional Resources by Department*

Attachment D: *Request for Alternate Banked Time Tuesday Date(s)*

RELATED RESOURCES:

BUL-2332.7 *Elementary School Progress Report Marking Practices and Procedures dated August 3, 2018*



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

MEM-5787.8 *Back-to-School and Open House Activities for 2020-2021*
dated March 2, 2020

MEM-5127.10 *Dates for Required Progress Reports in Elementary Schools*
2020-2021 dated March 2, 2020

MEM-6680.5 *School Waivers for Alternative Configurations*, dated March 2,
2020

REF-068500.1 *Daily and Annual Instructional Minutes Requirements and*
Certification of Bell Schedules for School Year 2019-20, dated March 2, 2020

ASSISTANCE:

For assistance or further information, please contact the Principal Supervisor in
the Local District office or the following:

- Carlen Powell, Administrator, Elementary Instruction, at
(213) 241-5333 or carlen.powell@lausd.net

For assistance with the Schoology gradebook, please contact:

- Paulina Rock, Director, Personalized Learning Systems at
(213) 241-3017 or paulina.rock@lausd.net

For assistance with English Learners, please contact:

- Lydia Acosta-Stephens, Executive Director, Multilingual and
Multicultural Education Department at (213) 241-5582 or
lstephen@lausd.net

For assistance with Culturally and Linguistically Responsive Pedagogy
and Standard English Learner (SEL) Instruction, please contact:

- The Local District SEL Coordinator or Kimberly Dismukes,
Administrative Coordinator, Access, Equity and Acceleration
Department, Division of Instruction at (213) 241-1750 or
kmitch1@lausd.net

For assistance with Multi-Tiered Systems of Support, please contact:

- Michelle Rainy Woods, Director, Access, Equity and
Acceleration Department, Division of Instruction at
(213) 241-1750 or jrainy@lausd.net
- Annmarie Serrano, Special Education Administrator, Local
District West, (310) 235-3700 or annmarie.serrano@lausd.net



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

For assistance with Dyslexia General Awareness, please contact:

- Jakell Bell, English Language Arts Coordinator at (213) 241-5333 or jnb1898@lausd.net
- Mary Ann Sullivan, Coordinator, K-12 Instruction, Division of Special Education at (213) 241-8175 or maryann.sullivan@lausd.net

For assistance with Supporting Foster Youth, please contact:

- The Central Office or Local District Student Support Programs staff or Denise Miranda, District Homeless and Foster Youth Liaison at (213) 241-0761 or denise.miranda@lausd.net

For assistance with Schoolwide Positive Behavior Interventions and Supports/Restorative Practices, please contact:

- Laura Zeff, Administrative Coordinator, Schoolwide Positive Behavior Interventions and Supports/Restorative Practices at (213) 241-3571 or laura.zeff@lausd.net



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

ATTACHMENT A

Banked Time Professional Development Schedule 2020 – 2021

ELEMENTARY SINGLE TRACK

The dates below represent the District allocated banked time Tuesdays only. At a minimum, thirteen of the twenty-six banked time Tuesdays are to be dedicated to the District’s priorities.

| District Allocated Banked Time Tuesdays | Progress Report Periods, Grade Entry, Parent Conferencing | Back-to-School and Open House | Non-Banked Time Tuesdays |
|---|--|--|---------------------------------|
| August 25, 2020 | <u>Progress Report 1</u> Reporting Period 8/18/2020 to 11/13/2020 | <u>Back-to-School Window</u> Start Date August 31, 2020 | 8/18/20 |
| September 1, 2020 | | | 11/17/20 |
| September 8, 2020 | Grade Entry 10/23/2020 to 11/13/2020 | End Date September 18, 2020 | 3/9/21 |
| September 15, 2020 | | | 4/13/21 |
| September 22, 2020 | <u>Parent Conferences</u> 11/16/20 to 11/20/20 | <u>Open House Window</u> Start Date March 15, 2021 | 4/20/21 |
| September 29, 2020 | | | 4/27/21 |
| October 6, 2020 | <u>Progress Report 2</u> Reporting Period 11/16/2020 to 3/5/2021 | End Date May 28, 2021 | 5/4/21 |
| October 13, 2020 | | | 5/11/21 |
| October 20, 2020 | Grade Entry 2/12/2021 to 3/5/2021 | | 5/18/21 |
| October 27, 2020 | | | 5/25/21 |
| November 3, 2020 | <u>Parent Conferences</u> 3/8/21 to 3/12/21 | | 6/1/21 |
| November 10, 2020 | | | 6/8/21 |
| <i>(Parent Conferences Nov. 16-20)</i> | <u>Progress Report 3</u> Reporting Period 3/8/2021 to 6/10/2021 | | |
| <i>(Thanksgiving Break Nov. 23-27)</i> | | | |
| December 1, 2020 | Grade Entry 5/21/2021 to 6/11/2021 | | |
| December 8, 2020 | | | |
| December 15, 2020 | <u>Parent Conferences</u> 6/7/2021 to 6/11/2021 (Optional) | | |
| <i>(Winter Break Dec. 21-Jan. 8)</i> | | | |
| January 12, 2021 | | | |
| January 19, 2021 | | | |
| January 26, 2021 | | | |
| February 2, 2021 | | | |
| February 9, 2021 | | | |
| February 16, 2021 | | | |
| February 23, 2021 | | | |
| March 2, 2021 | | | |
| <i>(Parent Conferences Mar. 8-12)</i> | | | |
| March 16, 2021 | | | |
| March 23, 2021 | | | |
| <i>(Spring Break, Mar. 29-Apr. 2)</i> | | | |
| April 6, 2021 | | | |
| <i>(Parent Conferences Optional June 7-June 11)</i> | | | |



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

ATTACHMENT B

Single Track Instructional School Calendar 2020-2021



LOS ANGELES UNIFIED SCHOOL DISTRICT SINGLE-TRACK INSTRUCTIONAL SCHOOL CALENDAR 2020-2021

| JULY | | | | | AUGUST | | | | | SEPTEMBER | | | | |
|------|----|----|----|----|--------|----|----|----|----|-----------|----|----|----|----|
| MO | TU | WE | TH | FR | MO | TU | WE | TH | FR | MO | TU | WE | TH | FR |
| | | 1 | 2 | 3 | 3 | 4 | 5 | 6 | 7 | | 1 | 2 | 3 | 4 |
| 6 | 7 | 8 | 9 | 10 | 10 | 11 | 12 | 13 | 14 | 7 | 8 | 9 | 10 | 11 |
| 13 | 14 | 15 | 16 | 17 | 17 | 18 | 19 | 20 | 21 | 14 | 15 | 16 | 17 | 18 |
| 20 | 21 | 22 | 23 | 24 | 24 | 25 | 26 | 27 | 28 | 21 | 22 | 23 | 24 | 25 |
| 27 | 28 | 29 | 30 | 31 | 31 | | | | | 28 | 29 | 30 | | |

| OCTOBER | | | | | NOVEMBER | | | | | DECEMBER | | | | |
|---------|----|----|----|----|----------|----|----|----|----|----------|----|----|----|----|
| MO | TU | WE | TH | FR | MO | TU | WE | TH | FR | MO | TU | WE | TH | FR |
| | | | 1 | 2 | 2 | 3 | 4 | 5 | 6 | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 9 | 10 | 11 | 12 | 13 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 16 | 17 | 18 | 19 | 20 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 23 | 24 | 25 | 26 | 27 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 30 | | | | | 28 | 29 | 30 | 31 | |

| JANUARY | | | | | FEBRUARY | | | | | MARCH | | | | | | |
|---------|----|----|----|----|----------|----|----|----|----|-------|----|----|----|----|---|---|
| MO | TU | WE | TH | FR | MO | TU | WE | TH | FR | MO | TU | WE | TH | FR | | |
| | | | | 1 | | 1 | 2 | 3 | 4 | 5 | | 1 | 2 | 3 | 4 | 5 |
| 4 | 5 | 6 | 7 | 8 | 8 | 9 | 10 | 11 | 12 | 8 | 9 | 10 | 11 | 12 | | |
| 11 | 12 | 13 | 14 | 15 | 15 | 16 | 17 | 18 | 19 | 15 | 16 | 17 | 18 | 19 | | |
| 18 | 19 | 20 | 21 | 22 | 22 | 23 | 24 | 25 | 26 | 22 | 23 | 24 | 25 | 26 | | |
| 25 | 26 | 27 | 28 | 29 | | | | | | 29 | 30 | 31 | | | | |

| APRIL | | | | | MAY | | | | | JUNE | | | | |
|-------|----|----|----|----|-----|----|----|----|----|------|----|----|----|----|
| MO | TU | WE | TH | FR | MO | TU | WE | TH | FR | MO | TU | WE | TH | FR |
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | | | | | 28 | 29 | 30 | | |

| | | | |
|---------------------|---------------------------|------------------|-----------------------------------|
| 07/03/20 | Independence Day Observed | 01/11/21 | Second Semester Begins |
| 08/18/20 | First Day of Instruction | 01/18/21 | Dr. Martin L. King Birthday |
| 09/04/20 | Admission Day | 02/15/21 | Presidents' Day |
| 09/07/20 | Labor Day | 03/26/21 | Cesar E. Chavez Birthday Observed |
| 11/11/20 | Veterans Day | 03/29 - 04/02/21 | Spring Recess |
| 11/26 - 11/27/20 | Thanksgiving Holiday | 05/31/21 | Memorial Day |
| 12/21/20 - 01/08/21 | Winter Recess | 06/10/21 | Last Day of Instruction |

| LEGEND: | | Instructional Days | |
|---------|---|--------------------|-----|
| | First Day/Last Day of Instruction | Fall Semester | 80 |
| | Legal/Local Holidays | Spring Semester | 100 |
| | School Recess | Total | 180 |
| | Unassigned Day (schools not in session) | | |
| | Pupil Free Days * | | |
| | Second Semester Begins | | |

* Scheduled pupil free days are Monday, August 17, 2020 and Friday, June 11, 2021.
If a school selects Monday, January 11, 2021 as a pupil free day, then Friday, June 11, 2021 becomes an instructional day.



Instructional Resources by Department

| Department | Resources |
|---|--|
| Arts | Visual and Performing Arts Framework https://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf Elementary VAPA resources Dance https://achieve.lausd.net/Page/13334 Music https://achieve.lausd.net/Page/13384 Theatre https://achieve.lausd.net/Page/13388 Visual Arts https://achieve.lausd.net/Page/13415 |
| Dyslexia Awareness | Access, Equity and Acceleration: Dyslexia Awareness https://achieve.lausd.net/dyslexia |
| Educator Development and Support | My Professional Learning Network (MyPLN) http://achieve.lausd.net/mypln My Professional Growth System (MyPGS) https://lausd.truenorthlogic.com |
| English Language Development | Designated and Integrated ELD model lessons http://achieve.lausd.net/Page/11500 Designated ELD lessons utilizing the High Impact Essential Practices as outlined in the http://achieve.lausd.net/Page/8773 |
| Foster Youth Supports | Student Health and Human Services Foster Youth Achievement Program https://achieve.lausd.net/Page/15337 |
| Gifted and Talented Programs | Professional development menus http://achieve.lausd.net/gate http://achieve.lausd.net/Page/2169 http://achieve.lausd.net/Page/3387 |
| History/Social-Science | Inquiry process and the integration of the literacy standards are found at http://achieve.lausd.net/hss New History/Social-Science Framework: https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf |



Instructional Resources by Department

| Department | Resources |
|---|--|
| Integration of Culturally and Linguistically Responsive Pedagogy (all content areas) | The course is available on My Professional Learning Network (MyPLN) http://achieve.lausd.net/mypln Additional instructional materials and model lessons http://achieve.lausd.net/aemp Course Name: “Culturally and Linguistically Responsive Pedagogy: Mindset and Skillset” CA Framework for the Core Content Areas: ELA/ELD Chapter 2: Key Considerations in the ELA/Literacy and ELD Curriculum, Instruction, and Assessment http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf Chapter 9: Access and Equity http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf History/Social Science Chapter 20: Access and Equity https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter20.pdf Mathematics Universal Access http://www.cde.ca.gov/ci/ma/cf/documents/mathfwuniversalaccess.pdf Science Chapter 10: Access and Equity https://www.cde.ca.gov/ci/sc/cf/documents/scifwchapter10.pdf |
| Literacy and Language Arts | Curriculum maps http://achieve.lausd.net/Page/6112 New ELA/ELD Instructional Materials PD Support http://achieve.lausd.net/Page/5223 Early Language and Literacy Plan https://tinyurl.com/ELLP-Resources http://achieve.lausd.net/Page/6545 Transitional Kindergarten http://achieve.lausd.net/Page/6503 Read Aloud http://achieve.lausd.net/Page/6603 |



Instructional Resources by Department

| Department | Resources |
|---|---|
| Marking Practices | Elementary Progress Reports Resources and FAQs https://achieve.lausd.net/Page/11770 Grading Guidance https://achieve.lausd.net/Page/13782 Mastery Learning and Grading https://gradingforlearning.wordpress.com/ Personalized Learning Systems/Schoology https://achieve.lausd.net/pls#spn-content |
| Mathematics | E-learning course <i>Building a Common Core Math Classroom</i> http://achieve.lausd.net/mypln Professional development courses, problem solving and number talks http://achieve.lausd.net/Page/7028 Performance tasks aligned to the Smarter Balanced Claims and Targets are available on the L.A. Unified Mathematics website, https://achieve.lausd.net/Page/1237 . These resources were developed by L.A. Unified teacher-leader teams, in conjunction with Los Angeles County Office of Education and Stanford Center for Assessment, Learning and Equity (SCALE). |
| Multi-Tiered Systems of Support | Access, Equity and Acceleration: Multi-Tiered Systems of Support https://achieve.lausd.net/mtss |
| Physical Education | Physical Education Programs http://achieve.lausd.net/Page/1240 |
| Schoolwide Positive Behavior Interventions and Supports/ Restorative Practices | Discipline Foundation Policy https://achieve.lausd.net/Page/11925 Schoolwide Positive Behavior Interventions and Supports/ 546t65546t654` Restorative Practices https://achieve.lausd.net/PBIS_RP |



Instructional Resources by Department

| Department | Resources |
|--|--|
| Science | NGSS implementation resources http://science.lausd.net 4 th /5 th Integrated units http://achieve.lausd.net/ccssciu Amplify Science http://www.amplify.com/lausd FOSS Next Generation FOSS digital resources http://www.FOSSweb.com/registration |
| Social Emotional Learning | SEL model program and competencies http://achieve.lausd.net/Page/10277 |
| Special Education | Universal Design for Learning (UDL) http://www.cast.org/our-work/about-udl.html#.Vs-QztjSmpo Multi-Tiered System of Support (MTSS) https://achieve.lausd.net/Page/4134 Adaptions, Accommodations, Modifications, and Instructional Supports https://achieve.lausd.net/site/Default.aspx?PageID=4273 |
| State Accountability System Local Control Accountability Plan District Strategic Plan | California's Accountability and Continuous Improvement System http://www.cde.ca.gov/ta/ac/cm/ Local Control Accountability Plan (LCAP) http://achieve.lausd.net/lcap |
| Trauma and Resilience-Informed Approach | Student Health and Human Services Trauma and Resilience-Informed Approach https://achieve.lausd.net/Page/15499 |



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

ATTACHMENT D

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District

TO: _____, Local District Superintendent DATE: _____

FROM: _____, Principal Name, _____ Initials
_____, Elementary School Location Code _____

SUBJECT: **REQUEST FOR ALTERNATE BANKED TIME TUESDAY DATE(S)**

The purpose of this interoffice correspondence is to request a change of date(s) for Banked Time Tuesday(s) professional development that neither increases nor decreases the number of banked time Tuesdays. These requested changes will not change the contractual workday for teachers. Our school is aware that schools may be required to pay transportation costs for dates other than those listed on the approved schedule of dates when requested by the school. *

**For schools that either wish to increase or decrease the number of banked time professional development days, please reference MEM-6680.3 for the instructions and waiver application form.*

TUESDAY DATE(S) SUBJECT TO CHANGE (separated by commas):

ALTERNATE TUESDAY DATE(S) (separated by commas):

JUSTIFICATION FOR CHANGE OF DATES (attach additional page, if needed):

If approved, our school will notify these parties and make necessary arrangements:

- Transportation Service Division (800) 522-8737
- Food Services Division (213) 241-6419
- Beyond the Bell Branch, Youth Services (213) 241-7900
- Other after school programs
- Neighboring schools
- Parents and guardians of enrolled students

-----Office Use Only-----
Local District Response: Approved Denied Date: _____

Signature of Superintendent/designee: _____ Print name: _____

Print Name: _____

After approval, return the original to the school; file a copy at the Local District