



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Guidelines for School Enrollment of Students in Out-of-Home Care

NUMBER: BUL-787.1

ISSUER: Michelle King, Senior Deputy Superintendent
School Operations, Office of the Superintendent

Dr. Debra Duardo, Executive Director
Student Health and Human Services

DATE: August 26, 2013

ROUTING
 Educational Service Centers:
 Superintendents
 Instructional Directors
 Administrators of Operations
 Operations Coordinators
 Parent and Community Engagement Administrators
 Principals
 Assistant Principals
 Nurses
 Special Education Coordinators
 PSA Coordinators and Counselors
 School Psychologists
 Psychiatric Social Workers
 School Administrative Assistants

POLICY: The intent of this bulletin is to provide guidelines and procedures for the enrollment of students living in out-of-home care (i.e. foster care, group homes, or with relative caregivers). It incorporates changes in the law and District Policy relating to students in out-of-home care. This policy applies to all District employees who work with students living in out-of-home care which includes employees of all schools, Educational Service Centers, and central offices.

MAJOR CHANGES: This revision replaces BUL-787 of the same title issued on July 1, 2004. It has been updated to incorporate the changes in both the law and policy as it relates to the enrollment, discipline, and graduation requirements for students living in out-of-home care.

I. BACKGROUND

A significant number of students attending schools in the Los Angeles Unified School District live in out-of-home placements and many are supervised by the Department of Children and Family Services (DCFS) or the Department of Probation. These students live in foster homes, group homes, or with relative caregivers.

II. GENERAL PROTOCOLS

The Los Angeles Unified School District’s guidelines and protocols relating to students living in out-of-home care are:

A. The student shall be enrolled immediately. See Section IV: Enrollment Policies.



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- B. School of Origin - The law allows the foster child, when determined to be in the best interest of the student, to continue at his or her school of origin (E.C. 48204). The school of origin is the school the child last attended when permanently housed, the school in which the foster child was last enrolled at the time of the foster child's initial detention, placement, or the school the foster child attended in the last 15 months and is most closely connected to. Children between the ages of 6 and 18 can attend a public school within the school district in which the pupil's parent or legal guardian resides, unless otherwise exempted. Foster children have a right to remain indefinitely in their school of origin despite any subsequent changes in residential placement and allows foster children to matriculate under the established feeder patterns with their classmates from elementary to secondary schools when they experience a placement change. Foster children who remain in his or her school of origin must meet the residency requirements for school attendance in that school district. A foster child can continue his or her education at the school of origin for the duration of the school year even if the court's jurisdiction is terminated prior to the end of the academic year. Call the Foster Care Unit at (213) 241-3842, or your Educational Service Center for assistance.
- C. The student's cumulative records, including the check-out grades, and special education records, as appropriate, shall be sent within two (2) business days of receipt of the request of the receiving school, or written notice from the county placing agency to the receiving school when the student enrolls in a new (receiving) school. Fax the Pupil Accounting Report (PAR), check-out grades, and immunization records to the receiving school to expedite the student's enrollment.
- D. Under federal and state confidentiality laws, student's school records may be released to a third party (other than the receiving school) only by written permission of the parent/legal guardian, or person holding educational rights if the parent's educational rights have been limited or terminated by the court, or by subpoena or court order, with limited exceptions. If the county placing agency provides appropriate legal authorization, such as parent/legal guardian authorization, or a lawful court order, the school shall release those records necessary to fulfill the requirements of the health and education summary, or for the purpose of fulfilling educational case management responsibilities and to assist with the school transfer or enrollment of a student.

The law requires that an appointed educational representative, or surrogate parent meet with the child, investigate the child's educational needs and whether those needs are being met in addition to presenting recommendations to the court, or attend court to participate in any portion of a hearing that concerns the child's education. The DCFS case worker for students in foster care can access pupil record information for the child's case plan without obtaining parent/guardian consent or court order, notwithstanding the Family Educational Rights and



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Privacy Act (FERPA S. 3472).

- E. The teachers at the sending school will determine the check-out marks and credits as of the student's actual last day of in-seat attendance. See Section VI: Withdrawal (Check-Out) Procedures. (Refer to BUL-4926.2, Attendance Manual: Policy and Procedures for Elementary, Secondary and Option Schools, dated 03-01-13), issued by Student Health and Human Services. The teachers at the receiving school will average the student's check-out marks from the sending school with the earned marks for the remainder of the grading period.

III. DESIGNATED SCHOOL SITE FOSTER CARE ADVOCATE

Current law requires each local educational agency to designate a staff person as the educational liaison for foster children. The designated staff member will ensure and facilitate the proper educational placement, enrollment and checkout from school of foster children, and to assist foster children when transferring from one school to another school or from one district to another school district in ensuring the proper transfer of credits, records, and grades. At the beginning of the school year, the principal should designate a certificated, school site person who, as part of his or her duties, will support students living in out-of-home care as needed (see Attachment A: Designated School Site Foster Care Advocate Form).

- A. The designated person will also assist with the implementation of policies that relate to out-of-home care students by advocating for these students regarding educational issues. The designated person will be referred to as the "Foster Care Advocate" and should provide needed support for out-of-home care students by referring them to school and community based resources (e.g., Foster Care Unit's Pathways to College Program, Beyond the Bell).
- B. Dispute resolution which involves enrollment or other educational issues is the responsibility of the principal. The principal will consult with the Foster Care Liaison by calling (213) 241-3848, or may seek assistance from appropriate Educational Service Centers (ESC's) staff.

IV. ENROLLMENT POLICIES

- A. Out-of-home care students, who present a Department of Children and Family Services (DCFS), or Probation Department "Notification to School of Pupil's Foster Care Status" (Form 1399) or other appropriate documentation must be immediately enrolled in school regardless of the availability of school records, immunization records (with the exception of the Tdap), school uniforms, or the existence of fines from a previous school.

Children in Foster Care are not exempt from the Tdap law vaccination



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requirements. Under Education Code Sections 48853.5(d) and 49069.5 (e), a child in foster care in California who is transferring between schools must be immediately enrolled in the new school regardless of whether the pupil's records from the school last attended, including immunization records are present. If absent, the pupil's records need to be requested from the previous school within two business days, and then provided to the new school within an additional two days. Children in foster care who are transferring mid-year from another school in California will have been subject to the Tdap requirement at the prior school.

See BUL-1660.6, Immunization Guidelines for School Admission, dated January 17, 2012, issued by Student Health and Human Services.

B. Grade Placement and Graduation Credits

1. Senior high school students in out-of-home placements who do not have school records shall be placed in the most appropriate classes possible based on the available information from the student or caregiver.
2. School personnel shall inform the student and caregiver that grade placement is tentative until accurate records can be obtained and evaluated.
3. The APSCS or designee working with the credit clerk is responsible for overseeing the compilation of past credits from previous schools to provide a comprehensive high school transcript.
4. The Foster Care Advocate and school personnel shall provide the student and caregiver with information regarding educational services (e.g., tutoring, after school activities, etc.) available at the school site.
5. Graduation Requirements
Current law requires a school district to exempt a pupil in foster care from all coursework and other requirements adopted by the governing board of the school district that are in addition to the statewide coursework requirements for graduation, unless the school district makes a finding that the pupil is reasonably able to complete the additional requirements in time to graduate from high school while he or she remains eligible for foster care benefits. For questions regarding eligibility, see REF-5679.0, Procedure for Notifying Students in Foster Care of the Exemption to Graduation Requirements (AB 167), May 10, 2012 (E.C.51225.3).

Under the law, exemption from local graduation requirements are applicable only to a pupil who transfers between schools during or after the pupil's 3rd year of high school and who is currently in foster care or at the time of transfer, was in foster care. The law allows



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schools or districts to: 1) Either use the number of credits the pupil has earned to the date of transfer, or 2) The length of the pupil's school enrollment to be used to determine whether a pupil is in the 3rd year of high school, whichever would qualify the pupil for exemption. The law further requires that within 30 days of a pupil's transfer, that the school district notify the pupil who may qualify for exemption and the adult holding educational rights of whether the pupil qualifies for the exemption. The law prohibits schools or school districts from requiring or requesting that a pupil graduate before the end of his or her 4th year of high school if the pupil is exempted and completes statewide coursework requirements before the end of his 4th year of high school, whereas the student is otherwise entitled to remain in attendance at the school.

C. Camp Returnees Living in Out-of-Home Placements

For assistance with enrollment procedures for students who have been in a Juvenile Justice Facility and are currently in a group home placement, refer to BUL-5553.0, Enrollment of Students Returning from Juvenile Facilities and Other Placements dated September 6, 2011.

D. Traveling or Integration Students Living in Out-of-Home Placements

Magnet/ PWT students, who had been previously enrolled in an LAUSD School, who left the District and returned to the LAUSD during the school year, may be returned to the Magnet/PWT School. For further information contact Student Integration Services at (213) 241-4177.

E. Homeless Students

For assistance with the enrollment of out-of-home care students who qualify as homeless, contact the LAUSD Homeless Education Program at (213) 202-7581.

F. Pregnant and Parenting Students

1. Pregnant and parenting students living in out-of-home care have the right not to be discriminated against because of pregnancy or parenting status. They have the right to have their health and personal information kept confidential.
2. Pregnant and parenting students living in out-of-home care are entitled to the same resources as any other students. Those resources shall be made available to them the same as they would be to any other student.
3. For further information see BUL-2060.0, Pregnant and Parenting Students Educational Rights, October 25, 2005.



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G. Enrollment of Special Education Students Living in Out-of-Home Placements. See Section VIII Special Education Issues for Out-of-Home Care Students.

V. ENROLLMENT PROCEDURES

Students living in out-of-home care must be immediately enrolled in school. The school site Foster Care Advocate may assist the school site administrator with the enrollment process. For students enrolling in elementary schools, the person designated to input enrollment information shall identify the student in Screen 3 (FAMILY AND EMERGENCY INFORMATION SCREEN), by placing a 'Y' in Field 668 of ESIS, which is located under Field 29 "Resides With." If a student is enrolling without a DCFS Form 1399 and the PAR record or Elementary SIS Screen 3 indicates that the student is living in out-of-home- care, the enrolling party should enroll the child and contact the Foster Care Unit at (213) 241-3848 for assistance with clarifying the student's placement status.

For students enrolling in Secondary Schools, the Administrator, or designee assigned to input enrollment information shall identify the student in fields 221-225 of SSIS by placing an "O" in the first available space for fields 221-225. In addition, field 123 (Parent Relationship) must indicate either a "C" for Foster Parent, a "D" for Foster Home, or "E" for Caregiver. These fields must be completed at the time the foster student enrolls.

A. Students Enrolling at the Beginning of the Semester, Transferring Within LAUSD

1. For Elementary students transferring from other LAUSD schools progress report marks are available in Grades Module of LAUSD MAX. The person designated to input enrollment information can access Reading, Writing, and Math assessments using My Data and CORE K-12 systems once the student is enrolled and data is transferred electronically.
2. For Secondary students the APSCS, or person assigned to input enrollment data shall review the student's ID 22 PAR form and My Data for courses and /or partial credits earned and review any assessment reports documenting standards mastered. At the high school level the APSCS, or designee will conduct an Individual Graduation Plan (IGP) conference and evaluate the student's transcripts for graduation requirements and determine placement in courses.
 - a. If the student does not have school records, contact the previous school to obtain the student's records and to access the student's electronic cum.



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- b. Grade level placement is tentative until accurate records have been obtained and evaluated.
 3. If the student has partial credits (fewer than 5 credits) in any course from the previous semester, make every attempt to assist him or her with completing the course (s) to receive full credit. This might also be accomplished at the Adult School, through ROP, at a Continuation School, or through summer/intersession.
 4. The Foster Care Advocate shall assist the student and caregiver by providing information regarding educational services (e.g., tutoring, after school activities, Extended Learning/Saturday Academies, Beyond the Bell services, etc.) available at the school site that the student can access to improve skills and master course content standards.
- B. Students enrolling at the Beginning of the Semester, Transferring from a School Outside of LAUSD, including Camp Returnees
 1. The APSCS or designee shall review the student's Credit Verification Form from the previous school for courses taken and partial credits earned. At the high school level they will also review and evaluate the student's transcripts for graduation requirements. If necessary, contact the sending school to request course descriptions and standards in order to identify an equivalent LAUSD course. (For a list of Los Angeles County Office of Education courses and LAUSD equivalents see Attachment B, LACOE Educational Programs Course Titles 9-12).
 - a. If the student is not in possession of his or her school records, contact the previous school to obtain the student's records.
 - b. Grade level placement is tentative until accurate records have been obtained and evaluated.
 2. At the high school level, progress toward meeting the graduation requirements will be the most important determinant for placement in courses.
- C. Students Enrolling After the Beginning of the Semester Transferring within LAUSD
 1. The APEIS, APSCS, or designee will review the student's ID 22 PAR for courses and partial credits earned and any assessment reports that document standards the student has mastered. At the high school level they will also review and evaluate the student's transcripts for graduation requirements. This information shall be used to place the student in the appropriate courses.



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2. Each teacher shall receive information from the previous school including the course mark at the time of check-out, partial credits earned, and assessment reports. This information will assist the teacher in determining the student's progress toward mastery of course standards for instructional purposes. The student's course mark and partial credits shall be included in the calculation of the final mark for the course.

D. Students Enrolling After the Beginning of the Semester Transferring from a School outside LAUSD, including Camp Returnees

1. The APEIS, APSCS, or designee will review the student's Credit Verification Form from the previous school for courses and partial credits earned. At the high school level they will also review and evaluate the student's transcripts for graduation requirements.
2. Each teacher shall receive relevant information from the previous school including the course mark at the time of checking out of the school, partial credits earned, and assessment reports. This information will assist the teacher in determining the student's progress toward master of course standards for instructional purposes. The student's course mark and partial credits shall be included in the calculation of the final mark for the course.

VI. WITHDRAWAL (CHECKOUT) PROCEDURES

1. Keep original cumulative record at the school site until requested by another school.
2. If a school outside of LAUSD requests the student's records, send a **COPY** of the cumulative record and keep the original.
3. Refer to BUL-2469 regarding pupil records

A. Withdrawal at the End of the Semester

The caregiver/placing agency should immediately inform the School Administrator or, designee whenever a student moves to another placement. This information should be added to the school's information and enrollment packet.

Identified School Site Staff:

1. Provides assistance in verifying that each teacher has included any credit for work completed at previous schools in the calculation of the final marks. There should be no reduction in marks due to absences associated with a student's change in placement or verified presence at court hearings or other court-mandated activity. EC 49069.5(h)



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2. Monitors the posting of final marks including any partial credit in the electronic cumulative records for secondary students, and in elementary schools, the entering of closing information on the cumulative record within two business days of the end of the semester.
3. Requests that the caregiver return all library and textbooks to the school. The caregiver has the responsibility for the payment of fines.
4. Ensures that pupil records shall not be withheld from the requesting school or school district because of any charges owed by the pupil or his or her parent or guardian.

B. Withdrawal during the semester

The caregiver/placing agency immediately informs the School Administrator or designee whenever a student moves to another placement.

The student, administrator or designee if the student has already left the school circulates the ID22 clearance form to each teacher on the student's class schedule.

Identified School Site Staff:

1. Assists the administrator or designee in verifying that each teacher has issued a checkout mark evaluating the student's work and demonstration of mastery of standards while enrolled in the course. Checkout marks shall be determined as of the student's last day of actual in-seat attendance. There shall be no reduction in marks due to absences associated with the student's change in placement or verified presence at court hearings or other court- mandated activity. EC 49069.5 (h)
2. Can assist teachers in determining the number of actual days of attendance, and the mark earned during the time of enrollment includes the mark issued from an institution attended previously during the semester.
3. Calculates the partial credits using a general guideline:

A general guide of 12 hours of instruction is equivalent to 1 credit. The number of hours is based on a 60 minute hour.

The school site staff shall be cognizant of the instructional hours for each course based on the school's schedule and calendar (i.e. year-round/multi-track calendar, Copernican schedule, Block schedule) in order to determine the partial credit earned, following the guidelines below:



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- 12 - 23 hours of instruction is generally equivalent to 1 credit
- 24 - 35 hours of instruction is generally equivalent to 2 credits
- 36 - 47 hours of instruction is generally equivalent to 3 credits
- 45 - 54 hours of instruction is generally equivalent to 4 credits
- 55 - 60 or more hours of instruction is generally equivalent to 5 credits

4. Ensures that a copy of the available quarterly assessment reports available for courses is included with the checkout marks. These reports will be given to the receiving teachers to inform them of the student's progress toward meeting the content standards.
5. Assists in monitoring the procedure for posting the checkout marks in pencil on the cumulative record by the designated staff at secondary schools.

The APSCS, APEIS or designee will also provide assistance in monitoring the procedure for posting the closing information on the cumulative record folder by the appropriate school staff at elementary schools within two business days of notice by the placement agency of the student's withdrawal.

6. Requests that the caregiver return all library and textbooks to the school. The caregiver has the responsibility for the payment of fines.
7. Ensures that pupil records shall not be withheld from the requesting school or school district because of any charges owed by the pupil or his or her parent or guardian.

C. Runaway / AWOL Students

If an out-of-home care student has been absent from school for three days and the caregiver or Children's Social Worker (CSW) indicates that the student is no longer at and will not be returning to that placement check the student out as L8. When a request for records has been received, make appropriate corrected notations regarding the student's whereabouts.

VII. SCHOOL RECORDS

- A. Release of School Records, refer to BUL- 2469, Pupil Records: Access, Confidentiality, and Notice of Education Rights or refer to the Attendance Manual.
 1. A DCFS Children's Social Worker (CSW) who comes to the school requesting school records must have in his or her possession a DCFS identification card. The law allows DCFS case workers to access pupil records for students in foster care for the child's case plan without obtaining parent/guardian consent or court order, notwithstanding the Family



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Educational Rights and Privacy Act (FERPA S.3472) for purposes of case management/case plan.

2. Copy both the identification card, and the court order, and:
 - a. Place copies in the student's school cumulative record folder
 - b. Make a notation on the Records Request Log
 - c. Give copies of the cumulative record folder, attendance record and report card to the CSW. If applicable, include the most recent IEP and/or intervention information.

If the student's whereabouts are known, parents or other responsible adult(s) who have educational rights shall be notified that school cumulative record information has been given to the CSW, as ordered by the Court.

VIII. SPECIAL EDUCATION ISSUES FOR OUT-OF-HOME CARE STUDENTS WITH DISABILITIES

Students with disabilities, for purposes of this Policy Bulletin, are students who qualify for special education, which is specially designed instruction and services, under federal and state special education laws and regulations.

Students with disabilities have an Individualized Education Program (IEP) that specifies the specialized instruction, supplementary aids, and related services they are required to receive from their school district and describes the educational placement in which they must receive their educational program. The law requires that students with disabilities must be educated with their nondisabled peers, to the maximum extent appropriate in the least restrictive environment (LRE). Students with Individualized Education Programs are entitled to remain in his or her school of origin should that setting, per the student's IEP continue to be the most appropriate placement. The law requires that if the pupil's parent, guardian, or other person holding the right to make educational decisions for the pupil determines that it is in the best interest of the pupil to remain in the school of origin, or in another educational program, that he or she provide a written statement to that effect to the local educational agency.

1. Parental Educational Rights
 - a. Parents or legal guardian(s) hold the educational rights for their child unless those rights have been limited by the court.
 - b. Students requiring special education services should be identified and immediately enrolled in appropriate school programs and services.
 - c. For Secondary students, contact the schools APSCS, Bridge Coordinator, or your Support Unit Coordinator.



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2. School of Residence Staff Responsibilities For Out-Of-Home-Care Students With Disabilities

School staff should identify a surrogate parent in alignment with the guidelines procedures established in the Special Education Policies and Procedures Manual (Appendix A, page 139) if one or more of the following circumstance(s) exists:

- a. The student is adjudicated a dependent ward of the court
- b. The court has specifically limited the right of the parent or guardian to make education decisions
- c. The student has no responsible adult to represent him or her
- d. No parent of the child can be identified
- e. The District, after reasonable efforts cannot locate the parent

3. Immediately enroll a student with disabilities in an appropriate program to most accurately reflect the programs and services identified on the student's IEP.

Contact the Division of Special Education at (213) 241-6701 for technical assistance regarding the implementation of the IEP.

4. If an out-of-home care student enrolls without an IEP from an outside district, provide appropriate placement and services in accordance with information provided by the caregiver/placing agency and immediately request records from the previous school.

5. Schedule a 30-day IEP to review assessments and records to determine the appropriate offer of a Free Appropriate Public Education (FAPE).

IX. STUDENT DISCIPLINE

The law requires that the designated educational liaison, if designated by the local educational agency, notify a foster child's attorney and appropriate representative of the county child welfare agency of the following, if the decision to discipline is a discretionary act:

Pending expulsion proceedings:

1. Pending proceedings to extend a suspension until an expulsion decision is rendered.
2. Pending manifestation determination for a proposed change of placement due to an expulsion recommendation, if the foster child is an individual with exceptional needs. (E.C. sections 48853.5, 48911, 48915.5, and 48918.1)

RELATED RESOURCES:

- [BUL-4926.2, *Attendance Manual: Policy and Procedures for Elementary, Secondary and Option Schools*](#), dated 03-01-13



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- BUL-5553.0, [*Enrollment of Students Returning from Juvenile Facilities and Other Placements*](#), dated 09-06-11, issued by Office of the Superintendent
- BUL-2060.0, [*Pregnant and Parenting Students Educational Rights*](#), dated 10-25-05, issued by Office of General Counsel
- BUL-1570.2, [*Enrollment/Support of Homeless Children and Youth in Schools*](#), dated 06-17-13, issued by Student Health and Human Services
- BUL-2469, [*Pupil Records: Access, Confidentiality, and Notice of Educational Rights*](#), dated 04-24-06, issued by Office of the Chief Operating Officer
- REF-5679.0, [*Procedure for Notifying Students in Foster Care of the Exemption to Graduation Requirements \(AB 167\)*](#), dated 05-10-12, issued by the Office of Curriculum, Instruction and School Support
- BUL 1660.6, [*Immunization Guidelines for School Admission*](#), dated 01-17-12 issued by Student Health and Human Services
- BUL-5347.1, [*Intra-district \(School to School\) Permits and Student Transfers in Elementary and Secondary Schools*](#), dated 06-10-13, issued by Student Health and Human Services
- BUL-5341.2, [*Inter-district Permits \(District to District\) and Student Transfers in Elementary and Secondary Schools*](#), dated 01-22-13
- REF-5259.0, [*Use of New Student Enrollment Form*](#), , dated 10-11-10, issued by Student Health and Human Services
- BUL-5091.1, [*Student Emergency Information Form*](#), dated 05-17-10, issued by the Office of the Chief Operating Officer
- [*Cumulative Record Handbook for Secondary Schools*](#), dated April 12, 2012 Revision 5.1, issued by Office of Data and Accountability
- BUL-3878.2, [*Assisting Students with Prescribed Medication at School*](#), dated 07-30-12, issued by Student Health and Human Services
- BUL-1077.1, [*Information Protection Policy*](#), dated 12-05-06, issued by the Office of General Counsel
- [*Notice of Privacy Practices \(HIPPA\)*](#), Notice, dated 04-02-07, issued by Student Health and Human Services
- BUL-1347.2, [*Child Abuse and Neglect Reporting Requirements*](#), dated 07-01-2011, issued by the Office of General Counsel
- “A Parent’s Guide to Special Education Service (Including Procedural Rights and Safeguards) LAUSD. (revised 2009)



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- “The IEP and YOU: A Pocket Guide for Parents with Fingertip Facts about the Individualized Education Program (IEP)”, LAUSD, 2000 (Publication No. GC-172). The IEP and You (booklet-revised 2008)
- “Special Education Compliance Guide,” dated 04-12 2000. Special Education Policies and Procedures Manual (revised 2007)
- BUL-5655.2, [*Guidelines for Student Suspension*](#), dated 08-19-13, issued by Office of the Superintendent

ASSISTANCE: For assistance or further information, please contact Director of Pupil Services at (213) 241-3844, or Foster Care Unit Program Coordinator at (213) 241-3848 or your Educational Service Center.

For Special Education information, contact your Educational Service Center or Special Education Coordinator.

LEGAL AUTHORITIES: For legal information, contact the Office of the General Counsel at (213) 241-7600.

California Education Code Sections:
48204, 48853, 48853.5, 48911, 48915.5, 51225.3, 56155.7, 56157, and 56342.1
California Welfare & Institutions Code section 317
Family Educational Rights and Privacy Act, 20 U.S.C. section 1232 (1) (L)
For Reference Guides and Bulletins, see Related Resources



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Attachment A

DESIGNATED SCHOOL SITE FOSTER CARE ADVOCATE FORM
FOSTER CARE UNIT

BULLETIN 787 states that the Principal shall designate a full-time, certificated school site person (e.g. Guidance Counselor, PSA Counselor, Assistant Principal, etc.) to, as part of his or her duties:

1. Have knowledge of policies and laws relating to students in out-of-home care
2. Ensure proper placement and enrollment
3. Assist with the transfer of grades, credits, and records
4. Refer students to extracurricular activities and educational programs (e.g. sports, tutoring, etc.).

The Principal will automatically be considered the Designated School Site Foster Care Advocate if this form is not returned.

School Name _____ Educational Service Center _____

Principal Name _____

Designated School Site Advocate Name _____

Title/Position _____ Employee # _____

Telephone Number _____ Extension _____

E-mail _____ Fax Number _____

Alternate School Site Advocate Name _____

Title/Position _____ Employee # _____

Telephone Number _____ Extension _____

E-mail _____ Fax Number _____

For additional assistance, please contact the Foster Care Unit at (213) 241-3842.

This form must be submitted annually by September 14.

PLEASE RETURN BY FAX OR SCHOOL MAIL TO:

Student Health & Human Services, 29th Floor
c/o Foster Care Unit Coordinator
Fax: (213) 241-3305



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Attachment B

LACOE Course Titles and Los Angeles Unified School District Equivalent Course Titles

LACOE COURSE TITLES 9-12	LOS ANGELES UNIFIED SCHOOL DISTRICT COURSE TITLES 9-12			
English 9 A/B	230107	ENGLISH 9A	230108	ENGLISH 9B
English 10 A/B	230109	ENGLISH 10A	230110	ENGLISH 10B
English 11 A/B	230201	CONTEMP. COMP	230111	AMER. LIT. COMP.
English 12 A/B	230205	EXPOS. COMP.	230425	MODERN LIT.
Reading Basics	230141	STRATGC. LIT. 1A	230142	STRATGC. LIT. 1B
English Language Development A/B	170101	ESL BEGINNING 1A	170102	ESL BEGINNING 1B
English Language Development C/D	170103	ESL INTERMEDIATE 2A	170104	ESL INTERMEDIATE 1B
English Language Development E/F	170105	ESL ADVANCED 3		
English Language Development G/H	170106	ESL ADVANCED 4		
Social Science Survey A/B	370407	INTRO. SOCIAL SCIENCE		
Modern World History A/B	370127	WHG: MOD. WORLD A	370128	WHG: MOD. WORLD B
U.S. History A/B	370129	U.S. HISTORY 20 TH A	370130	U.S. HISTORY 20 TH B
American Government	370603	PRIN. AMER. DEMOCR.		
Economics	370905	ECONOMICS		
Algebra I A/B	310301	ALGEBRA 1A	310302	ALGEBRA 1B
Integrated Mathematics II A/B: Algebra	310301	ALGEBRA 1A	310302	ALGEBRA 1B
Geometry A/B	310401	GEOMETRY A	310402	GEOMETRY B
Integrated Mathematics II A/B: Geometry	310401	GEOMETRY A	310402	GEOMETRY B
Algebra II A/B	310303	ALGEBRA 2A	310304	ALGEBRA 2B
Integrated Mathematics III A/B: Alg. II, Trig.	310303	ALGEBRA 2A	310304	ALGEBRA 2B
Mathematics Basics	310221	MATH TUT. LAB A		
Earth Science A/B	360121	INT/COOR SCIENCE 1A	360122	INT/COOR SCIENCE 1B
Biology A/B	360701	BIOLOGY A	360702	BIOLOGY B
Chemistry A/B	361401	CHEMISTRY A	361402	CHEMISTRY B
Physics A/B	361501	PHYSICS A	361502	PHYSICS B
Physical Education 9 A/B: Personal Fitness	330105	ADVANCED P.E. 1A	330106	ADVANCED P.E. 1B
Physical Education 10 A/B: Intro. to Movement	330121	ADVANCED P.E. 2A	330122	ADVANCED P.E. 2B
Physical Education 11 A/B: Intermediate Mov.	330113	MOV. BODY AWARENESS A	330114	MOV. BODY AWARESS B
Physical Education 12 A/B: Advanced Mov.	330203	PHYSICAL FITNESS	330205	ADVANCED COND.
Adapted Physical Education 9A-12B	330301	ADAPTED PHYSICAL ED.		
Modified Physical Education 9A-12B	330301	ADAPTED PHYSICAL ED.		
Specially Designed Physical Education 9A	330301	ADAPTED PHYSICAL ED.		
High School Health	260103	HEALTH SH		
Child and Family Development	280513	PARENT CHILD DEVEL.		
Introduction to Visual Arts A/B	200105	INTRO. ART A	200106	INTRO. ART B
Intermediate Visual Arts A/B	200305	ART PRO. SH. A	200306	ART PRO. SH. B
Advanced Visual Arts A/B	200209	DES. CRAFT A	200210	DES. CRAFT B
Introduction to Music A/B	320103	WORLD OF MUSIC		
Intermediate Music A/B				
Advanced Music A/B				
Introduction to Dance A/B	330501	DANCE/REC. HS A	330502	DANCE/REC. HS B
Intermediate Dance A/B	330505	BEG. DANCE/CH/PRO.		
Advanced Dance A/B	330506	INT. DANCE/CH/PRO.		
Introduction to Theatre Arts A/B	380101	THEATRE APPR. A	380102	THEATRE APPR. B
Intermediate Theatre Arts A/B	380113	INTERMEDIATE ACTING A	380114	INTERMEDIATE ACTING B
Advanced Theatre Arts A/B	380115	ADVANCED ACTING A	380116	ADVANCED ACTING B
Career Exploration	420107	LIFE SKILLS 21 ST		
School to Career Projects				
Service Learning				
Job Shadow				
Internship/Cooperative Education				
Computer Literacy – Beginning	180103	INTRO. COMPUTERS		
Computer Literacy – Intermediate	180501	INFORMATION PROCESSING		
Computer Literacy – Advanced	180709	NEW MEDIA 1A		