GUIDELINES FOR SCHOOL ENROLLMENT
OF STUDENTS IN OUT-OF-HOME CARE

POLICY:
The intent of this bulletin is to provide awareness, guidelines, and procedures for the enrollment of students living in out-of-home care (i.e., foster care, group homes, or with relative caretakers). It incorporates recent changes in both the Law (Assembly Bill 490) and Board action relating to students living in out-of-home placements. This policy applies to all District employees who work with students living in out-of-home placements, including employees of all schools, Local Districts, and central offices.

GUIDELINES:
The following guidelines apply.

I. BACKGROUND

Approximately 15,000 students who attend school in the Los Angeles Unified School District live in out-of-home placements that are supervised by the Los Angeles County Department of Children and Family Services (DCFS) or the Department of Probation. These students live in foster homes, group homes, or with relative caretakers as the result of neglect, physical and/or sexual abuse, abandonment, the inability of their parents to care for them or because of their involvement in the juvenile justice system.

It has been estimated that of the 15,000 students, approximately 2,000 students live in group homes under the supervision of the Los Angeles County Department of Children and Family Services, Department of Probation, or the Department of Mental Health.
It is our mission to identify and eliminate practices that may impede learning by adopting district-wide standards that enhance support services provided to dependent and delinquent students in out-of-home care.

II. GENERAL PROTOCOLS

The Los Angeles Unified School District’s fundamental guidelines and protocols relating to students living in out-of-home care (Foster Care, Relative Care, and Group Home Care) are:

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

B. When determined to be in the best interest of the student, foster children have a right to remain in their school of origin (the school that the foster child attended when permanently housed, or the school in which the foster child was last enrolled) for the duration of the academic year, even if their residence changes out of the area served by the school of origin. Call the Local District School Support Services Director or the Local District PSA Coordinator for dispute mediation. See Section IV: Enrollment.

C. The student’s cumulative records, including the check-out grades, IEP, and other special education information, as appropriate, shall be sent immediately (within two (2) business days of receipt of the oral or written request of the receiving school, DCFS, Probation Department, or Regional Center) to the receiving school when the student enrolls in a new (receiving) school. Fax the PAR (Pupil Accounting Report), check-out grades, and immunization records to the receiving school to expedite the student’s enrollment.

D. The student’s confidential cumulative school records may be released to a third party (other than the receiving school) only by written permission of the parent or legal guardian (or person holding educational rights, if the parents’ educational rights have been limited or terminated) or by subpoena or Court order. Pursuant to federal and state laws, with appropriate legal authorization, those records necessary to fulfill the requirements of the health and education summary, as required by Welfare and Institutions Code Section 16010, or for the purpose of fulfilling educational case management responsibilities and to assist with the school transfer or enrollment of a student shall be released to the county placing agency.

E. School attendance is a right of all students, including those living in out-of-home placements, and the student’s attendance is the responsibility of his or her caregiver. Referrals to ACT (Abolish Chronic Truancy), Operation
Bright Future, and SARB (School Attendance Review Board) may be implemented as for any other student.

F. Check-out marks and credits shall be determined as of the student’s actual last day in school. Check-out marks shall be averaged with the student’s earned grades for the remainder of the grading period. See Section VI: Withdrawal (Check Out) Procedures.

G. Out-of-home care students are entitled to access the same resources as any other student, and those resources shall be made available to them, the same as they would be to any other student. School staff shall be made aware of any additional resources that may be available to out-of-home care students.

III. DESIGNATED SCHOOL-SITE FOSTER CARE (AB 490) ADVOCATE

A. The principal shall designate a full-time, certificated, school-site person (e.g., Secondary Counselor, PSA Counselor, APSSS, APEIS etc.) to, as part of her or his duties, have knowledge of the policies and procedures related to students living in out-of-home placements.

B. This person will assist with implementing/monitoring the provisions of AB 490, advocating for these students regarding educational issues, and coordinating the efforts of LAUSD, County and community agency staff in serving out-of-home care students attending the school.

C. Dispute resolution regarding enrollment or other educational issues is the responsibility of the principal.

D. The principal may defer to a Local District School Support Director; Operations Administrator; PSA Field Coordinator, Foster Care Coordinator, or the Homeless Education Coordinator (See Section IV, H) to resolve educational issues. The principal may also defer to, or seek the assistance of the Special Education Coordinator or other special education professionals to resolve issues relating to the education of special needs students.

IV. ENROLLMENT POLICIES

A. Out-of-home care students, who present a DCFS or Probation Department “Notification to School of Child’s/Minor’s Placement Status” (DCFS form # 1399), shall be immediately enrolled in school, regardless of the availability of school records, immunization records, school uniforms or the existence of fines or materials from a prior school.
B. When determined to be in the best interest of the child, out-of-home care students shall remain in the school of origin, to minimize educational disruption, even if there is a change in the student’s residential placement.

C. 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.

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

For assistance with enrollment procedures for students who have been in a camp placement, and are currently in a group home placement, contact the Camp Returnee Unit or the Local District Operations Administrator.

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

1. Students Enrolling in CAP Schools
   The Local District dispute mediator (See Section III. C. & D.) shall authorize a Local District placement if special circumstances warrant a placement at the school of origin (See Section III., “Designated School-Site Foster Care Advocate.”) For further information call School Management Services (213) 241-6414.
2. Magnet /PWT Students
   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 if transportation is available in the neighborhood in which the out-of-home care student resides. For further information call Student Integration Services (213) 241-4177.
F. Homeless Students

For assistance with the enrollment of out-of-home care students who qualify as homeless, contact Deirdre Skelton, LAUSD Homeless Education Program Coordinator, at (213) 745-1973.

G. 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 and to be treated the same as other students. 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 resources the same as any other students, and those resources shall be made available to them, the same as they would be to any other pregnant and/or parenting students.

3. For further information, call Linda Ward Russell, Program Coordinator, Pregnant and Parenting Programs/CALSAFE at (213) 241-7688.

H. Group Home Students

For clarification regarding out-of-home care students who reside in qualified licensed group homes and may receive academic support services in the group home environment, contact Zelma Cooper, Program Coordinator, Neglected and Delinquent Children and Youth Program, at (213) 229-2040.

Note: “Qualified licensed group homes,” for purposes of this program, must have had children in the group home prior to October 31 to ensure that the Community Care Licensing Directory would have time to include it in the directory by October 31 of the past year.

I. 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 have a right to be immediately enrolled in school. For every student living in out-of-home care placement, the school-site Foster Care (AB 490) Advocate shall file the “Notification to School of Child’s/Minor’s Placement Status” (DCFS form #1399) in the student’s cumulative record folder.

For students enrolling in elementary schools, the school-site Foster Care Advocate or designee 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 (213) 241-3848, for assistance with clarifying the student’s placement status.

For students enrolling in Secondary Schools, the school-site Foster Care Advocate or designee shall identify the student in School Programs Field 221-225 of SSIS.

If the “Notification to School of Child’s/Minor’s Placement Status” form is incomplete and additional information is required call:

Children’s Social Worker (CSW)
- DCFS Headquarters’ Office at 213-351-5602. When requesting information, provide the student’s legal name, birth date, and, if available, the mother’s name.

Deputy Probation Officer (DPO)
- Probation Department at 213-974-4661. When requesting information, provide the student’s legal name and birth date.
If the student’s CSW or DPO is not available, speak to the Supervising Children’s Social Worker (SCSW) or the Supervising Deputy Probation Officer (SDPO) and request the information missing from the “Notification to School of Placement Status” form.

A. Emergency Information

1. The school shall record and keep current the student’s residence address and telephone number; the names of persons from the out-of-home placement who are authorized to pick up the student; the name(s) of the administrator and/or director of the group or foster family home business address and telephone number, if different from the information listed on the “Notification to School of Placement Status Form.

2. Schools shall inform parents/guardians/caregivers that they must notify school staff immediately of any change in emergency information (including a change of residence between or within group homes or foster family home facilities, an impending new placement to another out-of-home care facility, or a return to the family home).

B. Student 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 Screen 27 of Elementary SIS.
The Foster Care Advocate or designee can access reading, writing and math assessments using the SOAR system and the Edusoft system once the student is enrolled and data is transferred electronically. For Secondary students the APSCS, or designee, and the Foster Care (AB490) Advocate shall review the student’s ID 22 PAR form for courses and partial credits earned and any assessment reports documenting standards mastered. At the high school level, the student’s transcripts will be evaluated for graduation requirements. The student’s progress toward meeting the graduation requirements will be the most important determinant for 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.

b. Grade level placement is tentative until accurate records have been obtained and evaluated.

2. 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/ROC, at a Continuation School (temporarily), or through summer/intersession.

3. The Foster Care (AB490) Advocate shall provide the student and caregiver with 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.

C. Students Enrolling at the Beginning of the Semester, Transferring from a School Outside of LAUSD, including Camp Returnees

1. The APSCS, or designee, and the Foster Care (AB490) Advocate shall review the student’s (AB490) 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 G, LACOE Educational Programs Course Titles 9-12)

a. If the student is not in possession of her or his 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.

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 be done at the Adult School, through ROP/ROC, at a Continuation School (temporarily), or through summer or intersession.

4. The Foster Care (AB490) Advocate shall provide the student and caregiver with 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.

D. Students Enrolling After the Beginning of the Semester Transferring within LAUSD

1. The APSCS, or designee, and the Foster Care (AB490) Advocate 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.

2. Each teacher shall receive 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 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.

3. The Foster Care (AB490) Advocate will provide the student and caregiver with 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.

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

1. The APEIS, APSCS or designee, and the Foster Care (AB490) Advocate will review the student’s (AB 490) 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. This information shall be used to place the student in the appropriate courses. If necessary, contact the sending school to request course descriptions and standards to help identify an equivalent LAUSD course. (For a list of Los Angeles County Office of Education courses and LAUSD equivalents see attachment G, LACOE Educational Programs Course Titles 9-12)

a. If the student does not have her or his school records, contact the previous school to obtain them.

b. Course placement is tentative until accurate records have been obtained and evaluated.

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.

3. The Foster Care (AB490) Advocate will provide the student and caregiver with 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.

VI. WITHDRAWAL (CHECKOUT) PROCEDURES

- **Keep original cumulative record at the school site until requested by another school within LAUSD. If a school outside of LAUSD requests the student’s records, send a copy of the Cumulative record and keep the original.**

- **Copies of records may not be given to anyone other than the parent or guardian or other person with the educational rights, or by subpoena or court order.**

A. Withdrawal at the end of the semester

The caregiver/placing agency should immediately inform the school’s Foster Care (AB 490) Advocate whenever a student moves to another placement. (Add this item to the school’s informational and enrollment packet.)
The School Site Foster Care (AB 490) Advocate:

1. Verifies 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)

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’s Foster Care (AB 490) Advocate whenever a student moves to another placement. (Add this item to the school’s informational and enrollment packet.)

The student, or Foster Care (AB490) Advocate if the student has already left the school, circulates the ID22 clearance form to each teacher on the student’s class schedule.

The Foster Care (AB 490) Advocate:

1. Verifies 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 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. Assists each teacher in determining the number of actual days of attendance and that 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 AB490 Advocate 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:

1. 12 - 23 hours of instruction is generally equivalent to 1 credit
2. 24 - 35 hours of instruction is generally equivalent to 2 credits
3. 36 - 47 hours of instruction is generally equivalent to 3 credits
4. 45 - 54 hours of instruction is generally equivalent to 4 credits
5. 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. Monitors the procedure for posting the checkout marks in pencil on the cumulative record by the Senior Office Assistant at secondary schools. Monitors the procedure for posting the closing information on the cumulative record folder by the Senior Office Assistant 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 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. Requesting School Records for a New Student

1. To determine the student’s last school:
   a. Review the “Notification to School of Child’s Placement Status” (See Attachment F, DCFS Form # 1399).
   b. Review student’s enrollment documents.
   c. Call the student’s social worker or probation officer.
   d. Call the dependent student’s attorney. The name and number are available from the CSW, or call the Children’s Law Center of Los Angeles, (323) 980-1700.
2. If the student’s last school cannot be determined from the above sources, and the student or Caregiver indicates a previous LAUSD enrollment, you may FAX a request to the Student Locator in your Local District Pupil Services and Attendance (PSA) Office or to the Permits Office, if the Local District PSA Office does not have a locator.

3. School records for students who have previously been at MacLaren Children’s Center, any juvenile hall, a Department of Probation camp, or any Los Angeles County Office of Education (LACOE) alternative program or special education school are available from the Los Angeles County Office of Education.
   a. A Request for Records must be in writing. Include:
      - Student’s full name
      - Previous name(s) or alias(es)
      - Date of birth
      - Approximate dates of enrollment
      - Special Education information, if appropriate
   b. Mail or FAX request to:
      LACOE, Student File Center
      9350 Imperial Highway, Suite O
      Downey, California 90242
      FAX (562) 803-8212 or (562) 803-8218

B. Release of School Records

1. The DCFS School Report
   a. The School Report (DCFS form #1726) is the primary means by which the judge, attorneys, and social workers are able to determine the impact that out-of-home placement will have, or does have, on the student’s education. (See Attachment E.)
   b. The School Report (DCFS form #1726) shall be completed when accompanied by a subpoena or a Superior Court order (minute order).

   Note: Report card and attendance record may be attached in lieu of writing information on the form.

2. A DCFS Children’s Social Worker (CSW) who comes to the school requesting school records must have in his or her possession the DCFS identification card and either a Court order (minute order) authorizing release of pupil record information to the DCFS CSW or a written authorization by the parent/guardian or person holding the student’s educational rights.

3. Copy both the identification card and the court order.
   a. Place copies in the student’s school cumulative record folder.
   b. Make a notation on the Records Request Log (see #5 below).
   c. Give copies of the cumulative record folder, attendance record, and report card to the CSW. If applicable, include the most
recent IEP (in the green folder) and/or intervention information
(in the red folder).
4. If their 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.
5. For each pupil, a log shall be maintained, listing the agencies that
request information and the reason for the request.
6. Subpoena information shall be sent to Court, according to District
policy.
7. Assistance may be requested of a School-Court Liaison PSA Counselor.

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

Note: “Special education” means specially designed instruction for students
with disabilities who are offered Free Appropriate Public Education within the
Least Restrictive Environment.

A. Parental Educational Rights

1. Unless limited by the Juvenile Court, the parents or legal guardian(s)
retain the educational rights of their child. Most parents retain the right
to make decisions related to their child’s education.
2. Since 70% of out-of-home care students return to their homes, it is in
the student’s best interest, whenever possible, to include both the parent
and the student in the educational planning process.

B. Appointment of a Surrogate

1. The law requires that a surrogate parent be appointed for students with
disabilities during the special education process, if the school is unable
to locate the parent/guardian and if the Juvenile Court has not appointed
a responsible adult in accordance with WIC 361(a).
2. In selecting a surrogate parent, the following requirements must be
considered:
   a. A foster parent, relative caretaker, or Court-Appointed Special
      Advocate (CASA) is first preference. A foster parent, licensed by a
      Foster Family Agency, may serve as surrogate.
   b. Individuals who serve as surrogate parents must have no conflict of
      interest in representing the student.
   c. The surrogate parent cannot be an employee of a public or private
      agency that is involved in the education or care of the student.
   d. The student’s social worker or other employee of a Licensed
      Children’s Institute or Foster Care Facility where the student resides
      is not eligible to act as a surrogate parent.
C. Enrollment of Special Education Students

Ensure that students who require special education services are identified and promptly enrolled in appropriate school programs and services.

1. If a copy of an LAUSD IEP is available:
   a. Review the IEP and determine the services that the student was receiving at his or her previous school.
   b. If the IEP is out-of-date, the student is still entitled to receive special education services. A new IEP should be developed within thirty (30) days of enrollment.
   c. If appropriate services are available at the school, place the student immediately and notify service providers. Notify the Local District Special Education Services Coordinator.
   d. If you do not have the appropriate services at your school, notify the Local District Special Education Services Coordinator.

2. If a copy of a non-LAUSD IEP is available:
   a. Review the IEP and determine the services that the student was receiving at his or her previous school.
   b. If appropriate services are available at the school, immediately make a 30-day interim placement and schedule an IEP meeting to be held within 30 days of the student’s enrolling in the District. Notify the Local District Special Education Services Coordinator.
   c. If you do not have the appropriate services at your school, notify the Local District Special Education Services Coordinator.

3. If a copy of an IEP is not available:
   a. Call the previous school, if known, to determine what special education services the student was receiving.
   b. Confer with the caregiver and, if appropriate, the student, and/or the CSW or DPO to describe the services the student received. Describe the services available at the school and discuss what services may be appropriate.
   c. Determine if the school can serve the student until the IEP is received or a new IEP has been developed. If appropriate services are available at your school, place the student immediately and notify service providers. A new IEP must be developed within 30 calendar days. Notify the Local District Special Education Services Coordinator.
   d. If you do not have the appropriate services at your school, notify the Local District Special Education Services Coordinator.
   e. If the previous school indicates that the student was not receiving special education services, discuss with the parent, CSW, or DPO the academics the student received at the previous school and make an appropriate general education placement.
f. If contact with the previous school or district is not possible (e.g., summer closure), make an appropriate general education placement at your school.

D. Request for Special Education Assessment

1. Referrals for assessment may be initiated in any of the following ways:
   a. A written request from parents/guardian, staff, or community members, including, but not limited to, a social worker, advocate, attorney, therapist or Juvenile Court judge.
   b. A Student Success Team recommendation.
   c. The Los Angeles Unified School District Enrollment Form, Section 9: “Special Services.”
   d. Request for Special Education Assessment form, and the Student Information Questionnaire.

2. When someone other than the person holding educational rights initiates a Referral for Special Education Assessment, the person holding educational rights must be informed of the request. The administrator/designee must send the completed Special Education Assessment Plan form to the person holding educational rights even if he/she indicates that consent will not be given.
   a. If the student is a dependent or ward of the court and the parents hold the rights to make educational decisions for the student, parental consent is required prior to implementation of the assessment plan.
   b. If the student is a dependent or ward of the court and the parents cannot be identified or cannot be located, even after reasonable efforts have been made, or the Court has limited the parents’ right to represent the student in educational matters and the Juvenile Court has not appointed a responsible adult in accordance with WIC 361(a), a surrogate shall be assigned. The surrogate parent’s consent will be required to implement the assessment plan. Once the school district has received the approved Assessment Plan, the assessments must be completed and an IEP meeting held within 50 calendar days.

3. Request previous clinical psychological assessments and reports (WIC 730 panel) from the Dependency Court through the CSW, DPO, student’s attorney, or School-Court Liaison PSA Counselor. (See Attachment A-3)

3. Obtain a signed Release of Information and the name and number of the therapist, to request information regarding educational and behavioral recommendations.
IX. RELEASE OF STUDENT FROM SCHOOL SITE

A. In response to a child abuse report, release the student to law enforcement or to a Department of Children and Family Services (DCFS) official. When a child protective agency is dispatched to a school site, the agency official may take the alleged student victim into protective custody.

1. Request and verify the reason for the removal of the student from school.
2. Request a badge number or identification card indicating the official’s name and employee number.

B. Release of a Student to Parents when Student is in Foster or Group Home Care

1. Release to a parent, when properly identified, unless there is a Court-ordered restraining order, Court Order, or other documentation from the Court denying the parent custody of the child.
2. Call the caregiver, CSW, or DPO if there is doubt about the release of the student to the parent. Confirm whether or not there exists a Court Order or other documentation denying the parent custody of the child.

C. Release of a Student to Other than a Parent or Agency Official

1. Do not release the student from school, unless the name of the adult who comes to pick up the student is on the Emergency Card or there is other written approval, properly verified, from the parent/guardian or caregiver.
2. If you have questions, determine the person’s identity and relationship to the caregiver, and call the caregiver.

D. Emergency removal of a foster or group home student from school by a CSW or DPO other than in response to reported child abuse.


The CSW or DPO must have the following:
1. Court order or name on either the “Notification to School of Child’s Placement Status” (DCFS #1399) or the “Notification to School of Minor’s Placement Status” (Probation). If the form is not in the school files, call the region DCFS or Probation Office for verification.
2. A Badge or Identification Card indicating her or his name and employee number.
3. If the name on the “Notification to School of Child’s Placement Status (DCFS #1399)” or “Notification to School of Minor’s Placement Status (Probation)” does not exist, call the region DCFS or Probation Office for verification.
4. Status (Probation)” is different from the one on the badge or the ID card; call the region DCFS or Probation Office for verification.
5. Sign a “Permit for Release of Child During School Hours.”
6. Review Withdrawal (Check-Out) Procedures above (Section V).

X. REPORTING PROCEDURES

A. Suspected Child Abuse

Any school employee who knows or reasonably suspects that an out-of-home care student has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency, as directed in District policy.

B. Suicide Intervention Services

1. Direct the school-site crisis team to provide intervention services, as appropriate.
2. Contact: 
   a. Caregiver and the
   b. CSW or DPO
3. Contact the DCFS Crisis Team (626) 455-4643 prior to hospitalizing any group home student for psychiatric reasons.
4. Call the Child Abuse Hotline (800) 540-4000 if any one of the above persons is uncooperative or unavailable, regardless of the student’s level of risk.
5. Complete the Risk Assessment Referral Data (RARD); it is available from the Valley Clinic Office, School Mental Health, and (818) 997-2640.
7. If additional assistance is required contact your Local District Operations Administrator.

XI. COMPLAINT PROCEDURES

A. California Department of Education Complaint Procedures
   District Contact Information: Deanne Nieman (213) 241-7682
   Educational Equity Compliance
   (Title VI, Title IX, Section 504, Americans with Disabilities ACT [ADA] and Special Education)

B. Uniform Complaint Procedure
   District Contact Information: Barbara Lockert (213) 229-2000
Reference: Memorandum/Notice reminder provided on a yearly basis to all schools and offices that describes the filing and investigation/resolution process to be used by anyone alleging that the District has practiced unlawful discrimination or failed to comply with State or Federal laws governing its educational programs.

C. DCFS Children’s Social Worker (CSW) Complaint

1. If the response from the student’s CSW is inadequate, but not urgent, call the supervisor (SCSW) of the CSW.
2. If the response needed from the student’s CSW is urgent, but not forthcoming, call the Assistant Region Administrator (ARA).

D. Foster Care Placement Issues

Students who have questions or complaints regarding their foster care placement should contact the court, DCFS and/or other county social service agencies, their legal representatives and/or advocates. However, the following information may be useful to school-site or local district personnel in providing general assistance to students.

HOTLINES FOR STUDENTS:

1. California State Office of the Ombudsman for Foster Care  
   (877) 846-1602
2. Los Angeles County Ombudsman for Group Home Students  
   (888) 445-1234  
   Carla Carr, Group Home Children’s Ombudsman  
   (213) 974-4224
3. Los Angeles County Probation Department Ombudsman  
   (877) 822-3222
4. Alumni Resource Center  
   (213) 351-0269  
   Staffed by former foster youth, under CSW supervision
5. Foster Youth Info Line  
   (800) 400-9925  
   Receives calls to resolve issues, just talk, or provide appropriate resource and referral information

RELATED RESOURCES: See Attachment D for List of References and Websites.

ASSISTANCE: For assistance or further information please contact Hector Madrigal, Director, Pupil Services, at (213) 241-3844; Norma Sturgis, Program Coordinator, Foster Care Unit, at (213) 241-3848; or your Local District Pupil Services and Attendance (PSA) Field
Coordinator (see Attachment A-1 of this bulletin).
For legal information, call the Office of the General Counsel, at (213)241-7600.
For Special Education information, call your Local District Special Education Coordinator.
For Definitions, Reference Guide and Form Samples, see Attachments at the end of this document.
GENERAL ASSISTANCE

For general assistance, you may call your local PSA Field Coordinator or Local District Administrator. All names and phone numbers are current as of January 1, 2004.

<table>
<thead>
<tr>
<th>District</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and 2</td>
<td>(818) 755-5411</td>
</tr>
<tr>
<td></td>
<td>(213) 763-8306</td>
</tr>
<tr>
<td>4</td>
<td>(323) 932-2266</td>
</tr>
<tr>
<td>5</td>
<td>(323) 266-7365</td>
</tr>
<tr>
<td>3</td>
<td>(323) 421-2892</td>
</tr>
<tr>
<td>7</td>
<td>(323) 421-2800</td>
</tr>
<tr>
<td>6</td>
<td>(323) 560-4293</td>
</tr>
<tr>
<td>8</td>
<td>(310) 354-3451</td>
</tr>
<tr>
<td>Permits &amp; PSA Specialized Units</td>
<td>(213) 745-1960</td>
</tr>
</tbody>
</table>
ADDITIONAL KEY CONTACTS

For additional assistance, you may contact one of the following offices. All names and telephone numbers are current as of January 1, 2004.

<table>
<thead>
<tr>
<th>CONTACT</th>
<th>OFFICE</th>
<th>PHONE NUMBER(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norma Sturgis</td>
<td>Coordinator, Foster Care Unit</td>
<td>(213) 241-3848</td>
</tr>
<tr>
<td>Zelma Cooper</td>
<td>Coordinator, Neglected or Delinquent Children and Youth Program</td>
<td>(213) 229-2040</td>
</tr>
<tr>
<td>Linda Ward-Russell</td>
<td>Coordinator, Pregnant and Parenting Program/CALSAFE</td>
<td>(213) 241-7688</td>
</tr>
<tr>
<td>Deirdre Skelton</td>
<td>Coordinator, Homeless Education Program</td>
<td>(213) 745-1973</td>
</tr>
<tr>
<td>Kwasi Geiggar/</td>
<td>Placement Counselors</td>
<td>(213) 745-1953</td>
</tr>
<tr>
<td>Mal Neeley</td>
<td>Camp ReturneeUnit</td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL-COURT LIAISON PSA COUNSELOR ASSISTANCE

For assistance, you may call the appropriate School-Court Liaison PSA Counselor:

<table>
<thead>
<tr>
<th>Dependency Court</th>
<th>Contact</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Katherine Coleman</td>
<td>(323) 526-6548</td>
</tr>
<tr>
<td></td>
<td>Evelyn Pitre</td>
<td>(323) 526-6028</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Delinquency Court</th>
<th>Contact</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenyon Justice Center</td>
<td>Linda Spears</td>
<td>(323) 586-6087</td>
</tr>
<tr>
<td>Inglewood Juvenile Court</td>
<td>Joseph De Baca</td>
<td>(310) 671-1122</td>
</tr>
<tr>
<td>San Fernando Valley Court</td>
<td>Suhail Mulla</td>
<td>(818) 364-2104</td>
</tr>
<tr>
<td>Eastlake Juvenile Court</td>
<td>Mayda de Armas</td>
<td>(323) 226-8500</td>
</tr>
</tbody>
</table>
ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARA</td>
<td>Assistant Region Administrator, Department of Children and Family Services</td>
</tr>
<tr>
<td>CASA</td>
<td>Court Appointed Special Advocate</td>
</tr>
<tr>
<td>CDSS</td>
<td>California Department of Social Services - In Los Angeles County: a) Department of Public Social Services (DPSS) and b) Department of Children and Family Services (DCFS).</td>
</tr>
<tr>
<td>CSW</td>
<td>Children’s Social Worker</td>
</tr>
<tr>
<td>DCFS</td>
<td>Department of Children and Family Services - the Los Angeles County child protective agency.</td>
</tr>
<tr>
<td>DPO</td>
<td>Deputy Probation Officer, Department of Probation</td>
</tr>
<tr>
<td>ER</td>
<td>DCFS terms: Emergency Response</td>
</tr>
<tr>
<td>ERCP</td>
<td>Emergency Response Command Post</td>
</tr>
<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act of 1974</td>
</tr>
<tr>
<td>FFA</td>
<td>Foster Family Agency</td>
</tr>
<tr>
<td>FM</td>
<td>DCFS term: Family Maintenance Services</td>
</tr>
<tr>
<td>FPP</td>
<td>DCFS term: Family Preservation Program</td>
</tr>
<tr>
<td>FR</td>
<td>DCFS term: Family Reunification</td>
</tr>
<tr>
<td>IDC</td>
<td>Intake Detention &amp; Control</td>
</tr>
<tr>
<td>ILP</td>
<td>DCFS term: Independent Living Program</td>
</tr>
<tr>
<td>JAI</td>
<td>Juvenile Automated Index</td>
</tr>
<tr>
<td>LCI</td>
<td>Licensed Children’s Institution</td>
</tr>
<tr>
<td>NPS</td>
<td>Nonpublic School</td>
</tr>
<tr>
<td>PP</td>
<td>DCFS term: Permanent Placement</td>
</tr>
<tr>
<td>SCSW</td>
<td>DCFS term: Supervising Children’s Social Worker</td>
</tr>
<tr>
<td>SDPO</td>
<td>Supervising Deputy Probation Officer, Department of Probation</td>
</tr>
</tbody>
</table>
# Definitions

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camp Returnees</td>
<td>Students, generally of secondary school age, who have returned to the District from such court placements as probation camps, community day centers, juvenile halls, residential group homes and the California Youth Authority.</td>
</tr>
<tr>
<td>Court Appointed Special Advocate (CASA)</td>
<td>A community volunteer who has been screened, trained, and supported by the Child Advocate’s Office. The CASA volunteer is appointed to a specific case to make an independent investigation of the child’s circumstance in the foster care system and to submit his or her findings to the Court so the judge can make more informed decisions on behalf of the child.</td>
</tr>
<tr>
<td>Dependency Investigations (DI)</td>
<td>After a child is taken into temporary custody, a CSW, functioning as a Dependency Investigator, interviews the child and other family members. The DI writes the initial court report, based on the results of the interview and the contents of the Application for Petition, which was written during the Emergency Response phase of DCFS intervention.</td>
</tr>
<tr>
<td>Dependent Child of the Court</td>
<td>A child taken into custody for care and protection under the provisions of the California Welfare and Institutions Code. WIC 300 (dependency).</td>
</tr>
<tr>
<td>Emancipation Assistants (EA)</td>
<td>Former foster or group home youth who work exclusively with teens in out-of-home-care on motivation, academic performance, and readiness to engage in transitional planning.</td>
</tr>
<tr>
<td>Emergency Response (ER)</td>
<td>DCFS term: Regional CSWs are on duty from 8:30 a.m. to 5:00 p.m., Monday through Friday. ERCP CSWs are on call whenever the Regional offices are closed. Thus, there is 24-hour coverage so CSWs can immediately investigate any calls reporting children in life-threatening situations.</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Family Maintenance Services (FM)</strong></td>
<td>DCFS term: Ongoing services are provided to children and their families when, in the professional judgment of the CSW, the children can safely remain at home. Services may include counseling and in-home Caregiver and parenting classes.</td>
</tr>
<tr>
<td><strong>Family Preservation Program (FPP)</strong></td>
<td>DCFS term: An integrated, comprehensive, community-based approach to strengthening and preserving families of protective services children and probation youth. A network of county departments and community agencies that work in the community toward creating a safe, secure, and nurturing environment in which to achieve the physical, emotional, social, educational, cultural, and spiritual development of children.</td>
</tr>
<tr>
<td><strong>Family Reunification (FR)</strong></td>
<td>DCFS term: When the child cannot safely stay at home, the worker will try to place the child with relatives. Foster care or emergency shelter care are the next preferences for placement. The social worker works with the whole family to correct the abusive situation; the goal is to reunite the family.</td>
</tr>
<tr>
<td><strong>Family to Family (F2F)</strong></td>
<td>A program of the Department of Children and Family Services (DCFS) that strives to provide foster care homes and services within the child’s own community. Services and consultation have been provided through a grant from the Annie E. Casey Foundation.</td>
</tr>
<tr>
<td><strong>Family Educational Rights and Privacy Act (FERPA)</strong></td>
<td>The purposes of FERPA are to ensure that students and parents have access to, and can correct, school records, and that student records cannot be released without parental knowledge or consent. California has complied with the federal law by adding appropriate sections to the State Education Code.</td>
</tr>
<tr>
<td><strong>Foster Care</strong></td>
<td>A foster parent or parents who have been licensed by the state to care for non-relative children.</td>
</tr>
<tr>
<td><strong>Foster Family Home</strong></td>
<td>The family residence of the foster parents who are licensed by the state to provide 24-hour, non-medical care and supervision for not more than six foster children, including individuals with exceptional needs.</td>
</tr>
</tbody>
</table>
| **Group Home** | A facility of any capacity that provides 24-hour, non-medical care and supervision to
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Home Staff</td>
<td>A group home is paid according to the services provided by the facility’s staff; the composition of group home staffs vary among group homes. Staff may include an owner who is also the administrator, a separate administrator, social worker(s), an educational director, and rotating caregivers. Inquire of each home regarding the provision of services for the group home child.</td>
</tr>
<tr>
<td>Independent Living Program (ILP)</td>
<td>Provided by the Community College Foundation ILP works to enable out-of-home-care youth to achieve self-sufficiency prior to leaving the foster care system. Incentive allowances are paid to those who complete the program.</td>
</tr>
<tr>
<td>Juvenile Automated Index (JAI)</td>
<td>Computer records of juvenile arrests and times detained.</td>
</tr>
<tr>
<td>Licensed Children’s Institution (LCI)</td>
<td>A residential facility that is licensed by the State to provide non-medical care to children, including, but not limited to, individuals with exceptional needs. An LCI includes a group home. It does not include a juvenile court school, juvenile hall, camp, or county community school program.</td>
</tr>
<tr>
<td>Nonpublic School</td>
<td>Nonpublic school means any private, nonsectarian school that enrolls individuals with exceptional needs and employs at least one full-time teacher who holds an appropriate credential authorizing special education services and is certified by the California Department of Education.</td>
</tr>
<tr>
<td>Out-of-Home-Care</td>
<td>A child or youth who does not live with a parent or guardian because the child or youth is a dependent or ward of the court. The care can be with a relative caregiver, in a foster or group home, or in a contracted foster home or group home through a Foster Family Agency.</td>
</tr>
<tr>
<td>Permanent Placement (PP)</td>
<td>DCFS term: When reunification is not possible, a permanent home is sought, either through adoption, guardianship or long-term foster care. The goal is to place the child in a stable, nurturing environment that provides the child with a sense of belonging.</td>
</tr>
<tr>
<td>Relative Caregiver</td>
<td>A relative who has been appointed by the court or who, through an informal arrangement by</td>
</tr>
</tbody>
</table>
the parents and the relative without DCFS involvement, has agreed to provide 24-hour care for six or fewer related children in his or her own home.

<table>
<thead>
<tr>
<th><strong>School-Court Liaison</strong></th>
<th>A PSA Counselor working in Dependency, Delinquency, or Traffic court to facilitate the educational needs of the child or youth by working with the school.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ward of the Court</strong></td>
<td>A minor over whom the court has formally taken jurisdiction as a result of a Juvenile Court hearing during which a WIC 600 (delinquency) petition was sustained.</td>
</tr>
</tbody>
</table>
REFERENCES

Homeless
- Bulletin #Z-59, Student Health and Human Services, “Homeless”…

Enrollment
- Bulletin #5, Student Health and Human Services, “Permits and Student Transfers in Elementary and Secondary Schools,” July 16, 1996 (Section IV. B.2. “Continuing Enrollment Policy”).

Records, Privacy and Confidentiality
- Bulletin Z-17, February 18, 1997, “School-Juvenile Court Liaison Program,” Student Health and Human Services. (See Section XII. of this bulletin, “PSA School-Court Liaison Counselor Assistance.”)

Health

Special Education
- “A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards),” LAUSD.
Child Abuse Reporting


Crisis Intervention/Suicide Prevention

- Suicide Prevention Unit (818) 705-7326.

Websites

www.lausd.k12.ca.us/lausd/offices/psa
www.dcfslal.ca.us
www.cde.ca.gov/spbranch/ssp
COUNTY OF LOS ANGELES  
DEPARTMENT OF CHILDREN AND FAMILY SERVICES

TO THE PRINCIPAL

SCHOOL:

RE:

Attached is a Request For School Report.

Pursuant to California Education Code 49077 and Welfare and Institutions Code 10850, this form was designed to assist both the Department of Children and Family Services (DCFS) and the Dependency Court in determining the educational status of children receiving child welfare services and to establish how best to meet the needs of these children. If the child is in out-of-home care, a copy of the completed form will be given to the out-of-home caregiver.

Please complete and return this form to me by __________________________

Thank you for your assistance. If you have any questions, I can be reached at __________________________.

Sincerely,

Children’s Social Worker  
Department of Children and Family Services
**PART I**  (TO BE COMPLETED BY CSW)

**TO:**

<table>
<thead>
<tr>
<th>SCHOOL NAME/SCHOOL DISTRICT</th>
<th>PHONE</th>
<th>CITY</th>
<th>ZIP CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**FROM:**

<table>
<thead>
<tr>
<th>NAME OF CSW</th>
<th>PHONE</th>
<th>ADDRESS</th>
<th>CITY</th>
<th>ZIP CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
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</table>

**RE:**

<table>
<thead>
<tr>
<th>NAME OF CHILD</th>
<th>DATE OF BIRTH</th>
<th>AGE</th>
<th>ADDRESS</th>
<th>DCFS CASE NUMBER</th>
<th>COURT NUMBER (IF APPLICABLE)</th>
<th>DATE REQUEST SENT</th>
<th>DATE RESPONSE NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

**PART II**  (TO BE COMPLETED BY SCHOOL)

**DATE ENROLLED**

**GRADE**

**THIS CHILD IS CURRENTLY (CHECK ONE)**

- ☐ ENROLLED
- ☐ EXPELLED
- ☐ EXEMPTED

<table>
<thead>
<tr>
<th>ABSENCES THIS SEMESTER:</th>
<th>ILLNESS</th>
<th>NON-ILLNESS</th>
<th>TRUANT</th>
<th>SUSPENSION</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
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<tr>
<th>ABSENCES THIS SEMESTER:</th>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

**CHILD IS ACHIEVING AT OR NEAR GRADE LEVEL** (CHECK ONE)

- ☐ YES
- ☐ NO

**CHILD IS DEMONSTRATING ACADEMIC PROBLEM(S)** (CHECK ONE)

- ☐ YES
- ☐ NO

**CHILD IS DEMONSTRATING BEHAVIORAL PROBLEM(S)** (CHECK ONE)

- ☐ YES
- ☐ NO

**USE “COMMENTS” SECTION, IF NEEDED**

**REMEDIAL MEASURES ATTEMPTED (CHECK ALL APPLICABLE BOXES)**

- ☐ STUDENT CONFERENCE(S)
- ☐ PARENT CONFERENCE(S)
- ☐ PROGRAM CHANGE(S)
- ☐ AGENCY REFERRAL
- ☐ ADJUSTMENT TRANSFER
- ☐ OTHER (e.g., SARB, School Mental Health, etc.)

**USE “COMMENTS” SECTION, IF NEEDED**

**HAVE PARENTS/FOSTER CAREGIVER PARTICIPATED IN REMEDIAL MEASURES?**

- ☐ YES
- ☐ NO
- ☐ N/A

**HAVE PARENTS/FOSTER CAREGIVER PARTICIPATED IN SPECIAL PROGRAMS?**

- ☐ YES
- ☐ NO
- ☐ N/A

**USE “COMMENTS” SECTION, IF NEEDED**

**IF ANY SIGNIFICANT CHANGE IN GRADES/CITIZENSHIP THIS SEMESTER, DESCRIBE. USE “COMMENTS” SECTION, IF NEEDED.**

**GRADES:**

- ☐ POSITIVE
- ☐ NEGATIVE
- ☐ N/A

**CITIZENSHIP:**

- ☐ POSITIVE
- ☐ NEGATIVE
- ☐ N/A

**ARE PSYCHOEDUCATIONAL STUDIES/PSYCHOLOGICAL OR PSYCHIATRIC REPORTS ON FILE?**

- ☐ YES
- ☐ NO

**IS CHILD IN “GIFTED” OR ACCELERATED CLASSES (USE “COMMENTS” SECTION, IF NEEDED)?**

- ☐ YES
- ☐ NO

**IS CHILD IN SPECIAL EDUCATION (IF YES COMPLETE PART III)?**

- ☐ YES
- ☐ NO

CONFIDENTIAL CASE RECORDS PURSUANT TO WIC SECTION 827 AND ORDER OF THE LOS ANGELES COUNTY JUVENILE COURT

PAGE ONE OF TWO-PAGE FORM

76R351R DCFS 1726 (REV. 1/95)  
FILING INSTRUCTIONS: SEE INSTRUCTIONS, PAGE TWO
PART III (TO BE COMPLETED BY SCHOOL)

CHILD REFERRED FOR SPECIAL EDUCATION ASSESSMENT (CHECK ONE) □ YES □ NO

IF YES: ASSESSMENT COMPLETED (SPECIFY DATE) ASSESSMENT SCHEDULED (SPECIFY DATE)

SURROGATE PARENT (WIC 361) REQUIRED (CHECK ONE) □ YES □ NO

SPECIFY DATE OF DETERMINATION OF ELIGIBILITY FOR SPECIAL EDUCATION SERVICES

CHILD ELIGIBLE FOR SPEC. ED. SERVICES (CHECK ONE) □ YES □ NO

IF YES, IDENTIFY BASIS OF ELIGIBILITY (CHECK ALL APPLICABLE BOXES)

☐ LEARNING DISABLED ☐ SERIOUSLY EMOTIONALLY DISTURBED

☐ EDUCABLE RETARDED ☐ LANGUAGE AND SPEECH DISABLED

☐ OTHER (SPECIFY, e.g., autistic, aphasic, etc.)

CHILD IS RECEIVING SERVICES (CHECK ONE) □ YES □ NO

IF YES, PROGRAM PLACEMENT (CHECK ALL APPLICABLE BOXES)

☐ ITINERANT SERVICES ☐ SPECIAL DAY CLASSES

☐ NONPUBLIC SCHOOL (NPS) ☐ RESOURCE SPECIALIST PROGRAM

INDIVIDUAL EDUCATION PROGRAM (IEP)

SCHEDULED FOR (SPECIFY DATE) HELD ON (SPECIFY DATE)

NEXT SCHEDULED MEETING (SPECIFY DATE)

APPEAL PENDING (CHECK ONE) □ YES □ NO

3632 REFERRAL MADE TO COUNTY DEPT. OF MENTAL HEALTH (CHECK ONE) □ YES □ NO

PART IV (TO BE COMPLETED BY SCHOOL)

COMMENTS: INDICATE SPECIAL NEEDS OR PROBLEMS (I.E., TUTORING, COUNSELING OR OTHER REMEDIATION). ATTACH ADDITIONAL PAGE(S) OR CALL CSW TO SHARE ADDITIONAL INFORMATION, IF NECESSARY.

CONTACT PERSON OR FORM COMPLETED BY:

NAME

JOB TITLE

PHONE ( )

DATE COMPLETED

PLEASE ATTACH CHILD'S MOST RECENT SCHOLARSHIP RECORD

INSTRUCTIONS FOR COMPLETION AND FILING

1. CSW completes Part I, supplying identifying information on CSW and child, and noting date by which response is needed. Enters complete information on school to which the form will be sent. Prepares a separate DCFS 1726 for each child.

2. CSW files copy #4 in Psychological/Medical/Dental/School Reports folder as a control pending return of completed report by school. Forwards the original and copies #1, 2 & 3 to the appropriate school. Includes a self-addressed, stamped envelope.

3. School staff completes Parts II-IV and “Form Completed By” Section, and retains copy #3 in cumulative record. Returns original and copies #1 and 2 to CSW.

4. CSW attaches completed original to case plan document, files copy #1 in Psychological/Medical/Dental/School Reports folder, sends copy #2 to the child’s foster care provider and discards copy #4.
COUNTY OF LOS ANGELES
DEPARTMENT OF CHILDREN AND FAMILY SERVICES

NOTIFICATION TO SCHOOL OF CHILD’S PLACEMENT STATUS

Date __________

TO: School ___________________________ School District ___________________________ Name ___________________________

1. Child’s Name ___________________________ Date of Birth ________
   NAME (Last, First, M.I.)

2. Date of Current Placement / /

3. Name of Caregiver or Facility Contact Person ___________________________
   Address ___________________________ City ___________ ZIP Code ___________
   Telephone Number ___________________________

4. Person with Educational Rights ___________________________
   (e.g., mother, father, legal guardian, etc.)
   Address ___________________________ City ___________ ZIP Code ___________
   Telephone Number ___________________________

5. School Child Last Attended ___________________________ School District ___________________________ Grade Level ________
   Name ___________________________ Name ___________________________
   Last School Address ___________________________ City ___________ ZIP Code ___________

6. Does Child Have an IEP on File? ☐ Yes ☐ No ☐ UNK If Yes, Date Completed ________

7. Child’s Special Educational Needs ___________________________

8. Child’s Involvement with Regional Center ___________________________

9. Child’s Health Problems ___________________________

REMINDER: THE CHILD’S IMMUNIZATION RECORD MUST BE AVAILABLE TO THE SCHOOL FOR ENROLLMENT

PROBLEMS OR QUESTIONS PLEASE CALL:

10. CSW ___________________________ Telephone Number and Ext. ___________________________
    SCSW ___________________________ Telephone Number and Ext. ___________________________
    Regional Office Address ___________________________ Date: __________

CONFIDENTIAL CASE RECORD, PURSUANT TO WIC SECTION 827 AND ORDER OF THE LOS ANGELES COUNTY JUVENILE COURT

DCFS 1399
# LACOE Course Titles and Los Angeles Unified School District Equivalent Course Titles

<table>
<thead>
<tr>
<th>LACOE Course Titles 9-12</th>
<th>LOS ANGELES UNIFIED SCHOOL DISTRICT COURSE TITLES 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9 A/B</td>
<td>230107 ENGLISH 9A</td>
</tr>
<tr>
<td>English 10 A/B</td>
<td>230109 ENGLISH 10A</td>
</tr>
<tr>
<td>English 11 A/B</td>
<td>230201 CONTEM. COMP</td>
</tr>
<tr>
<td>English 12 A/B</td>
<td>230205 EXPOS. COMP.</td>
</tr>
<tr>
<td>Reading Basics</td>
<td>230141 STRATGC. LIT. 1A</td>
</tr>
<tr>
<td>English Language Development A/B</td>
<td>170101 ESL BEGINNING 1A</td>
</tr>
<tr>
<td>English Language Development C/D</td>
<td>170103 ESL INTERMEDIATE 2A</td>
</tr>
<tr>
<td>English Language Development E/F</td>
<td>170105 ESL ADVANCED 3</td>
</tr>
<tr>
<td>English Language Development G/H</td>
<td>170106 ESL ADVANCED 4</td>
</tr>
<tr>
<td>Social Science Survey A/B</td>
<td>370407 INTRO. SOCIAL SCIENCE</td>
</tr>
<tr>
<td>Modern World History A/B</td>
<td>370127 WHG: MOD. WORLD A</td>
</tr>
<tr>
<td>U.S. History A/B</td>
<td>370129 U.S. HISTORY 20TH A</td>
</tr>
<tr>
<td>American Government</td>
<td>370603 PRIN. AMER. DEMOCR.</td>
</tr>
<tr>
<td>Economics</td>
<td>370905 ECONOMICS</td>
</tr>
<tr>
<td>Algebra I A/B</td>
<td>310301 ALGEBRA 1A</td>
</tr>
<tr>
<td>Integrated Mathematics II A/B: Algebra</td>
<td>310301 ALGEBRA 1A</td>
</tr>
<tr>
<td>Geometry A/B</td>
<td>310401 GEOMETRY A</td>
</tr>
<tr>
<td>Integrated Mathematics II A/B: Geometry</td>
<td>310401 GEOMETRY A</td>
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<tr>
<td>Algebra II A/B</td>
<td>310303 ALGEBRA 2A</td>
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<tr>
<td>Integrated Mathematics III A/B: Alg. II, Trig.</td>
<td>310303 ALGEBRA 2A</td>
</tr>
<tr>
<td>Mathematics Basics</td>
<td>310221 MATH TUT. LAB A</td>
</tr>
<tr>
<td>Earth Science A/B</td>
<td>360121 INT/COOR SCIENCE 1A</td>
</tr>
<tr>
<td>Biology A/B</td>
<td>360701 BIOLOGY A</td>
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<tr>
<td>Chemistry A/B</td>
<td>361401 CHEMISTRY A</td>
</tr>
<tr>
<td>Physics A/B</td>
<td>361501 PHYSICS A</td>
</tr>
<tr>
<td>Physical Education 9 A/B: Personal Fitness</td>
<td>330105 ADVANCED P.E. 1A</td>
</tr>
<tr>
<td>Physical Education 10 A/B: Intro. to Movement</td>
<td>330121 ADVANCED P.E. 2A</td>
</tr>
<tr>
<td>Physical Education 11 A/B: Intermediate Mov.</td>
<td>330113 MOV. BODY AWARENESS A</td>
</tr>
<tr>
<td>Physical Education 12 A/B: Advanced Mov.</td>
<td>330203 PHYSICAL FITNESS</td>
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<tr>
<td>Adapted Physical Education 9A-12B</td>
<td>330301 ADAPTED PHYSICAL ED.</td>
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<tr>
<td>Modified Physical Education 9A-12B</td>
<td>330301 ADAPTED PHYSICAL ED.</td>
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<td>Specially Designed Physical Education 9A</td>
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<tr>
<td>High School Health</td>
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<tr>
<td>Child and Family Development</td>
<td>280513 PARENT CHILD DEVELOP.</td>
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<td>Introduction to Visual Arts A/B</td>
<td>200105 INTRO. ART A</td>
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<tr>
<td>Intermediate Visual Arts A/B</td>
<td>200305 ART PRO. SH. A</td>
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<tr>
<td>Advanced Visual Arts A/B</td>
<td>200209 DES. CRAFT A</td>
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<td>Introduction to Music A/B</td>
<td>320103 WORLD OF MUSIC</td>
</tr>
<tr>
<td>Intermediate Music A/B</td>
<td>320501 DANCE(REC. HS A</td>
</tr>
<tr>
<td>Advanced Music A/B</td>
<td>330505 BEG. DANCE(CH/PRO.</td>
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<td>Introduction to Dance A/B</td>
<td>330506 INT. DANCE(CH/PRO.</td>
</tr>
<tr>
<td>Intermediate Dance A/B</td>
<td>380101 THEATRE APPR. A</td>
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<tr>
<td>Advanced Dance A/B</td>
<td>380113 INTERMEDIATE ACTING A</td>
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<tr>
<td>Introduction to Theatre Arts A/B</td>
<td>380115 ADVANCED ACTING A</td>
</tr>
<tr>
<td>Career Exploration</td>
<td>420107 LIFE SKILLS 21ST</td>
</tr>
<tr>
<td>School to Career Projects</td>
<td>180103 INTRO. COMPUTERS</td>
</tr>
<tr>
<td>Service Learning</td>
<td>180501 INFORMATION PROCESSING</td>
</tr>
<tr>
<td>Job Shadow</td>
<td>180709 NEW MEDIA 1A</td>
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