



ENROLLMENT, ATTENDANCE, & WITHDRAWAL MANUAL: POLICIES AND PROCEDURES

ELEMENTARY, SECONDARY AND OPTION SCHOOLS

2024–2025

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1. ATTENDANCE ACCOUNTING OVERVIEW

1.1 COMPULSORY EDUCATION LAWS

Each person between the ages of 6 and 18 years, not exempted, is subject to compulsory full-time education and each parent/guardian, or other person having control or charge of the pupil should send the pupil to the public full-time day school or continuation school or classes for their residence area for the full-time designated as the length of the school day (E.C. § 48200).

1.2 PREPARATION PROCEDURES FOR OPENING DAY

To ensure a smooth opening with MiSiS, schools shall complete all relevant tasks prior to the first instructional day. To plan for a successful opening of the school year, refer to the [MiSiS Opening of the School Year Checklist](#).

1.3 DATA ACCURACY

Principals must make a concerted effort to ensure data accuracy by establishing ongoing procedures to review and validate student and staff data throughout the year. The *Elevate Data Quality* (<https://datatool.lausd.net>) sends email notifications two times per week to designated school staff. Principals must select and assign via the Principal's Portal (<https://principalportal.lausd.net/>) the designated staff to receive the Enrollment & Demographics, Attendance, Scheduling, English Learner, and Discipline notifications. The *Elevate Data Quality* report notifications will begin the second week of school in the Fall and are emailed directly to the designated staff assigned by the principal. The School Data Designee Form is located on the Principal's Portal web page, under the ACTIONS tab. Principals must designate at least one person for each area but can add an additional person for each area.

Principals will automatically be given access to the *Elevate Data Quality application* and receive a monthly email notification of *all Elevate Data Quality* subject areas during the last week of the month to assist in monitoring. Depending upon the size of the school and available personnel, some designees may need to be assigned to multiple subject areas.

Principals must ensure that the staff assigned to these areas understand their data designee roles and responsibilities related to data monitoring, and the need to correct identified errors in a timely manner. Designees will receive email notifications that include current *Elevate Data Quality* monitoring or error reports for the subject areas to which they have been assigned.

For more information regarding the *Elevate Data Quality application*, including a Quick Guide and link to a training video, access, roles and responsibilities, refer to [REF-6885.6, Elevate Data Quality Tool Policy & Procedures](#). For additional resources, refer to the resource links found on the Elevate application home page at <http://datatool.lausd.net/>.

1.4 STRATEGIC PLAN

The 2022-26 Strategic Plan was designed to leverage the work the district has been leading and build upon that work in bold and innovative way for the purpose of being more responsive to the needs of our students and school community. The Strategic Plan consists of five high-level Pillars that represent critical focus areas. Each Pillar contains several Priorities required to successfully support the pillar, as well as Measures of Success and associated targets to gauge progress in meeting district goals. Outstanding Attendance (Priority 2D) falls under Pillar 2: Joy and Wellness. The Priority is to ensure outstanding attendance to support consistent in-class learning. The strategies outlined in this Priority are actions that can be implemented at the school site or district level to meet the targets addressed in the Measures of Success. For additional information, visit [LAUSD 2022-26 Strategic Plan](#).

1.4.1 iATTEND INITIATIVE

The iAttend is a district-wide effort aimed to promote coherency and a shared responsibility to improve student attendance and ultimately prepare our students to be “Ready for the World”. This initiative provides schools with a roadmap to enact a multi-tiered system of support aimed at removing barriers to student attendance. There are seven elements to improve student attendance: accurate data, attendance teams, culture of attendance, outreach and intervention, community partnerships, staff understanding, and continuous improvement. For more information, please visit the [iAttend Plan](#) and [iAttend School Resources](#).

2. SCHOOL ENROLLMENT PROCESS

Enrollment is defined as both the process of registering (acceptance of all necessary documentation) and the presence of the student in class (elementary) or scheduled classes (secondary). The enrollment E-date of a student is the first day of in-seat attendance.

2.1 WHO CAN INITIATE THE ENROLLMENT OF A STUDENT

The following individual(s) can initiate enrollment:

- Parent/legal guardian/educational rights holder (ERH)
- Caregiver
- 18-year-old student
- Emancipated minor
- Unaccompanied homeless youth

2.2 ENROLLMENT RESPONSIBILITIES

In efforts to facilitate enrollment, schools should have student enrollment paper packets for the following academic school year available by March to align with the opening of the pre-enrollment portal. Student enrollment packets should be provided to parents upon request. Proof of residence should only be requested when a completed enrollment packets is provided to the school.

The principal is responsible for the immediate enrollment of all students under their supervision. Schools should make every effort to ensure that all non-enrolled students residing within the school's attendance boundaries are enrolled immediately, without delay, regardless of the time of year. Parents, legal guardians, caregivers, educational rights holders, emancipated youth, or unaccompanied youth should not be turned away when seeking enrollment. School offices should not limit enrollment services to certain hours or days of the week and must enroll students during all regular school office hours and should not maintain waiting lists for enrollment. Schools that coordinate mass registration events prior to the beginning of a school year (e.g., kindergarten enrollment) must notify parents/guardians at least two weeks in advance. To determine the school of residence, visit <https://rsi.lausd.net/ResidentSchoolIdentifier/>.

To facilitate the enrollment process, school personnel should provide affidavits for any missing but required documents. The following affidavits should be provided by school personnel as alternative documentation and placed in the student's cumulative record once the enrollment process has been completed:

- [Affidavit to Verify Residence](#)
- [Affidavit of Temporary Residence](#)
- [Affidavit for Proof of Age of Minor](#)
- [Affidavit of Parent/Legal Guardian Identification](#)
- [Caregiver's Authorization Affidavit](#)

The affidavits may be renewed annually if warranted. All signed affidavits should be retained with the cumulative record and should not be destroyed.

Students with special circumstances (e.g., students experiencing homelessness, students in foster care, youth involved in the juvenile justice system, students from active duty military families, recently immigrated youth, unaccompanied youth, and students with IEPs) should be enrolled immediately, without delay, regardless of the availability of school

records, immunization records, proof of residence, school uniforms, and existence of fines from a previous school or any other documentation (E.C. §§ 48432.5, 48853, 48853.5). For more information, refer to [BUL-6718.0](#), *Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System* and [BUL 6990.9](#) Immunization Guidelines for School Admission.

School personnel should immediately, without delay, register all students with disabilities residing within the school's attendance boundaries and implement a Free and Appropriate Education (FAPE) as indicated on the student's Section 504 Plan or Individualized Education Plan (IEP) to the maximum extent possible. Schools should attempt to offer a program with appropriate accommodations per the Section 504 Plan and an appropriate curriculum, setting, and grade span per the IEP, and should provide comparable services until such time that a re-evaluation meeting is held under Section 504 or an assessment and/or 30-Day IEP is held, and the IEP team determines the offer of FAPE. Refer to Section [4.6 SPECIAL EDUCATION](#) or information regarding the placement of students when schools cannot offer a program with comparable services.

Schools may contact the School Enrollment Placement and Assessment Centers (S.E.P.A.) for support and consultation when enrolling students/families who have recently immigrated and who may need support with vaccinations, school supplies, medical insurance enrollment, and/or other resources. Contact the S.E.P.A. centers: Placencia Site at (213) 482-3954 or Panorama site at (818) 909-4593 or visit <https://www.lausd.org/sepacenter> for more information.

To assist with immunization and other basic needs, schools can refer families to School Based Health Centers <https://www.lausd.org/Page/12532> and Wellness Centers <https://www.lausd.org/wellnessprograms>

2.2.1 STUDENT PRE-ENROLLMENT PORTAL

The online LAUSD Student Pre-Enrollment Portal facilitates the submission of enrollment information for new students entering grades TK-12 in LAUSD. It allows for the submission of enrollment information either to the student's designated school or those who applied through the Unified Enrollment system. This portal is exclusively for new students and not for those continuing, transferring, or graduating within the LAUSD system. Schools are responsible for the following:

1. Monitoring the online Pre-Enrollment portal daily to review the submitted, in process, transfer, approved statuses applications, and process enrollment applications.
2. Following up as needed to ensure students are immediately enrolled.
3. Continuing to offer parents/guardians non-electronic alternatives for enrollment (paper enrollment forms).

For more information, download a detailed summary report by school year and enrollment status at <https://enroll.lausd.net>.

2.2.2 LAUSD PARENT PORTAL AND STUDENT ENROLLMENT PORTAL

The LAUSD Parent Portal is LAUSD's Parent Access Support System portal. It is a one-stop online system that connects parents, legal guardians, and educational rights holders (ERH) to information regarding student education. It is secure and personalized by student. The Parent Portal is linked to the Student Enrollment Portal (<https://enroll.lausd.net>) which allows parents/legal guardians/ERH of current LAUSD students to "upload document". Guardians do not have access to parent portal. Schools should utilize the portal to exchange completed documents instead of using personal emails, as it is not a secure method of transmitting documents between the school and families.

The Student Enrollment Portal has a Documents dashboard that will display all the documents uploaded for students who attend the school. Designated school staff should regularly check emails processed through Parent Portal and can access the uploaded documents by student ID, student name, status, and file type. After reviewing documents, schools should update the status of the document and save and/or file it as appropriate, per policy.

For more information, regarding accessing documents uploaded by parents/legal guardians/ERH through the Student Enrollment Portal, refer to Parent Portal Job Aid, [Accessing Documents Uploaded By Parents In The Parent Portal](#).

Below is a list of the document upload options available to parent/legal guardians/ERH via this portal:

1. Student Emergency Information Form
2. Proof of Residence/Address
3. Student Meal Application
4. Student Housing Questionnaire
5. Financial Responsibility for Damage to School Property Letter
6. Parent - Student Handbook Acknowledgements
7. Responsible Use Policy RUP for District computer systems
8. Parent/Guardian Publicity Authorization and Release
9. School rules behavior and standard policy
10. School attendance policy and procedures
11. Parent Student Acknowledgment Form- Loaned Computing Devices
12. Absence verification notes (notes: medical/parent)
13. Counseling Services Consent Form
14. Uncleared Absence Letter
15. Special Education Assessment Plan
16. Individual Education Plan / 504 plan
17. Individual Graduation Plan
18. Individual Culmination Plan
19. Sports Physical
20. Immunization Record
21. Field Trip Slips
22. Intra-District Permit
23. Address Confirmation Letter (NYE)
24. Consent for Release-Exchange of Information (e.g., medical/DCFS)
25. Custody / Court Orders
26. Program participation (afterschool programs)
27. Parent surveys
28. Parent Assurance Letter
29. Caregiver Affidavit
30. Affidavit to Verify Residence
31. Affidavit of Parent/Legal Guardian Identification
32. Affidavit of Proof of Age of Child/Minor
33. Parent Consent for Assessment as Gifted/Talented Program Placement
34. Oral Assessment
35. Permanent Health History
99. Other (option to upload documents not listed)

2.3 RESIDENCE REQUIREMENTS

A student may only have one residence for enrollment purposes:

- The residence of the student's parent/guardian who resides within the boundaries of the school district.
- A licensed foster or Short-Term Residential Therapeutic Program (formerly known as group home).
- The home of an adult caregiver who is located within the boundaries of the school.
- A state hospital located within the boundaries of the school.
- Students whose custody is shared by parents living separately have the option of attending the school of residence of either parent. A student may only be enrolled in one school. Dual enrollment due to custody issues is strictly prohibited. The choice of school is at the parents' discretion, unless otherwise stated by court documentation. Schools cannot and will not mediate custody issues for parents.
- Some exceptions to residence requirements apply for students on permits and/or special populations. Please refer to sections [3. ENROLLMENT OF STUDENT IN SPECIAL POPULATION](#) and [7. ENROLLMENT PERMITS](#).

2.4 RESIDENCE VERIFICATION

The enrollment process requires that a parent/guardian provide current documentation that verifies their name and residence address within school boundaries. Only one document is required to verify residence. The examples of documents that may be accepted as proof of residence, include but are not limited to the following documentation:

- Property tax payment receipts
- Rental property contract, lease, payment receipts
- Utility service contract, statement, or payment receipts
- Current pay stubs
- Voter registration
- Correspondence from a government agency (e.g., **Medi-Cal, IRS, Social Security, etc.**)
- Declaration of residence executed by the parent or legal guardian of a pupil, refer to section [2.4.1 AFFIDAVIT TO VERIFY RESIDENCE](#).

Nothing in this section should be construed to require a parent or legal guardian of a pupil to show all the items of documentation listed.

Other documents may also be considered as proof of residence. However, many of these documents may not be as reliable as those listed above and therefore, may require additional verification. Examples of these documents include, but are not limited to:

- Escrow papers
- Current bank statements (personal checks will not be accepted as proof of residence)
- Moving company receipts
- Verification of residency service letter from a utility company

Any documentation offered as proof of residence must show the name of the parent/legal guardian, a current date, and the residence address. LAUSD does not accept bills, driver's licenses, or Department of Motor Vehicles (DMV) Identification Cards as proof of residence. Licenses or identifications may be used to prove identity, but not to verify an address. Refer to the [Guidelines for Verification of Residence](#) for a complete list of acceptable documentation.

For special circumstances, a student will be allowed to enroll in school. In these cases, one of the following should be accepted in lieu of conventional proof of residence documentation:

- Student Housing Questionnaire (SHQ), refer to section [3. ENROLLMENT OF STUDENT IN SPECIAL POPULATION](#)
- DCFS Form 1399 "Notification to School of Minor's Placement Status," refer to section [3. ENROLLMENT OF STUDENT IN SPECIAL POPULATION](#)
- Intra- or Inter-district Permit, refer to section [7. ENROLLMENT PERMITS](#)
- Special Education (IEP), refer to section [4.6 SPECIAL EDUCATION](#)

2.4.1 AFFIDAVIT TO VERIFY RESIDENCE

If a parent/guardian does not have proof of address, the [Affidavit to Verify Residence](#) should be completed and accepted to document residence. School staff should not request that parents/guardians notarize the affidavit or other documents to prove residence (e.g., rental agreements, or letters from landlords) and should begin the enrollment process immediately. Some exceptions to residence requirements apply for students on permits and/or special populations. For more information, refer to sections [3. ENROLLMENT FOR STUDENTS IN SPECIAL POPULATIONS](#) and [7. ENROLLMENT PERMITS](#).

Schools that receive an [Affidavit to Verify Residence](#) should do the following:

1. Inform the parent/guardian that they are responsible for providing proof of residence within 30 calendar days.
2. Mail the [Verification of Residence Follow-up Letter](#) and a copy of their signed [Affidavit to Verify Residence](#) the same day the parent/guardian completes enrollment as the 30-day period will begin. Write on the mailing envelope "Do Not Forward: Address Correction Requested".
3. Maintain all original [Affidavit to Verify Residence](#) in a single file or binder, including a log to monitor follow-ups. Once the parent/guardian has provided proof of residence, school personnel should place all documentation in the student's cumulative record.

If a parent/guardian returns the mailed [Verification of Residence Follow-up Letter](#) within 30 days to the school, this is legally sufficient to establish residence.

If the parent/guardian/caregiver does not return with valid proof or with the *Verification of Residence (Follow-up Letter)* during the 30-day period, designated school staff should follow-up with the parent/guardian of the need to provide proof of residence. Certificated school site staff may also conduct home visits as needed to verify residence.

If the letter is returned “Undeliverable” and with new address information, the administrator should notify the parent/guardian, in writing utilizing the latest *Moved, False Address, Forfeit of Permit Letter* that the student does not reside in the school’s attendance area and determine the school of residence. If the letter is returned “Undeliverable” without a new address, the administrator should contact the parent/guardian to provide request proof of residence.

For more information regarding the investigation procedures, refer to section [9.3 INVESTIGATING FALSE OR SUSPICIOUS ADDRESSES](#).

The *Affidavit of Temporary Residence should* be used only if the student is physically living with a parent/guardian who has a temporary residence within the District and is unable to provide valid proof of residence at the time of enrollment.

If the procedures outlined above were not followed by the school, and the student has been enrolled for 31 or more days, the parent/guardian should be given the option to:

- A. Transfer the student to the school of residence; or
- B. Have the student continue at the current school for the remainder of the semester using a Continuing Enrollment Permit, refer to [BUL-5347.1](#), *Intra-district (school to school) Permits and Student Transfers in Elementary and Secondary Schools*.

2.4.2 ENROLLMENT IN ZONES OF CHOICE

Zones of Choice (ZOC) are geographic areas comprised of multiple school options. The school options in each zone are open to all resident students and represent the demographics of the local area. Schools in a ZOC may not directly enroll students. Specific school assignments are made by the ZOC office staff. A ZOC School Application is required from every student for the specific zone, which can be downloaded from the ZOC website or requested from the ZOC office or local school. To determine if students live in a ZOC area, enter the current home address in the [Resident School Identifier](#) or call (213) 241-0466.

2.4.3 OPTIONAL ATTENDANCE AREA

There are some addresses that fall between multiple schools and/or ZOC boundaries, which provide parents/guardians an option to choose either school(s) or Zone(s). The parent/guardian of a student who moves into an optional attendance area should have the options explained to them by school personnel when they inquire about the enrollment process. The parent/guardian must sign the *Optional Area Decision Form* which indicates the choice of school. If the parent/guardian selects a zone school, then the school must provide a ZOC School Application for the specific zone, which can be downloaded from <https://www.lausd.org/ZOC> or requested from the ZOC office at (213) 241-0466. When a student matriculates into an optional area, the school should inform the parent/guardian of this option during the tenth week of the second semester. Completed copies of the *Optional Area Decision Form* should be forwarded to the schools involved. The decision must be made prior to the student’s enrollment and is considered final. Once an optional area decision has been made by the parent/guardian, any change of schools thereafter will require a valid permit or District initiated transfer.

2.4.4 CONVERSION OR PUBLIC SCHOOL CHOICE (PSC) CHARTER SCHOOL OPT-OUT

Pupils cannot be required to attend a charter school, pursuant to applicable law. (See E.C. § 47605 (g) [“The governing board of a school district should not require a pupil enrolled in the school district to attend a charter school”].) Although charter schools, in general, do not have attendance boundary requirements, the charter schools that are part of the District’s Public School Choice (PSC) program, or converted from a traditional District school to charter school status, must comply with admission and enrollment requirements that relate to District attendance boundaries. As a result, these charter schools may be identified and considered as the residential “home school” for these students.

If a family lives in the attendance boundary of a conversion or PSC charter school, families have the right to “opt-out” of enrollment in the charter school at any time and attend a traditional District school instead. The parent/guardian should contact School Management Services at (213) 241-8044, who will facilitate the issuance of a District Placement (redesignated “home school”) for the student’s enrollment. For the parent/guardian exercising their right to opt-out from enrolling their child into the converted and/or PSC charter school and enrolling in a traditional District school, transportation will not be provided.

Once a parent/guardian has exercised the right to opt-out, they may be unable to re-enroll the child in the charter school for the remainder of the school year, unless the charter school has a seat available in accordance with the capacity set forth in the charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, should have the opportunity to enroll their student(s) at the charter school again.

For additional information, refer to [REF-143507.0](#), *Alternative Placement Process for Students Opting Out of Non-LAUSD Operated Assigned Resident Schools* or contact School Management Services at (213) 241-8044.

2.5 PROOF OF AGE OF MINOR

Schools should establish student identity with any of the following:

- A certified copy of a birth record
- Statement by the local registrar or county recorder certifying the date of birth
- Baptism certificate duly attested
- Court order

School staff should not request passports, visas or other documents that show immigration status (E.C. § 234.7). If a parent/guardian voluntarily provides any of these documents, they should not be copied nor placed in cumulative records. Rather on a separate document, school staff can state “Government-issued photo identification review by [name of school staff], initial, date.”

If the parent/caregiver is unable to provide one of these documents, the parent must complete [Affidavit for Proof of Age of Minor](#). If a copy of an original document is provided, attach it to the completed [Affidavit for Proof of Age of Minor](#) form. A parent, legal guardian, or eligible student (18 years or older) on behalf of themselves or the student, may request registration of a student under an additional name and/or gender marker differing from the student’s legal name and/or gender marker. For more information refer to [BUL- 5703.4](#), *Name and/or Gender of Pupils for Purposes of School Records*, or Office of Data and Accountability. This bulletin applies only to school records maintained by LAUSD Schools may provide general information to parents about obtaining birth certificates if the parent is interested. Refer to <https://www.lavote.gov/recorder/birth-records>.

2.6 PARENT/GUARDIAN/CAREGIVER IDENTIFICATION

Schools should establish a student’s parent/guardian/caregiver (e.g., foster parent, agency representative) identity and verify the relationship of the adult to the student as outlined below.

To verify parent/guardian/caregiver identity, the following can be used:

- A. Adult’s government-issued photo identification (e.g., driver’s license, DMV Identification Card; and/or
- B. A passport can be used if provided by the parent but should not be copied and placed in cumulative records. On a separate document, school personnel can state “Government-issued photo identification reviewed by [name of school staff], initial, date.”

To verify the relationship of the adult to the student the following can be used:

- A. Court order, DCFS Form 1399, JV-535, Letters of Guardianship, Letters of Conservatorship and parent’s identification establishing the parent/guardian relationship; and/or
- B. Student’s Baptismal Certificate

If the parent/guardian does not have any legal identification, the adult must complete the [Affidavit of Parent/Legal Guardian Identification](#). The completed affidavit is to be kept in the student’s cumulative record. As a safety precaution, schools should ask parents/guardians without photo identification to take a picture to be kept on file. Schools should retain copies of all pertinent documents and file them in the student’s cumulative record.

On November 3, 2021, the values for Relationship type were changed in MiSiS. This change impacts the Parent/Guardian, Emergency Contact, Military Family Member, and Family Member screens. The change simplifies categories, is more inclusive of diverse family systems, and adheres to confidentiality requirements in federal and state laws and regulations as well as District policy. Please refer to MiSiS Job Aid, [Relationship Type](#).

2.7 CAREGIVER'S AUTHORIZATION

In the absence of a parent, legal guardian, or educational rights holder, or if the student does not reside with the parent or legal guardian, the school should provide the adult who is enrolling the student with a [Caregiver's Authorization Affidavit](#). The adult who enrolls the student must provide all other necessary enrollment documentation, including proof of residence in the attendance area of the school. The [Caregiver's Authorization Affidavit](#) is sufficient proof to determine that a student lives in the caregiver's home, unless there is a suspicion that the student is residing elsewhere (Family Code, § 6550).

This affidavit must be renewed on a yearly basis. If the minor stops living with the caregiver, the caregiver should notify the school and the affidavit will be invalid (F.C. § 6550). This affidavit is used for purposes of enrollment only. It does not grant the caregiver educational rights. For more information, regarding unaccompanied homeless youth, refer to section [3.2.5 UNACCOMPANIED YOUTH EXPERIENCING HOMELESSNESS](#).

2.8 DETERMINING GRADE PLACEMENT

To determine appropriate grade placement, schools should:

1. Check MiSiS to determine the last grade the student was enrolled in using the Enroll Student Search and Enrollment History screens.
2. Review the MiSiS Student Transfer Form, report card, and/or transcript.
3. Contact the last school of enrollment.
4. For returning high school students, check cumulative high school credits on MiSiS/MyData
5. Utilize the *Chronological Age Calculator* <https://agecalculator.lausd.net> and the *Grade Placement Chart* for guidance on appropriate grade placement. For more information, refer to [MEM-6860.6, Chronological Age Calculator](#).

For secondary students who are credit deficient, schools should immediately enroll and then refer the student to their school counselor for proper educational placement and exploration of their educational options. For more information, refer to [BUL-113901.0](#) Standards-Based Promotion, Retention, and Acceleration Policy.

For more information, refer to [BUL 079501.2 Graduation Requirements for the Classes of 2024-2027](#) for specific guidance on required credits to promote from one grade level to the next. For procedures regarding eighteen (18+) year-old students, refer to section [4.1 EIGHTEEN \(18\) YEARS OF AGE OR OLDER](#). Contact the appropriate Region Counseling Coordinator for further guidance.

2.9 TRANSFERS FROM ANOTHER LAUSD SCHOOL

Students entering from another LAUSD school or program, including those students with initial and subsequent changes in enrollment, do not require a MiSiS Student Transfer Form. Under no circumstances should parents/guardians be required to return to the previous school of attendance for a Student Transfer Form, as all pertinent student information can be accessed in MiSiS.

For all current or returning LAUSD students, a receiving school should update the student's record to reflect new residence information in MiSiS.

The enrolling school should request the cumulative record from the previous school within two weeks of enrollment. For students in foster care, and students involved in the juvenile justice system that are defined as being in foster care, transfer of record requests including IEPs and partial credits should be made within two business days from when notified by a county placing agency (DCFS or probation), E.C. § 49069.5. For students involved in the juvenile justice system who are not defined as students in foster care, cumulative record requests should be made within five days of enrollment per [BUL-6887.1, Pupil Records: Access, Confidentiality, and Notice of Educational Rights](#).

If the enrolling student has established an academic record in the current school year at the previous school, the receiving school should contact the previous school to request completion of the student withdrawal to document final grades and partial credits in the student's classes.

For further information, refer to MiSiS Job Aids: “*Enroll Student and Assign Classes, Quick Guide to Enrollment Steps, Legacy Student Enrollment Form and MiSiS Screens, Enrollment Packet Forms & MiSiS Screens and E and L Codes*” at <https://www.lausd.org/Page/4596> for steps to enroll a student.

2.10 MANDATED ENROLLMENT CHECKLIST

For LAUSD students, school personnel should provide parents/guardians with all mandated forms to be completed and returned individually for each student. To access the mandated forms in additional languages, refer to the [Enrollment, Attendance, & Withdrawal Resources](#).

The [Student Enrollment Document Checklist](#) should be used as a quick reference for documents to be included in enrollment packets. Listed as a requirement on the *Student Enrollment Document Checklist* is *All In 2023 Enroll Get Care Renew*, as it is required by California Assembly Bill 2706, for schools to provide health coverage information in every student’s enrollment packet, *CHAMP Brochure*.

The [Office Checklist for Student Enrollment](#) must be completed and placed in the cumulative record for all newly enrolled students. Refer to [REF-5259.2, Use of New Student Enrollment Form](#), August 3, 2020.

If a school cannot electronically enroll a student due to technical issues, the school should process the enrollment and schedule classes on paper. Schools should retain copies of all enrollment documents, including the enrollment packet and enter the enrollment into MiSiS as soon as possible.

Schools should utilize information obtained from legal documents (e.g., name, date of birth, parent name, birth country) to prevent the duplication of student records and ensure the correct assignment of the Statewide Student Identifier (SSID), the unique student ID assigned to each California public school student.

If two parents are noted on a birth certificate and only information for one is offered on the enrollment form, enter the information provided on the enrollment form in MiSiS. A copy of the birth certificate should remain in the cumulative record in case the other parent should visit the school. School staff should utilize the birth certificate and parent’s ID to verify their relationship to the student. For instances when two parents are noted on a birth certificate and the enrolling parent includes the parent’s name, but no contact information on the enrollment form, MiSiS allows the entry of a parent/guardian’s name without having to enter an address or phone number.

2.10.1 NEW LAUSD STUDENT ENROLLMENT FORMS

Forms for new LAUSD students, defined as a student who has not attended any LAUSD school within the current academic school year, should be provided with the [New LAUSD Student Enrollment Forms](#) which includes:

- Enrollment Form
- Student Emergency Information Form
- Permanent Health History
- Guide to Immunizations Required for School Entry - Grade TK/K-12
- Oral Health Assessment Letter/Waiver Request Form (only for Kindergarten or 1st grade entry)
- Cancer Prevention Act (only for incoming 6th grade entry)
- Student Housing Questionnaire (SHQ)
- Title III Immigrant Education Program Questionnaire
- Migrant Education Program Family Work Questionnaire
- Title VI, American Indian Education Program Cover Letter and Form
- American Indian/Alaska Native and Indigenous Family Questionnaire
- Refugee Educational Support Program Eligibility Questionnaire
- Parent/Guardian Acknowledgment (Devices Take Home) Responsibility for Loaned Computing Devices Assigned to Students
- Parent Student Handbook
- Instructional School Calendar
- CHAMP Program Brochure
- All In 2023 Enroll Get Care Renew
- Responsible Use Policy (RUP) for District Computer Systems

- Parent/Guardian Publicity Authorization and Release
- School rules, behavior standards, policies, school map including location of restrooms, bell schedules, pedestrian routes, etc.
- School attendance policy and procedures related to absences, tardiness and truancy aligned with District policy
- School Attendance Recognition Criteria

All LAUSD K-12 schools are operating under the Community Eligibility Program therefore no meal application is required.

2.10.2 MATRICULATING LAUSD STUDENTS DISSEMINATED FORMS

Students matriculating, transferring, or returning (same school year) within LAUSD should provide updates through the required annually disseminated forms.

At the beginning of each school year, all enrolled students, including matriculating and transferring students, should be provided with the [Continuing LAUSD Student Annually Disseminating Forms](#):

- Student Emergency Information Form
- Guide to Immunizations Required for School Entry – Grade TK/K-12
- Cancer Prevention Act (*New, only for incoming 6th grade entry)
- Student Housing Questionnaire (SHQ)
- Parent Student Handbook (updated yearly)
- Migrant Education Program Family Work Questionnaire
- American Indian/Alaska Native and Indigenous Family Questionnaire (*NEW)
- Instructional School Calendar
- CHAMP Program Brochure
- All In 2023 Enroll Get Care Renew
- Responsible Use Policy (RUP) for District Computer Systems
- Parent/Guardian Publicity Authorization and Release
- School rules, behavior standards, policies, school map including location of restrooms, bell schedules, pedestrian routes, etc.
- School attendance policy and procedures related to absences, tardiness and truancy aligned with District policy
- School Attendance Recognition Criteria

All LAUSD K-12 schools are operating under the Community Eligibility Program therefore no meal application is required.

Schools should not require matriculating students to complete a new Student Enrollment Form or to provide additional documentation for address verification unless there is a change of address. Affiliated Charters must verify residence for all incoming students to prioritize students who live in their attendance boundary and ensure the enrollment of these students.

The [Student Enrollment Document Checklist](#) should be used as a quick reference for documents to be included in enrollment packets. Listed as a requirement on the *Student Enrollment Document Checklist* is *All In 2023 Enroll Get Care Renew*, as it is required by California Assembly Bill 2706, for schools to provide health coverage information in every student's enrollment packet, *CHAMP Brochure*.

The [Office Checklist for Student Enrollment](#) must be completed and placed in the cumulative record for all newly enrolled students. Refer to [REF-5259.2](#), *Use of New Student Enrollment Form*.

If a school cannot electronically enroll a student due to technical issues, the school should process the enrollment and schedule classes on paper. Schools should retain copies of all enrollment documents, including the enrollment packet and enter the enrollment into MiSiS as soon as possible.

Schools should utilize information obtained from legal documents (e.g., name, date of birth, parent name, birth country) to prevent the duplication of student records and ensure the correct assignment of the Statewide Student Identifier (SSID), the unique student ID assigned to each California public school student.

If two parents are noted on a birth certificate and only information for one is offered on the enrollment form, enter the information provided on the enrollment form in MiSiS. A copy of the birth certificate should remain in the cumulative record in case the other parent should visit the school. School staff should utilize the birth certificate and parent's ID to verify their relationship to the student. For instances when two parents are noted on a birth certificate and the enrolling parent includes the parent's name, but no contact information on the enrollment form, MiSiS allows the entry of a parent/guardian's name without having to enter an address or phone number.

2.11 STUDENT EMERGENCY INFORMATION FORM

For the protection of each student's health and welfare, and to facilitate immediate communication with the parent/guardian, LAUSD, in accordance with E.C. § 49408, requires the parent/guardian to provide current emergency information on an official [Student Emergency Information Form](#) at the school site. Refer to [BUL-6303.1](#), *Student Emergency Information Form*.

Every parent/guardian or caregiver must complete a *Student Emergency Information Form* for each student at the time of enrollment and must submit an updated form as needed, or at least annually. Parents/guardians must provide a manner to receive both written (U.S. Mail) and oral communication (telephone, cell phone) regarding their child. Emergency information should include, but is not limited to the following:

- 1) Home address and current telephone, including cell phone and email.
- 2) Employment/business addresses and phone numbers
- 3) Emergency Contact name, address, and telephone numbers authorized to pick up and care for the student in an emergency if the parent/guardian cannot be reached.
- 4) If the student rides the school bus to and from school, include their routing information; route number, pick-up and drop off location. Parents/guardians of students with disabilities should also designate another adult who can receive their child in case of an emergency.

Students will only be released to a person listed on the [Student Emergency Information Form](#) unless the parents/guardians have provided written authorization on a case-by-case basis. Parents/guardians are required to update emergency information annually and any time there is a change to any emergency contact information that was initially provided. The emergency phone number for the parents/guardians and contact can be changed through the Parent Portal <https://parentportalapp.lausd.net/parentaccess/>. All other information, such as name or address, must be changed in person. For more information, refer to section [2.2.2 LAUSD PARENT PORTAL AND STUDENT ENROLLMENT PORTAL](#)

The [Student Emergency Information Form](#) should be included in every enrollment packet and disseminated annually, school sites should establish a protocol in order to obtain and update student emergency information for all students. All student emergency information should be entered into MiSiS within five school days after being received. All schools should maintain two copies of each Student Emergency Information Form. Elementary schools must keep one copy in the Nurse's Office and another in the Main Office. Secondary schools must keep one copy in the Health Office and the other in the Attendance Office or Small Learning Community, as appropriate. In addition, a copy must be placed in the student's cumulative record whenever a student matriculates to the next school level or upon transfer to another LAUSD school. An intensive effort should be made to secure completed forms for all students. It is every school's responsibility to maintain the most up to date emergency contact information in MiSiS. This effort should include, but is not limited to:

1. Calling student's home utilizing contact information in MiSiS and Finalsite Connect (formerly BlackBoard Connect).
2. Sending an additional *Student Emergency Information Form* home with the student.
3. Mailing the [Student Emergency Information Request Letter](#) with "Do Not Forward Address Correction Requested" printed on the envelope.

2.11.1 STUDENT EMERGENCY INFORMATION FORM AND MILITARY FAMILIES

Under the federal Every Student Succeeds Act, school districts are now required to formally track and monitor the academic progress of students from military families as they move from school base to military base and state to state. The [Student Emergency Information Form](#) will enable school staff to identify students that come

from military families. This information should be inputted in MiSiS to enable LAUSD to better support the needs of students from military families.

For further guidance on how to update information for military family member(s) in MiSiS, refer to MiSiS Job Aids, [Enter a Student's Military Family Information](#).

2.12 HEALTH INFORMATION

2.12.1 IMMUNIZATIONS

Students new to LAUSD will not be admitted or enrolled unless a current, complete immunization record provided by a health care provider, or the health department is presented at the time of enrollment. Students may be conditionally admitted and enrolled if missing doses of required vaccines are not yet due. For students who are part of a special population, refer to [2.12.3 CONDITIONAL ADMISSION FOR SPECIAL POPULATIONS](#).

Students currently enrolled in LAUSD, must have received all currently required immunizations. There are no grace periods for students who lack immunization that are currently due. Students may be excluded from attending school if the required immunizations are not up to date. Absences accrued during the time period of the exclusion should be recorded as unexcused in MiSiS.

All students entering or advancing to 7th grade must show evidence that they have received a pertussis-containing vaccine booster (e.g., Tdap) on or after their 7th birthday. The Td vaccine does not meet the requirement; however, DTap/DTP does meet the requirement if administered after the 7th birthday. All students entering or transferring to a different school at any grade level and/or entering or advancing to 7th grade are required to have a second dose of the varicella vaccine. Parent(s)/legal guardian(s) are encouraged to visit their child's health care provider or visit www.shotsforschool.org.

For additional assistance regarding immunizations, refer to [BUL-1660.9](#), *Immunization Guidelines for School Admission* or consult with the School Nurse or the Region Nursing Administrator.

2.12.2 IMMUNIZATION MEDICAL EXEMPTIONS

Beginning January 1, 2021, all new exemptions for school and childcare entry must be issued through CAIR-ME. Medical exemptions can only be issued by MDs or DOs licensed in California and must meet applicable Centers for Disease Control and Prevention (CDC), Advisory Committee on Immunization Practices (ACIP), and American Academy of Pediatrics (AAP) criteria. Immunization exemptions are only granted for medical reasons.

For additional assistance regarding immunizations, refer to [BUL-1660.9](#), *Immunization Guidelines for School Admission* or consult with the School Nurse or the Region Nursing Administrator.

2.12.3 CONDITIONAL ADMISSION FOR SPECIAL POPULATIONS

Schools should obtain proof of immunizations for student enrollment. However, students who are in foster care, which may include students involved in the juvenile justice system (e.g., those in suitable placement), experiencing homelessness, migrant, active-duty military family, or who have an Individualized Education Program (IEP) are to be granted Conditional Admission and enrolled immediately, regardless of the availability of immunization records or whether immunizations are up to date or complete. Students who have IEPs should continue to receive all necessary services identified in their IEP regardless of vaccination status.

Students are to be granted a provisional 30-day period to meet all immunization requirements. Parents/guardians must continue to provide immunization records for students to their school, and schools must continue to maintain and report records of immunization that have been received for these students. The school nurse may review records at least every 30 days and may exclude students if immunization requirements are not met within required timelines. Schools should provide parents and/or caregivers with information about required vaccinations for school admission and free/low-cost resources to obtain needed vaccinations. Immunization exemptions are only granted for medical reasons. To enter an immunization exception in MiSiS, refer to the [Immunizations](#) MiSiS Job Aid, select immunization> Exempt: Yes > Exemption Reason: Conditional Admission.

For additional assistance regarding enrollment and immunization requirements, refer to [BUL-1660.9](#), *Immunization Guidelines for School Admission* or consult with the School Nurse or the Region Nursing Administrator and [BUL-6718.0](#), *Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System*.

2.12.4 VIRTUAL ACADEMIES

Students in an independent study program who do not receive classroom-based instruction are not required to meet the immunization requirements per H&SC 120335(f). Schools should process these students as they do others in terms of requesting immunization records and filling out the California School Immunization Record Card (Blue Card). For those students who do not meet the requirements, fill out their Blue Cards with as much information from their immunization records and mark them as “IND” in the “Other” column of the “Status of Requirements” section of the Blue Card. Please see Blue Card screenshot and FAQ 21 below.

[Exemption FAQs \(ca.gov\)](#)

STATUS OF REQUIREMENTS	Staff Initials / reviewed pupil's Immunization record	Has All Required Vaccine Doses	Requires Follow-up			Follow-up Date(s) (See conditional admission schedule or exemption end date)	Other See codes on reverse side	Date Requirements Met
			Temporary Medical Exemption	Missing Doses Not Currently Due—Conditional	Missing Doses Are Overdue—Needs Doses Now			
Pre-Kindergarten (Child care or preschool)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> IEP <input type="checkbox"/> PBE (pre-2016)	
TK/K-12	AB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> IEP <input type="checkbox"/> Home <input type="checkbox"/> PBE (pre-2016)	08/10/22
7 th Grade (Advancement or admission)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> IEP <input type="checkbox"/> IND <input type="checkbox"/> Home	

For additional assistance regarding immunizations, refer to [BUL-1660.9](#), *Immunization Guidelines for School Admission* or consult with the School Nurse or the Region Nursing Administrator.

2.12.5 CHILD HEALTH DISABILITY PREVENTION (CHDP) EXAM

A comprehensive physical examination and health assessment consistent with Child Health and Disability Prevention (CHDP) guidelines are required for all 1st grade students within 18 months prior to entry or up to three (3) months after admission to the 1st grade (H&S Code § 124085). A Child Health and Disability Prevention or equivalent examination may be done by a private health care provider, health department clinic, or the District Student Medical Services staff. All children entering Early Childhood Programs must have a physical examination. Although not required, students enrolling for the first time in LAUSD are encouraged to provide the school with a report of a recent physical examination.

For additional assistance consult with the School Nurse or the Region Nursing Administrator.

2.12.6 ORAL HEALTH ASSESSMENT

Kindergarten students enrolled in a public school, or 1st grade students not previously enrolled in a public school are required to present evidence of having received an oral health assessment by May 31st of the school year (E.C. § 49452.8). This assessment may be performed no earlier than 12 months prior to the date of the initial enrollment into a public school. The oral health assessment may be performed by a licensed dentist or other licensed or registered dental health professional. The parent/legal guardian may be excused from complying with the oral health assessment if they sign a waiver stating that they could not find a dental office that accepted their child's insurance, they could not afford to pay for the assessment, or they did not want to have their child's oral health evaluated. There is no penalty for students and families who are not able to comply with the oral health assessment. Students may not be excluded from school for non-compliance with the assessment or waiver.

For additional information, refer to [BUL-3585.6](#), *Oral Health Assessment for Kindergarten or First Grade* or consult with the School Nurse or the Region Nursing Administrator.

2.12.7 CANCER PREVENTION ACT

All incoming 6th grade students' parent(s)/guardian(s) are to receive annual notification of the recommendation to receive the Humanpapilloma virus (HPV) vaccine. This notification will be provided through the Parent-

Student Handbook and a correspondence placed in the 6th grade enrollment packet. For more information, contact District Nursing Services at (213) 202-7580.

2.13 STUDENT HOUSING QUESTIONNAIRE (SHQ)

The [Student Housing Questionnaire \(SHQ\)](#) establishes the parent/student's rights under McKinney Vento if they lack a fixed, regular, or adequate nighttime residence. The SHQ should be included in every enrollment packet. For families experiencing homelessness, use the Student Housing Questionnaire (SHQ) as the address verification; affidavits are not required to verify residence. The SHQ must also be disseminated annually to all students to ensure proper identification in MiSiS **no later than September 3rd** to ensure services are expeditiously provided to students and families experiencing housing instability accordingly. In addition, ensuring schools identify all students experiencing homelessness impacts the LCFF funding the District receives. Refer to section [3.2 STUDENTS EXPERIENCING HOMELESSNESS](#) or additional information.

2.14 HOME LANGUAGE SURVEY (HLS) FIRST TIME ENROLLEE IN A CALIFORNIA PUBLIC SCHOOL

The language(s) spoken by the student and/or in the home is collected at enrollment via the Home Language Survey (HLS). Effective 2023-24 academic year, over 300 new languages were added to the MiSiS Home Language Survey dropdown menu, which will include specific Mayan and Afro-Asiatic languages. At the time of enrollment or during a Master Plan Program Options parent consultation, parents are provided an explanation of the purpose of the Home Language Survey. The purpose of the HLS is to determine if a language other than English is used in the student's home, to identify the student's primary language and whether the school will need to assess the student for English fluency. The goal is to provide the appropriate instructional services (English Language Development) the student will need to achieve mastery of grade-level instruction. It should be made clear that the HLS is not used to verify a student's language classification or immigration status.

Once the HLS is completed on the enrollment form, enter the parent/guardian responses in the MiSiS enrollment screen. MiSiS will automatically populate the "Student's Primary Language" field based on the responses to the first three questions on the HLS.

For more information, contact the Multilingual Multicultural Department at (213) 241-5582.

2.14.1 STUDENTS TRANSFERRING FROM ANOTHER CALIFORNIA PUBLIC SCHOOL WHO NEVER ATTENDED A LAUSD SCHOOL

A school receiving new transfers must request a copy of the cumulative record from the sending school and address any data discrepancies. Contact State Reporting Services Branch at (213) 241-2450 with any questions.

2.14.2 CONTINUING OR RETURNING STUDENTS WHOSE PRIMARY LANGUAGE IS "NOT SPECIFIED"

To correct a student's Home Language in MiSiS contact the Office of Data Accountability at (213) 241-2460.

2.14.3 CONTINUING OR RETURNING STUDENTS WITH A VALID PRIMARY LANGUAGE

If the student's primary language is already displayed in the MiSiS "Student's Primary Language" field, the HLS responses *do not* need to be entered. For more information, contact the Multilingual Multicultural Department at (213) 241-5582.

2.15 AMERICAN INDIAN/ALASKA NATIVE AND INDIGENOUS STUDENTS

2.15.1 ED 506 INDIAN STUDENT ELIGIBILITY CERTIFICATION FORM

To determine student eligibility for the Title VI American Indian Education Program, parents/legal guardians of American Indian students need to complete and submit the ED 506 *Indian Student Eligibility Certification*

Form, available at [ED 506 Form](#), along with proof of tribal membership in a federally recognized tribe, to the school of enrollment. Identified American Indian students are eligible for supplemental services to:

1. Meet state academic standards;
2. Gain knowledge and understanding of Native communities, languages, tribal histories, traditions, and cultures;
3. Have opportunities to participate in culturally affirming activities.

Parents/legal guardians of eligible Title VI American Indian students may participate in the District's Title VI American Indian Parent Committee.

Follow these procedures when enrolling students into the Title VI Programs

- Support parents in completing the form as needed
- Collect and review for completeness the submitted ED 506 *Indian Student Eligibility Certification Form*
- Mail a copy of the completed ED 506 forms to MMED, Beaudry Building., 25th Floor, or upload a PDF copy to <https://forms.office.com/r/M33iy0M9zk>
- File the original form within the student's CUM record
- The form does NOT have to be completed each year of enrollment

For more information, visit [Title VI American Indian and Indigenous Education](#).

2.15.2 AMERICAN INDIAN/ALASKA NATIVE AND INDIGENOUS FAMILY QUESTIONNAIRE

Families may complete a voluntary *American Indian/Alaska Native and Indigenous Family Questionnaire* for self-identification. This includes, but not limited to, Indigenous students from Mexico, Central, and/or South America, and/or students/families who speak a language other than Spanish (e.g. Zapotec, Mam, K'iche' Kanjobal, etc).

For more information, visit [Title VI American Indian and Indigenous Education](#).

2.16 ENROLLMENT RECORD KEEPING

LAUSD non-matriculating students who are transferring between LAUSD schools should be auto withdrawn in MiSiS by the receiving school. Refer to section [2.18 AUTO WITHDRAWAL PROCESS](#) for additional information. Students who are new to LAUSD should be enrolled as new enrollees in MiSiS.

The enrollment date (E-Date) of a student is the first day of in-seat attendance. California regulations require school districts to certify attendance procedures with the state. School staff should document students who enroll in school and should follow the School Enrollment Code guidelines when recording enrollment data. Schools are required to manually update the entry date for students returning to school after the first instructional day (No Shows). Failure to change the entry date will result in unexcused absences that will count towards truancy identification.

Annual Norm Day is the day in which actively-enrolled students are counted. The student count is the basis by which District revenue apportionments are determined by the California Department of Education and how the District must shift teacher assignments to meet the mandated ratio of students to teachers.

To help ensure that a secondary school's enrollment count is accurate, it is important that students' schedules are entered in MiSiS completely and in a timely manner. A secondary level student with less than two attendance-generating classes are excluded from the school's norm enrollment count. Therefore, schools should ensure that every student's class schedule is entered in MiSiS in a timely manner. Schools should ensure the date courses are assigned is the same as the enrollment date as this will mitigate data errors and reduce the risk of student records being rejected by the California Department of Education.

For more information, refer to [REF-1819.20](#), *Norm Day and Classification Reports – Instructions and Schedules of Electronic Capture* or visit MiSiS Job Aids, [Student Enrollment](#).

2.17 THE CALIFORNIA LONGITUDINAL PUPIL ACHIEVEMENT DATA SYSTEM (CALPADS)

The statewide student information system implemented by the California Department of Education (CDE) does not allow overlapping or concurrent enrollment (CCE). A CCE occurs when a student is enrolled with 100% apportionment at more than one school simultaneously and is caused when the withdrawal date at a previous school of enrollment is not entered or is later than the enrollment date at the new school. The Auto-Withdrawal process supports eliminating the dual enrollment of students within LAUSD and Elevate rule *CCE 100-0010 Concurrent Enrollment Anomalies (CCE) Report* identifies CCEs with other LEAs. Keep in mind that students are sometimes dually enrolled across different school districts, so it is important to ensure that students are officially withdrawn from the last school attended. School staff should follow the guidance from the Office of Data and Accountability's State Reporting Services Branch, which contacts schools to resolve CCEs.

2.18 AUTO WITHDRAWAL PROCESS

The auto withdrawal process allows a school to enroll a student who is currently enrolled at another LAUSD school. This process will withdraw the student's record from the previous LAUSD school and transfer the enrollment record to the enrolling school.

Schools should use the auto withdrawal process in MiSiS when enrolling a student from another LAUSD school. To ensure the correct student is being auto withdrawn, school staff must verify the following information: student's name, district identification number, birthdate, gender, parent name, and previous enrollment history.

If the student was marked present and/or absent at a previous school, a pop-up message will appear to alert that the student has attendance records. The new school may enroll the student on the first day of in-seat attendance after the last day that student was marked present at the previous school. Class schedule and enrollment at the previous school will be removed as of the last date that student was marked present. If a student was identified as a no show at a previous school in the current school year, the new school may enroll the student on the first day of in-seat attendance.

Schools that withdraw the wrong student should call the school the student was withdrawn from. The school will have to re-enroll the student.

Schools should generate the MiSiS Auto Withdrawal Report to determine which students were auto withdrawn from their school during the first three weeks of the academic year. For additional information, refer to MiSiS Job Aid, [Student Enrollment](#), Enrolling an Existing Student (pg. 9).

3. ENROLLMENT FOR STUDENTS IN SPECIAL POPULATIONS

3.1 STUDENTS IN FOSTER CARE AND/OR STUDENTS WITH CONTACT WITH THE JUVENILE JUSTICE SYSTEM

3.1.1 STUDENTS IN FOSTER CARE

Per E.C. § 48853.5, students in foster care may include children and youth meeting one or more of the definition criteria below:

- A child who has been removed from their home pursuant to § 309 of the Welfare and Institutions Code.
- A child who is the subject of a petition filed under § 300 or 602 of the Welfare and Institutions Code, whether or not the child has been removed from their home.
- A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the tribal court's jurisdiction in accordance with the tribe's law.
- A child who is the subject of a voluntary placement agreement, as defined in subdivision (p) of § 11400 of the Welfare and Institutions Code.

Educational rights afforded to youth in foster care also apply to youth involved in the juvenile justice system who meet the definition of a student in foster care. Under Welfare & Institutions Code 727, a minor may be placed in suitable placement which may include the home of a relative, non-relative, or extended family member; a foster

home or foster family; a licensed community care facility, a Short-Term Residential Therapeutic Program (STRTP), or with biological parents under court supervision.

3.1.2 STUDENTS WITH CONTACT WITH THE JUVENILE JUSTICE SYSTEM

Students with contact with the juvenile justice system include, but not limited to:

- arrest
- adjudication by a juvenile court
- formal or informal supervision by a probation officer
- detention in a juvenile facility
- enrollment in a juvenile court school

Due to confidentiality provisions applicable to juvenile court proceedings, the District does not capture information about students' contact with the juvenile justice systems in school records. Juvenile court proceedings and information related to the case are confidential, and disclosure is governed by the rules of confidentiality. A student with contact with the juvenile justice system may meet the definition of a student in foster care (currently the subject of a 602-petition filed in the delinquency court, whether or not the child has been removed from their home). If the student meets the definition of a student in foster care, the student is afforded the same educational rights as students in foster care.

There are a variety of documents that identify students in special populations and may be referenced for additional information. These documents are not required prior to enrollment of students in special population. Below is a list of documents a school may receive to identify and support students in special populations.

- **DCFS Documents:** DCFS documents such as DCFS 1399 (Notification to School of Pupil's Foster Care Status) provide details about placement and the educational rights holder (ERH).
- **Court Documents:** Court orders such as JV 535 (Order Designating Educational Rights Holder) specify who holds educational rights. Minute orders are also legally binding court documents that can give information regarding the identification of children in special populations and/or the holder of educational rights.

Please note that students in foster care may also have an open delinquency court case and/or be under probation supervision. As a result, the student may have a DCFS 1399 or JV 535 form available if they have "dual status" (WIC 241).

For additional information, see [BUL-6718.0](#), *Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System*.

3.2 STUDENTS EXPERIENCING HOMELESSNESS

Federal and state law mandate that all school districts identify unhoused students annually and remove barriers to academic success. The District uses the *Student Housing Questionnaire (SHQ)* to identify eligible students and provide support services. The SHQ establishes the parent/student's rights under McKinney Vento if they lack a fixed, regular, or adequate nighttime residence. Students or parents/guardians may identify themselves as meeting one of the definition criteria listed below:

- A. A primary nighttime residence that is a shelter designated to provide temporary living accommodations including, but not limited to, motels/hotels, family shelters, domestic violence shelters, and transitional housing.
- B. Living in a car, park, abandoned building, garage, substandard or inadequate housing, or other public or private places not designed for, or ordinarily used as a regular sleeping accommodation for human beings. Temporarily living in a trailer park or camping area with their family because of a lack of adequate living accommodations.
- C. Living "doubled-up," temporarily sharing the housing of other families due to loss of housing, stemming from financial problems (e.g., loss of job, eviction, or natural disaster).
- D. Unaccompanied youth experiencing homelessness are defined as youth who meet the federal definition of McKinney-Vento and are not in the physical custody of a parent, guardian, or caregiver. This may include youth who have run away from home or, have been told to leave.

3.2.1 SCHOOL RESPONSIBILITIES

All LAUSD schools should:

1. Enroll students experiencing homelessness immediately, regardless of the availability of school records, immunization records, school uniforms or the existence of fines or materials from a prior school.
2. Allow students experiencing homelessness the right to enroll or remain enrolled at their school of origin.
3. Annually, identify students experiencing homelessness utilizing the Student Housing Questionnaire (SHQ). Refer to [2.13 STUDENT HOUSING QUESTIONNAIRE \(SHQ\)](#) for additional information.

SHQs for students meeting the McKinney-Vento definition must be emailed to the corresponding region email address found at the bottom of the SHQ. The school site should retain a copy of the SHQ in a confidential file. The SHQ should not be filed in the student's cumulative record. All completed SHQs that indicate that the student is not experiencing homelessness should be maintained at the school site until the end of the academic school year.

If there is a dispute over the eligibility of a student who has identified as experiencing homelessness, the student must be immediately enrolled and the school must inform the parent/student experiencing homelessness or unaccompanied youth of the Dispute Resolution process and provide them with the appropriate documents, refer to [BUL-6718.0, Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System](#). Schools should not deny enrollment or check a student out of school due to a dispute. The student should remain enrolled until the dispute is resolved with the assistance and consultation of the Homeless Education Office. .

3.2.2 RESIDING IN DOMESTIC VIOLENCE SHELTERS

Students residing in domestic violence shelters should be immediately enrolled. If a family is residing in a domestic violence shelter and participates in the California Confidential Address Program, please refer to BUL 6591.0- *California Confidential Address Program Implementation* to learn more on how to maintain address information confidential. For further information visit <https://www.sos.ca.gov/registries/safe-home>.

3.2.3 RESIDING IN SHELTER NOT DUE TO DOMESTIC VIOLENCE

If a family is residing in a shelter (not due to domestic violence), the school should enter the shelter address in the address field or place an alternative mailing address or P.O. Box address preferred by the family in the mailing address field.

3.2.4 RESIDING IN AN AUTOMOBILE

If a family is residing in their automobile and does not have an address to put in the MiSiS address field, the school should temporarily put the school address in this field. Schools may list the nearest address or cross street on the [Student Housing Questionnaire \(SHQ\)](#) to indicate that the family's nighttime residence is in the school boundaries. Schools should also ensure that nighttime residency is marked in the MiSiS Census Tab. The address field should be updated as the family finds temporary housing. Regardless of the student's nighttime residence, all parents/caregivers are required to submit a completed and updated [Emergency Information Form](#) for their child/ren.

3.2.5 UNACCOMPANIED YOUTH EXPERIENCING HOMELESSNESS

Unaccompanied youth, including but not limited to recently immigrated (unaccompanied) youth who have come from other countries and are experiencing homelessness may self-enroll; therefore, complete and sign enrollment documents (the school should add "student signed" next to the signature fields). These students may qualify for Homeless Education Program support if identified as experiencing homelessness through the [Student Housing Questionnaire \(SHQ\)](#) and may receive assistance from the Designated School Site Homeless Liaison. The enrollment process does not require schools to collect information or documents regarding citizenship or immigration status of pupils or their family members unless required by state or federal law (E.C. § 234.7 (a)).

Schools should follow the same enrollment procedures, as for all students, including:

1. Students under 18 years of age must be enrolled immediately. Schools may enroll students over the age of 18, who present at the school for enrollment. Refer to section [4.1 EIGHTEEN \(18\) YEARS OF AGE OR OLDER](#).
2. Schools should provide affidavits if necessary to facilitate enrollment. For more information, refer to section [2. SCHOOL ENROLLMENT PROCESS](#)
3. If students under 18 years of age present a high school diploma from their home country, they may still enroll in high school. For further guidance, refer to the school counselor.

If the student identifies as experiencing homelessness on the SHQ, enter this information in the Census Tab, Homeless Option and indicate the student's nighttime residence as well as any services needed in MiSiS. The Designated School Site Homeless Liaison should provide follow-up and support to the student.

For additional assistance, see section [3.2 STUDENTS EXPERIENCING HOMELESSNESS](#), or contact the Homeless Education Office at (213) 202-7581, School Enrollment Placement and Assessment (S.E.P.A.) Centers: Plasencia Site at (213) 482-3954 or the Panorama Site at (818) 909-4593.

3.3 IMMEDIATE ENROLLMENT

Students in special populations must be immediately enrolled in school regardless of the availability of school records, immunization records, proof of residence, school uniforms, and preexisting fines from a previous school or any other documentation. The educational rights holder is not required to sign or be present for the enrollment of a student in special populations. Immediate enrollment per federal and state law indicates the student/family has been provided with enrollment forms and, upon completion and submission of those forms, the student is assigned a class schedule and is participating in classes and activities. The student/family may not be told to return on another day or at another time for enrollment purposes. Furthermore, schools should not designate specific enrollment hours, as any school enrollment should take place during school operating hours. (E.C. §§ 48432.5, 48853, 48853.5)

Students in special populations should not be denied enrollment or readmission under the following situations:

- A. The student has had contact with the juvenile justice system (arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, or detention in a juvenile facility or enrollment in a juvenile court school) E.C. § 48645.5
- B. The student is 18 years of age or older.
- C. The student is credit deficient.

School personnel should provide affidavits for any missing, yet required, documents at the time of enrollment. For additional information regarding affidavits, refer to section [2. SCHOOL ENROLLMENT PROCESS](#).

Schools may request the DCFS Form 1399, or JV 535, from the youth's caregiver, social worker, and/or other adult enrolling the child, but these forms are not required for enrollment. The DCFS Form 1399, or JV 535 form, provides details about residential placement and/or specifies who holds educational rights. It is important to determine who is the holder of educational rights for students in special populations. The educational rights holder (ERH), typically the biological parent, is responsible for making decisions regarding educational services. The educational rights holder (ERH) must be involved in educational decisions for their child.

MiSiS users are allowed to flag a Parent or Legal Guardian/Educational Right Holder in the Parent/Guardian Information screen, under the Enrollment tab. The Parent or Legal Guardian/Educational Rights Holder flag indicates the person is the Educational Rights Holder (ERH) and allows access to pupil records (e.g., Parent Portal). When entering relationship types on MiSiS, please refer to MiSiS Job Aid, [Relationship Types](#).

For additional information regarding conditional admission and immunizations for students in special population (e.g., in foster care, which may include students involved in the juvenile justice system, and experiencing homelessness), refer to [2.12.3 CONDITIONAL ADMISSION FOR SPECIAL POPULATIONS](#).

For additional support regarding educational rights and/or court documents, consult with the Office of General Counsel at (213) 241-7600.

3.4 SCHOOL OF ORIGIN

Schools must allow identified students experiencing homelessness or in foster care (who were removed from the home of the parent) to remain in their school of origin (regardless of the school or district attendance boundaries) to promote school stability, in accordance with the law. Students with contact with the juvenile justice system may or may not have School of Origin right (are included only when they meet the definition of students in foster care). Parents, legal guardians, Educational Rights Holder (ERH), and/or the unaccompanied youth experiencing homelessness are the ultimate decision maker regarding whether a student remains or re-enrolls at their school of origin. School of origin rights apply to all schools including preschools, magnet programs, options programs, and charter schools.

Students in special populations [students who are in foster care, which may include students involved in the juvenile justice system (e.g., those in suitable placement) or experiencing homelessness] may have multiple schools of origin including, but not limited to:

- The school the student attended when they entered the dependency and/or delinquency court systems and/or became homeless.
- The school in which the student was last enrolled.
- Any other school the student attended in the last 15 months to which they have a connection .

When transitioning between grade levels (i.e., elementary to middle school or middle school to high school), students in special populations have the right to matriculate with their classmates based on established feeder patterns. For questions regarding next year's enrollment for students in special populations, please contact the Office of Master Planning and Demographics at (213) 241-8044. For assistance with Zone of Choice enrollment, contact the Zone of Choice Office at (213) 241-0466 or visit <https://www.lausd.org/ZOC>.

For Special Education placements, setting and/or program, including Non-Public Schools, contact Division of Special Education at (213) 241-6701. Contact Student Health and Human Services at (213) 241-3840 for support and/or consultation.

If there is a dispute regarding a student's school of origin, identification of Educational Rights Holder (ERH), or any matters related to enrollment of students in foster care, refer to [BUL-6718](#), *Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System*.

3.4.1 ACTIVE-DUTY MILITARY FAMILIES

According to E.C. § 48204.6, a student who is living in the household of an active-duty military service member may continue their education in the school of origin regardless of any change of residence during the school year, as long as the student is a student of a military family. The student should be allowed to matriculate in the feeder pattern. If military status changes, a pupil in grades K-8 may continue through the end of the school year. A high school student may continue until graduation. The new school should immediately enroll the student even if there are fees, fines, or the student does not have the clothing or records normally required for enrollment.

For additional information, refer to [BUL-079501.2](#), *Graduation Requirements for the Classes of 2020-2025*, Division of Instruction, Secondary Instruction, or the Parent Student Handbook.

3.5 PUPIL RECORDS

Upon enrollment, school personnel should gather previous school information from the student, Educational Rights Holder (ERH), caregiver, or social worker/deputy probation officer. The pupil's records, including cumulative records, full and/or partial credits, special education records, and immunization records must be requested by the receiving school from the previous school within two (2) business days for students in foster care, and students with contact with the juvenile justice system that are defined as being in foster care. These records should be provided by the sending school within an additional two (2) business days to ensure the proper scheduling and placement of the student. If these records are not received within this timeline, the receiving school should follow up with the sending school to ensure their prompt receipt. For students with contact with the juvenile justice system who are not defined as students in foster care, and for students experiencing homelessness, requests should be made within five days of enrollment per [BUL-6887.1](#), *Pupil Records: Access, Confidentiality, and Notice of Educational Rights*. For students experiencing homelessness, school personnel should request the SHQ from the sending school (AB 1806) in addition to completing a new SHQ upon enrolling in the new school. Pupil records should not be withheld from the requesting school or school district because of any fees, fines, or books owed by the youth or his/ her caregiver. (E.C. § 48853.5)

For additional information on the educational rights pertaining to students in special populations, refer to [BUL 6718 Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System](#).

4. SPECIAL CONSIDERATION DURING ENROLLMENT

4.1 EIGHTEEN (18) YEARS OF AGE OR OLDER

Students that are 18 years of age or older should not be denied enrollment in a school program solely based on age. Individualized consideration should be given to each student's placement to ensure the student is enrolled/re-enrolled in an appropriate education placement in the least restrictive environment. Students are entitled to a minimum of four full years of high school and may be provided with additional years as required to earn a high school diploma. The California Department of Education allows students over the age of 18 to enroll at the high school of residence to continue their education leading to a high school diploma, if the student has been continuously enrolled in high school and making satisfactory progress as determined by the District. Students 18 and over, if not under conservatorship or guardianship, may establish their own residence and self-enroll.

All LAUSD schools should:

1. Make every reasonable effort to provide students with four full years of high school study.
2. Not arbitrarily withdraw or deny enrollment to any student from school merely because the student has reached 18 years of age.

Discuss options for high school completion with each student, based upon an individual review of their circumstances and academic progress to date. If placement at a comprehensive high school is not in the best interest of the student, the principal or designee is responsible for facilitating enrollment in an LAUSD Adult School ([LAUSD Division of Adult and Career Education \(launifiedadult.org\)](#)) or another program. This must be documented in MiSiS, Counseling Communication.

For additional information, contact the Region Counseling Coordinator.

4.2 STUDENTS IN MIGRATORY EDUCATION

A child is considered a "migrant student" if the parent, guardian, or family member in the household is a migratory worker in the agricultural, dairy, lumber, packing, fishing, or livestock industries who has performed the work within the last 36 months and has traveled with the child.

Schools should follow the same enrollment procedures as for all students, including:

1. Providing Attachment A- *Migrant* from, *Migrant Education Program for Elementary and Secondary Schools*. The questionnaire must now be disseminated yearly to all students.
2. All returned questionnaires must be sent to the Migrant Education Program Office, 333 S. Beaudry Avenue, Los Angeles, CA 90017, 18th floor or via email to mep@lausd.net within ten school days of receipt.
3. Migrant student eligibility is established through an interview conducted by a trained and certified Migrant Education Technician.

For more information about the Migrant Education Program, please refer to [REF- 041180.3](#), Migrant Education Program for Elementary and Secondary Schools.

4.3 PREGNANT AND PARENTING STUDENTS

Students who are pregnant or parenting are not exempt from the Compulsory Education Law (E.C. § 48200). Under state law, verified absence from school for a student's own illness or medical appointment during school hours is generally considered excused. Students with excused absences, such as pregnancy-related illnesses, or the medical care of related conditions should be treated like all other students with excused absences. Students should also be considered excused when their absences are due to illness or the medical appointment of a child for whom students are the custodial parents. A school may require verification of appointments from pregnant students' licensed healthcare providers, or the licensed healthcare providers for students' children, if such verification is also required from students for other medically related absences.

Students who are pregnant or parenting have the right to remain in their regular or current school program, enroll, as well as to return to, any school/program for which they would otherwise qualify at any stage of the pregnancy and regardless of proximity to their due date.

Students are entitled to an extended absence or leave of absence for reasons of pregnancy and related conditions, including eight weeks or more of parental leave to be verified by the school site as “excused” absences. This may include excusing absences:

- Before the birth, if there is a medical necessity.
- After childbirth during the school year in which the birth takes place to protect the health of the pupil who gives or expects to give birth.
- To allow the pregnant or parenting pupil to care for and bond with the infant.

Pregnant and parenting students have the right to have their health and personal information kept confidential. Any oral or written verification should not appear in the student’s school records and should be kept in a separate confidential file.

For information regarding confidential health and personal information, reasonable accommodations, and equal access, refer to [BUL-2060.2](#), *Pregnant and Parenting Students Educational Rights*. In addition, refer to [BUL-2521.4](#), *Title IX Policy/Nondiscrimination Complaint Procedures*, or visit the Office of Student Civil Rights website and information and student brochures related to Title IX and Pregnant and Parenting Students’ rights at: <https://www.lausd.org/Page/3654>. For further assistance, contact Region Nursing Services.

4.4 EMANCIPATED MINORS

Some minors have legally become adults prior to age 18. This includes minors on active duty with the armed forces of the United States, have received a Declaration of Emancipation from a judge, or are married. By law, a person under the age of 18 who has entered a valid marriage or has established a valid domestic partnership is an Emancipated Minor, even if the marriage or domestic partnership has been dissolved (Family Code - § 7002). Emancipated minors are not exempt from the Compulsory Education Law and must attend school. Emancipated minors are also not exempt from child labor laws. Emancipated minors can self-enroll. If enrolling in another educational program, emancipated minors may initiate their own request to withdraw.

4.5 ENGLISH LEARNERS (EL)

Students may remain in a comprehensive high school until graduation requirements are met or through the age of 21, as long as satisfactory progress is maintained (Refer to the 2018 Master Plan for English Learners, page 57).

All LAUSD schools should:

1. Immediately enroll all students under the age of 18. Schools may enroll students over the age of 18 who present themselves at the school for enrollment. Refer to section [4.1 EIGHTEEN \(18\) YEARS OF AGE OR OLDER](#).
2. Provide support to ensure enrollment without delay (e.g., affidavits, immunization resources).
3. Provide students with sufficient time to meet LAUSD graduation criteria and A-G college requirements.

For additional information, contact Academic and Counseling Services at (213) 241-7510 or the Multilingual Multicultural Education Department at (213) 241-5582.

4.6 SPECIAL EDUCATION

Students with Individualized Educational Plans (IEP) should be immediately enrolled and placed in a program which provides comparable services to those in their most recent IEP. If the student and parent/guardian do not present a current IEP upon enrollment, staff should enroll the student without delay and contact the student’s previous school to obtain the most current IEP.

When schools do not offer a program which provides comparable services to that offered in the most recent IEP, schools should provide parents with all mandated enrollment documents and register students in MiSiS. Students will receive services at the school until an assessment and/or 30-day IEP is held, and the IEP team determines the offer of Free Appropriate Public Education (FAPE). Best efforts should be given to offer the services at the school of residence or named in the IEP FAPE offer. If at the 30-day IEP the team determines that the school is not the appropriate placement, schools should use the Special Education Placement Options Portal in MiSiS to identify a school closest to the student’s residence that offers an appropriate special education program. Receiving schools should auto withdraw students from the sending school and place the appropriate enrollment forms in the cumulative record. Receiving

schools should provide parents/guardians only the enrollment documents that are unique to the receiving school. This will prevent parents from having to fill out an enrollment packet twice.

In summary, if schools do not offer an appropriate curriculum type, setting and/or grade span, schools should:

1. Register the student in MiSiS.
2. Schedule a 30-day IEP to discuss placement.
3. Serve the student with comparable special education support pending the outcome of the IEP meeting.

Prior to the beginning of the school year, all schools are responsible for identifying incoming students with disabilities who are eligible for transportation services per the IEP and facilitating their enrollment. Please use the Transportation Request Form located on the Division of Special Education website to request transportation activation upon enrolling students eligible for transportation.

Students with IEPs should be provided with special education services, regardless of whether the child is vaccinated (or whether vaccination records are provided), in accordance with Individuals with Disabilities Education Act (IDEA) and other state and federal laws.

By law, students who are eligible for IEPs may attend school until the age of 22, or until they earn a high school diploma (E.C. § 56026). This law applies to students, birth through 21 years of age, enrolled in or eligible for a program prior to their 19th birthday who have not yet graduated with a high school diploma.

For further information, refer to [REF-059713.0](#), *Special Education Electronic Policies and Procedures Manual (e-PMM)*. For assistance in determining the appropriate placement of a special education student, implementing IEPs, or other related concerns, contact the Region Special Education Support Center or Special Education Operations.

5. LAUSD PLACEMENT ENROLLMENT

There are certain circumstances that allow enrollment of a student outside of their resident school boundaries.

5.1 OPPORTUNITY TRANSFER (O.T.)

An O.T. is issued for remedial and corrective reasons as an alternative means of correction to address student misconduct after prior interventions have failed to bring about proper conduct or when the student's continued enrollment at the current school presents a safety risk to others. Refer to [BUL-6362.0](#), *Opportunity Transfer (O.T.) Policy and Procedures*.

The [BUL-6362.0](#), *Opportunity Transfer (O.T.)*, revises District policy and procedures and provides clear guidelines regarding school or District initiated involuntary transfer of students within the District. This bulletin also includes information regarding the referral and appeal process of the transfer, as well as the documentation requirements in MiSiS.

For further information, contact the Student Discipline and Expulsion Support (SDES) at (213) 202-7555.

5.2 EXPULSION AND ADMISSION

When an LAUSD student is recommended for expulsion, the principal or designee must follow the procedures outlined in [BUL-6050.2](#), *Expulsion of Students - Policy and Procedures*. Students who are expelled by other school districts or independent charter schools and reside within LAUSD's attendance boundaries may apply to the District for enrollment following the admission procedures outlined in the same bulletin. For additional information, contact the Student Discipline and Expulsion Support (SDES) at (213) 202-7555.

5.3 DISTRICT PLACEMENT

Region Superintendents or designees have the authority to make the final decision on special circumstance placements.

6. ENROLLMENT IN SPECIALIZED PROGRAMS

LAUSD provides families the opportunity to apply for several programs, including Open Enrollment, Independent Studies, Zones of Choice, and CHOICES programs (i.e., Magnet Program, Permits With Transportation Program, Multilingual Multicultural Programs, Schools for Advanced Studies, Admission Criteria Schools, Affiliated Charter Schools). Once a student has enrolled in a CHOICES program, it becomes the school of residence. Student should

have the right to continuous enrollment until matriculation. The school of enrollment should follow all rules and procedures pertaining to resident students, to withdraw, transfer, or drop a student from the program.

6.1 DISTRICT K-12 OPEN ENROLLMENT

Open Enrollment enables TK-12th grade students who reside in LAUSD the opportunity to apply to any regular, grade-appropriate LAUSD public school that has designated Open Enrollment seats for the next school year. If a school receives more Open Enrollment applications than designated seats, District staff will conduct a random and unbiased computer selection of students to determine who will be placed on a wait list. Families can apply for Open Enrollment seats at apply.lausd.net. Online applicants can track their applications and manage the select/decline process online. If parents prefer paper submission, paper applications are available at all Open Enrollment school sites. Applications are available in the first week of May.

For Open Enrollment Transfers refer to [BUL-086303.0](#), *District's K-12 Open Enrollment Transfer for Elementary and Secondary Students*, [REF-088707.0](#), *District's K-12 Open Enrollment Transfers Procedure*, and [MEM 088708.4](#) *District's K-12 Open Enrollment Transfers Timeline for School Year 2024-2025*.

6.2 ZONES OF CHOICE

Zones of Choice (ZOC) are identified as geographic areas comprised of multiple school options. Matriculating 6th and 8th grade students living within the attendance area of a Zone of Choice may rank their school program selections. Based on student's home address, their home school will be one of the choices that make-up the residential Zone of Choice. Students residing in a Zone of Choice are eligible to attend any school in the Zone. Eligibility to attend a Zone of Choice school is based on home address and the school's enrollment capacity. All school placements and transfers between schools for ZOC resident students are managed by the ZOC office.

For more information, visit the Zones of Choice website at <https://www.lausd.org/ZOC> or contact the Zones of Choice office at (213) 241-0466. Refer to [REF-6296.1](#), *Zones of Choice: Identification, Assignment and Enrollment of Students Residing Within a Zone of Choice Attendance Boundary*.

6.3 INDEPENDENT STUDY

Independent Study is a voluntary alternative instructional strategy by which qualifying elementary, secondary, opportunity, and continuation high school students may reach District curriculum objectives and fulfill graduation requirements outside of the regular classroom setting (E.C. §§ 51744-51749.6).

For further guidance, refer to [BUL- 6779.5](#), *Guidelines for Independent Study Programs*. For more information regarding Independent Study Options, contact Division of Instruction, Academic and Counseling Services at (213) 241-7510, Region Counseling Coordinators and/or the Office of Virtual Academy at virtualacademy@lausd.net.

6.4 MAGNET PROGRAM

A magnet program is a voluntary integration program that provides rigorous, high-quality, theme-based instruction to facilitate student learning and promote academic achievement. To participate in this program, an application must be submitted, and the student must be selected through the Choices process. Applications may be submitted at apply.lausd.net or through the Choices brochure.

For additional information, contact Student Integration Services, (213) 241-4177.

6.5 PERMITS WITH TRANSPORTATION PROGRAM (PWT)

PWT is a voluntary integration program available to residents of LAUSD who live within a PWT sending school area. To participate in this program, an application must be submitted, and the student must be selected through the Choices process. Applications may be submitted at apply.lausd.net or through the Choices brochure.

This program is only for secondary students and is administered by Student Integration Services, (213) 241-4177. For additional information, refer to [MEM-6158.9](#), *Permits With Transportation (PWT) Application Procedures and Timeline* or contact Student Integration Services.

6.6 SCHOOLS FOR ADVANCED STUDIES (SAS)

Schools for Advanced Studies (SAS), coordinated by Gifted/Talented Programs, Advanced Learning Options, serve as District demonstration sites for innovative and research-based differentiated curriculum and instruction for gifted/high ability learners in multiple categories. No formal application is required for a qualified student residing within school boundaries since SAS is the school site's Gifted and Talented Education (GATE) instructional program for its students. All students in grades Pre-K-11 who reside within District boundaries but outside school boundaries and who meet one of three eligibility criteria are eligible to apply for SAS participation for the following year. In order to participate in this program, an application must be submitted, and the student must be verified and selected through the Choices process. Applications may be submitted at apply.lausd.net or through the Choices brochure.

For additional information, contact the Choices Support Line at (213) 241-4177 or applyforschools@lausd.net, or contact Gifted/Talented Programs at (213) 241-6500 or GATE@lausd.net.

6.7 AFFILIATED CHARTER SCHOOLS

Affiliated charter schools are semi-autonomous public schools governed and controlled by the chartering authority. Most affiliated charter schools converted from their traditional public school status to an affiliated charter status following the LAUSD Board of Education's approval. An affiliated charter school must admit all students who wish to attend the school, however, conversion affiliated charter schools must give admission preference to students who reside within the former attendance area of that public school in accordance with applicable law. Students who reside within the former attendance area of an affiliated charter school do not need to apply and should directly contact the school for enrollment.

If there is more interest in enrollment from non-resident families than there is space available, the school must hold a random public lottery for the remaining spaces. Per the FSDRL included in the charter petition, affiliated charter schools follow the District's Choices application procedures for non-resident students. Applications must be submitted at apply.lausd.net, or through the Choices brochure paper application during the Choices on-time application period to be included in the lottery. Late applications are added to the waiting list in the order received. The waiting list is only valid for the application school year. It is not necessary for non-resident students to use the District permit process to apply or be selected for admission to an affiliated charter school.

Any UTK-12th grade student attending an affiliated charter school may continue enrollment until they matriculate.

For additional information about the CHOICES application and selection process, please contact the CHOICES Support Line at (213) 2141-4177 or applyforschools@lausd.net. You may also contact the Charter Schools Division at (213) 241-0399 for additional questions related to affiliated charter schools.

7. ENROLLMENT PERMITS

7.1 INTRA-DISTRICT PERMITS (SCHOOL TO SCHOOL)

Intra-District Permit applications are requests to allow students that reside within the boundaries of one school within the LAUSD to attend another school within the LAUSD, as school capacity permits. Initial permit applications require the approval of the two LAUSD schools involved. Initial Intra-District Permit Applications for the upcoming school year will be accepted starting the second Monday of March. School administrators may not delay or deny authorization of an application that meets the criteria for an Intra-district Permit unless that program or opportunity is already offered at the school of residence.

Intra-District Permit Renewal Applications must be renewed annually. Permit renewal is not guaranteed. Requested schools must consider available space and staffing prior to granting a renewal permit. The school administrator is responsible for all cancellations and denial of permits. If a permit is denied or cancelled, it is the school administrator's responsibility to inform the parent of appeal procedures.

Parents can download the Initial Intra-District Permit Application from the [Intra-District Permit](#) website or request a copy from any LAUSD school.

For more information, refer to [BUL-5347.2](#), *Intra-District Permits (School to School) and Student Transfers in Elementary and Secondary*.

7.2 INTER-DISTRICT PERMITS (INCOMING FROM ANOTHER SCHOOL DISTRICT)

Incoming Inter-district Permits may be granted for students who reside outside of LAUSD boundaries. The Office of Permits and Student Transfers (OPST) is responsible for reviewing and processing all Inter-district Permit requests. The application for incoming permits opens annually on February 1st for the upcoming school year and has no closing date. LAUSD schools may provisionally enroll incoming students, pending completion of the permit process. Students are not required to re-apply annually unless they are changing schools or matriculating to the next school level. Inter-district Permits are valid for the time the student is attending the requested LAUSD school.

Parents should be directed to apply online for an incoming Inter-district Permit at studentpermits.lausd.net.

For more information, refer to [BUL-5341.3](#), *Inter-district Permits (District to District) and Student Transfers in Elementary and Secondary School*.

7.3 INTER-DISTRICT PERMITS (OUTGOING TO ANOTHER SCHOOL DISTRICT)

Outgoing Inter-district Permits may be granted for students who reside within LAUSD boundaries. These permits are processed through the Office of Permits and Student Transfers (OPST). The application for outgoing permits opens annually on February 1st for the upcoming school year and closes on April 30th for all permit types other than parent employment.

Parents should be directed to apply online for an outgoing Inter-district Permit at studentpermits.lausd.net.

For more information, refer to [BUL-5341.3](#), *Inter-district Permits (District to District) and Student Transfers in Elementary and Secondary School*.

7.4 FOREIGN STUDENT ADMISSIONS (FSAO)

The Foreign Student Admissions Office (FSAO) is responsible for the processing and placement of international students in identified LAUSD High Schools. LAUSD is unable to issue documents for students to attend at the elementary or middle school level.

Foreign students on either an F-1 or J-1 visa may study at the high school level only:

- A. **F-1 Visa Students** are citizens of another country who come to the U.S. *for the sole purpose of study*. The FSAO is the only LAUSD office with the authority to issue and sign the Form I-20 on behalf of the District. Individual high schools cannot provide this form to a student.
- B. **J-1 Exchange Students** are citizens of another country who come to the U.S. *for the purpose of a cultural exchange* under the sponsorship of a government-approved agency. International placement agency representatives should be referred to the FSAO for further information on the agency approval process.

All interested F-1 and J-1 students or international placement agencies which facilitate the application process should be referred to the LAUSD Foreign Student Admissions Office. For more information, refer to [BUL- 5417.2](#), *Foreign Students Admissions* or visit <http://studyinla.lausd.net>.

8. UNIVERSAL TRANSITIONAL KINDERGARTEN (UTK) AND KINDERGARTEN (K)

Students are subjected to Compulsory Education Law starting at 6 years of age. However, once enrolled in school, parents/guardians are accountable to the school and the District's attendance policy.

8.1 UNIVERSAL TRANSITIONAL KINDERGARTEN (UTK)

Universal Transitional Kindergarten (UTK) provides for a two-year Kindergarten program, where students are placed in grade UTK the first year and Kindergarten in the second year. It is a general education placement for age-eligible students.

Students in the UTK program are placed in either grade level TK and TE in MiSiS according to their age/birthday. See table below for proper grade placement.

Grade Level Placement and Age-Eligibility for SY 2024-2025:

Grade Level	5 years old as of:	Date of Birth
TK	09/02/2024 - 06/02/2025	09/02/2019 - 06/02/2020
TE	06/03/2025 – 09/01/2025	06/03/2020 – 09/01/2020

In 2024-25, all early enrollment students shall be assigned to grade level TE. E.C. § 48000.15(b)(4) defines an early enrollment child as a child whose fourth birthday falls between June 3rd and September 1st proceeding the school year in which they are enrolled in a UTK classroom.

For more information, please refer to [REF-123501.3](#), *Universal Transitional Kindergarten Implementation*.

8.2 KINDERGARTEN

Kindergarten students may not be enrolled in kindergarten unless they are five years of age on or before September 1st. Schools should enroll kindergarten students even if they enroll late in the school year (E.C. § 48000). It is not permissible for schools to place students on a waiting list for kindergarten. For more information, refer to [BUL-5708.2](#), *Transitional Kindergarten, Kindergarten, and 1st Grade Entrance Age Requirements, Verification of Birth Date, and Placement Forms*.

Kindergarten continuance is defined as more than one school year in kindergarten. A parent/guardian who agrees their child is to continue in kindergarten must sign the *Kindergarten Continuance Form*.

Enrollment Reminders related to Kindergarten Continuance:

- A Kindergarten-aged student can only be enrolled in TK if a completed, signed Kindergarten Continuance form is available.
- A first-grade age eligible student may only be placed in Kindergarten if they have no prior TE or TK enrollment.

For more information, please refer to [REF-6756.1](#), *Kindergarten Continuance (Including Kindergarten Retention): Parental Agreement for Pupil to Continue in Kindergarten for an Additional Year*.

8.2.1 MONITORING OF THE KINDERGARTEN CONTINUANCE FORM

The school enrollment designee will review Elevate report, ENR 020-0320, for any Kindergarten students that are considered retained because they were age 5 when first enrolled in a Kindergarten or Transitional Kindergarten class the previous year. These students require a Kindergarten Continuance Form. The designee must ensure that the completed, signed form is on file in the student's cumulative record and that the retention date is entered in MiSiS.

School administrators and staff are encouraged to access the Elementary Schools Retention Warning on the FOCUS dashboard. The report is accessible under the summary tabs on the FOCUS dashboard.

1. Prior to the start of the school year, the report should be used to:
 - a. Identify any kindergarten students who were appropriately retained, but who are missing the completed, signed Kindergarten Continuance form. These forms should be completed prior to the first day of attendance.
 - b. Modify grade and/or class placement for students who are not eligible to be retained (e.g., students who attended ETK or TK prior to being retained at the end of Kindergarten). Utilize the SSPT process to ensure appropriate academic supports are in place for students in the corrected grade assignment.
2. Prior to norm day, administrators should share the report with the Kindergarten teachers and office personnel:
 - a. Identify any Kindergarten students who were appropriately retained, but who are missing the completed, signed Kindergarten Continuance form. These forms should be completed prior to the first day of attendance. Modify grade or class placement for students who are not eligible to be retained (e.g., students who attended ETK or TK prior to being retained at the end of Kindergarten). Utilize the SSPT process to ensure appropriate academic support is in place for student in the corrected grade assignment.

For instructions on how to clear Kindergarten retention Elevate messages, refer to the [ENR 020-0320](#) Job Aid.

9. RESIDENCE CHANGES AND INACCURATE/SUSPICIOUS/FALSE ADDRESS

Schools are responsible for proper enrollment of all students, including verifying residence information and ensuring permit policies are followed.

9.1 SCHOOL ERROR; DISTRICT STUDENTS RESIDING OUTSIDE OF SCHOOL BOUNDARIES

When a student is enrolled, despite providing an address which is outside the school's attendance area, but within LAUSD school boundaries, and the error is not discovered within the first three weeks of the school year, the school should give the parent/guardian the option of:

1. Transferring the student to the school of residence; or
2. Having the student continue at the current school for the remainder of the semester using a Continuing Enrollment, Intra-District Permit. For more information, refer to [BUL-5347.2](#), *Intra-district (school to school) Permits and Student Transfers in Elementary and Secondary Schools*.

9.2 FAILURE TO REPORT CHANGE OF ADDRESS

Any change of address must be reported by the parent to the appropriate school office, in writing, within 30 days of such a change, refer to the Parent Student Handbook. A parent's failure to report in writing, a change within the timeframe, should be a cause for forfeiture of the right to a Continuing Enrollment, Intra-District Permit, provided that the school meets its responsibility regarding residence verification as outlined in [2.3 RESIDENCE REQUIREMENTS](#). Principals have the discretion to withdraw the student. Once a parent presents satisfactory proof of residence, the verification process should be considered complete.

For further information, refer to [BUL-5347.2](#), *Intra-District (school to school) Permits and Student Transfers in Elementary and Secondary Schools*.

9.3 INVESTIGATING FALSE OR SUSPICIOUS ADDRESSES

When school officials have reason to believe that the address provided by the parent/guardian is incorrect, or was falsely reported, every effort must be made to ascertain the correct information. School staff have the right and obligation to conduct a thorough investigation (due diligence) for the school administrator to take appropriate action. Students should not be withdrawn because address information is unknown. Students should remain enrolled during the investigation process.

If the [Affidavit to Verify Residence](#) was submitted upon enrollment, and the procedures outlined in section [2.4.1 AFFIDAVIT TO VERIFY RESIDENCE](#) were followed accordingly, then investigation (due diligence) should proceed as follows:

1. Conduct a home visit to establish residency at either the current or previous addresses. School administrators or designated certificated staff can conduct home visits.
2. If attempts to contact the parent are unsuccessful, search MiSiS in the Advanced Search screen for siblings by entering the Caregiver's First and Last name. Review address information for siblings and consider mailing letters or conducting home visits using those addresses, if different.
3. Surreptitious photographing or video recording of pupils who are being investigated is prohibited. In accordance with E.C. § 48204.2, "surreptitious photographic or video recording" means the covert collection of photographic or video graphic images of person or places subject to an investigation. For purposes of this paragraph, the collection of images is not covert if the technology is used in open and public view.

Document all due diligence efforts in the student's MiSiS Student Contact Log. If additional support and guidance are needed, consult with the Region Pupil Services and Attendance (PSA) Field Coordinator or the Office of General Counsel.

9.3.1 RESPONSE TO INVESTIGATION

When a new address is obtained, it must be immediately entered into MiSiS. If the address corresponds to a different LAUSD school, the administrator should attempt to communicate with the parent/guardian to determine special circumstances or a transfer to the school of residence, if appropriate. The administrator should ensure the educational continuity for each student and determine if students will remain in school of attendance, pursue continuing enrollment permit or transfer to school of residence.

If the new address is located outside of LAUSD boundaries, and the student does not already have an Inter-District Permit, the student must be referred to the [Office of Permits and Student Transfers](#) immediately. Charter schools are excluded from this requirement and can keep students outside of LAUSD boundaries without contacting the Office of Permits and Student Transfers.

If it is determined after due diligence that the parent/guardian provided inaccurate information regarding their place of residence from the initial time of enrollment, the administrator must request a meeting with the parent/guardian to notify them that the student should be immediately transferred to the School of Residence. The student should not be eligible to receive any type of permit at the school where the falsification or inaccuracy occurred until the conclusion of that semester, plus one additional semester.

If a parent refuses to attend the requested meeting, the Administrator may transfer the student to the School of Residence and should mail the [Moved, False Address, Forfeiture of Permit Letter](#) notifying the parent/guardian that their residence information has been discovered and the student must be enrolled in the School of Residence. If the parent fails to reply to the request to pick up their child's transfer, the school may complete the withdrawal and send the MiSiS Student Transfer Form (formerly known as the PAR) home with the student. If the residence information is false and the student is no longer in attendance, the school administrator must use due diligence efforts to exhaust all investigative procedures outlined above to determine the student's actual address before a determination to withdraw the student can be made. After exhausting all due diligence efforts and documenting in MiSiS, the school administrator may consult with the Region Pupil Services and Attendance Coordinator or other appropriate District official, to determine if withdrawal of the student is appropriate.

10. ATTENDANCE MONITORING & ACCOUNTING PROCEDURES FOR COMPREHENSIVE SCHOOLS

10.1 ATTENDANCE MONITORING AND THE INTEGRATED SAFE SCHOOL PLAN (ISSP)

Monitoring attendance taking and ensuring record accuracy are critical to ensuring that students are regularly attending school and abiding by California Compulsory Education Law. There are numerous reports and systems in place that are tools and resources schools should utilize to track student attendance outlined in the [Essential Reports for Monitoring Attendance & Enrollment](#). In addition to the reports and systems in place, schools can use the *School Site Quick Reference for Five Column Rosters*.

California public schools are required to comply with E.C. § 32281, which calls for preparing school safety plans relevant to the needs and resources of the school, addressing violence prevention, child abuse reporting procedures, and emergency preparedness, as well as assessing current status of crime on campus and at school-related functions. The Integrated Safe School Plan online system (<https://www.lausd.org/Page/16314>) standardizes the plan across LAUSD schools and guides the preparation of annual updates. Schools customize the plan to meet their needs.

The Integrated Safe School Plan (ISSP) is completed using the recommended six-step process advocated in the Federal document, *Guide for Developing High-Quality Operations Plans* (2013). The guide was created and published jointly by the U.S. Department of Education, U.S. Department of Health and Human Services, U.S. Department of Homeland Security, U.S. Department of Justice, Federal Bureau of Investigation, and Federal Emergency Management Agency.

Step 3 in the ISSP requires the entry of one goal for each of the following components:

- A. Schoolwide discipline plan
- B. Attendance and chronic absenteeism
- C. Threat/hazard
- D. Emergency function

If additional support and guidance are needed, refer to [REF-5511.13](#), *Completing and Updating the Integrated Safe School Plan* or visit <https://www.lausd.org/isspresources>.

10.2 SCHOOL ATTENDANCE RECOGNITION CRITERIA

Schools that implement recognition and awards should establish their own attendance recognition criteria. Schools are to notify students and families about their school attendance recognition criteria at the beginning of each semester/school year, and when enrolling new students. Refer to [Sample School Attendance Recognition Criteria](#).

10.3 ATTENDANCE RECORDING PROCEDURES

To ensure accuracy of attendance records, principals should ensure:

1. Student attendance is recorded daily, accurately, and in a timely manner for students in all class periods.
 - a. Unexcused absences and/or tardies/leave earlies (LE) for which they have received and verified valid excuse.
 - b. Unexcused tardies/leave earlies of 30 minutes or more should be converted to reason code 3 (non-compliant) and will be included in the truancy count.
 - c. Unexcused tardies and/or leave earlies less than 30 minutes should be coded with a reason code 2 (unexcused) and will be excluded from the truancy count.
2. All teachers are provided with Five Column Roster reports at the beginning of each semester and periodically as needed.
3. School office staff should retain an up-to-date master copy of the Five Column Roster reports.
4. The Attendance Not Submitted and Teacher Discrepancy Reports (secondary schools only) in MiSiS should be generated at least once per day to verify that all attendance has been submitted and updated as needed.

The Attendance Not Submitted and Teacher Discrepancy (secondary grade levels only) reports should be generated at least once per day to verify that all attendance has been submitted, is accurate, and followed up on as needed.

If teachers cannot submit attendance in MiSiS, attendance should be recorded on a printed Five Column Roster report, for more information, refer to [11.1 TAKING ATTENDANCE DURING LOSS OF CONNECTIVITY](#). If attendance is not submitted in MiSiS by the teacher on the same instructional day, the paper record must be retained in the office for five school years. In addition, school administrators must ensure that substitute teachers have access to the Five Column Rosters, MiSiS, and any other tools that might be necessary to submit attendance as required. Refer to the MiSiS Job Aid, [Manage Educator Absences and Substitute Slips](#).

Students who are enrolled in an independent study program receive attendance credit based on the time value of work submitted. All attendance records must be updated and accurately reported in a timely manner on District-approved forms. For more information, refer to [BUL-6779.5, Guidelines for Independent Study](#).

All updates to attendance will be included in the statistical reports for the year so long as the updates are completed by the week following the last instructional day of the school year.

Attendance records may not be changed after June 30th of each school year. Should there be a need to update prior year records, schools should first consult with their Region Pupil Services and Attendance Coordinator.

For further information, refer to <https://www.lausd.org/misisjobaids>.

10.4 ATTENDANCE AND ENROLLMENT RECORD ACCURACY

The Student Monthly Attendance Summary Report (SMASR) Statistical Report in MiSiS summarizes a school's attendance data and enrollment activity for each school month. The attendance data on the statistical report is one of the bases for the District's Local Control Funding Formula (LCFF) apportionment from the State. Therefore, accuracy of enrollment and attendance data is crucial. Regular review of the Student Monthly Attendance Summary Report (SMASR) and prompt correction of exceptions will help ensure accuracy of the statistical report data. Each school month, elementary schools may distribute a Student Monthly Attendance Summary Report (SMASR) to each teacher to review for possible errors and to make necessary corrections to student enrollment or attendance information in MiSiS.

For more information, visit the MiSiS Resources and Job Aids> State Reporting at <https://www.lausd.org//Page/8154>.

10.5 ABSENCES, TARDIES & LEFT EARLY

Per CCR, Title 5, § 306, every principal should require satisfactory explanation from the parent/guardian of a student, either in person or by written note, whenever the pupil is absent for part or all of a school day as. CCR, Title 5, § 421 and E.C. § 48205 delineates what types of absences may be excused by a person authorized to excuse absences under the.

Absences are defined as excused, unexcused, or non-compliant. All absence verification/notes must be maintained for five years for audit purposes.

Average Daily Attendance (ADA) is the count used to apportion funding for schools and is based on student attendance and not on the number of students enrolled. ADA is the total number of days of student attendance divided by the total number of days taught and is used for a variety of funding purposes.

Students with absences are afforded opportunities to engage in missed learning and to demonstrate proficiency in the Standards through the provision of equivalent learning tasks and assessments that can reasonably be provided by the teacher. For more information, refer to [BUL-1353.2](#), *Grading and Markings and Procedures in Secondary Schools*.

For a description of reason codes for all absences, tardies, and leave earlies, refer to the [Elementary and Secondary Reason Codes](#) and [REF-5464.11](#), *Initial Notification of Truancy (1st NOT) Central Automation and School Generated (2nd and 3rd NOT) Procedures*.

10.5.1 EXCUSABLE ABSENCES, TARDIES & LEFT EARLY

Absences excused with a 1M, 1N, and 1P in MiSiS include:

- Attending a pupil's naturalization ceremony to become a United States citizen
- Active military duty (immediate family member); number of days at administrator discretion
- Funeral services or grieving the death of an immediate family or person determined by the pupil's parent/ guardian to be considered part of the pupil's immediate family due to close association (max 5 days per incident regardless of funeral location)
- Jury duty
- Illness or injury of pupil
- Illness or medical appointment of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor
- Medical, dental, optometric, or chiropractic services
- Mental or behavioral health (absence for the benefit of the pupil's mental or behavioral health)
- Member of a precinct board for an election
- Middle school or high school pupil engaging in a civic or political event, provided that the pupil notifies the school ahead of the absence
 - excused for only one schoolday-long absence per school year
 - may be permitted additional excused absences in the discretion of a school administrator
- Participating in a cultural ceremony or event ("cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people)
- Quarantine
- To access victim or grief support services or participate in safety planning as it relates to the death of the student's immediate family member or person determined by the pupil's parent/guardian to be considered part of the pupil's immediate family due to close association (max 3 days per incident)

10.5.2 JUSTIFIABLE PERSONAL REASONS - ADMINISTRATOR APPROVAL REQUIRED

The [Administrator Approval of Student Absence Form](#) should be requested by the parent/guardian seeking administrator approval for justifiable personal reason absences. Parent/guardian should provide verification/documentation to support the absence request.

The Administrator Approval absences include, but are not limited to:

- Court appearance
- Educational conference offered by non-profit organization (legislative/judicial)
- Employment conference
- Funeral service (extended days per incident)
- Observance of a holiday or ceremony of the pupil's religion
- Religious retreat (shall not exceed 1 schoolday per semester)
- Victim, grief support or safety planning (extended days per incident)
- Religious instruction (attend minimum school day no more than 4 days per school month), requires the *Request to Release from School for Moral and Religious Instruction* form, refer to [BUL-152513](#), *Process for Requesting Excuse from School for Religious and Moral Instruction*
- Take Your Child to Work Day, requires the *School Notification of Participation and Parent/Legal Guardian/Educational Rights Holder Responsibility* form, refer to [MEM-5415](#), *Take Our Children to Work Day*

10.5.3 JUSTIFIABLE PERSONAL REASONS - ADMINISTRATOR APPROVAL NOT REQUIRED

The following are considered justifiable personal reason absences and do not require an [Administrator Approval of Student Absence Form](#):

- Entertainment industry - no more than 5 consecutive days or maximum of 5 absences per school year, refer to [BUL-6837.1](#), *Pupils in the Entertainment and Allied Industries*
- Medical exclusion or exemption
- Participation in not for profit performing arts organization - maximum 5 per school year
- Revoked suspension through appeal's procedure

10.5.4 SCHOOL BUS (REASON CODE SB)

Students that are absent or tardy from school due to LAUSD school bus related issues should have an SB attendance reason code in MiSiS.

- SB full day absence should be used when a student is absent all day due to LAUSD school bus related issues.
- For secondary schools, SB period absence should be used when a student is absent during the entire period due to LAUSD school bus related issues.
- SB Tardy should only be used when a student is tardy due to LAUSD school bus related issues.

10.5.5 AVERAGE DAILY ATTENDANCE (ADA) APPORTION ABSENCES

Per the California Department of Education, the following absence types for elementary (EL) and Secondary (SEC) reason codes generate ADA:

- 4I In-School Suspension * EL, SEC
- AT Athletic Team * SEC
- EC Extracurricular * SEC
- FT Field Trip * EL, SEC
- SC Suspended Class * EL, SEC
- SG Student Gov't * SEC
- TP Testing Program * EL, SEC

Schools should retain documentation of students' participation in these activities to support the use of these reason codes for five years. For a description of reason codes for all absences, tardies, and leave earlies, refer to the [Elementary and Secondary Reason Codes](#).

10.5.6 NON AVERAGE DAILY ATTENDANCE (ADA) APPORTION ABSENCES

Per the California Department of Education, the following absence types do not generate ADA for elementary (EL) or secondary (SEC):

- AO Attendance Office * SEC
- AP Assistant Principal's Office * SEC
- BI Bilingual Office * SEC
- CH Title I Office * SEC
- CO Counseling Office * SEC
- DO Dean's Office * SEC
- GT Grade/Track Office * SEC
- GO Guidance Office * SEC
- HO Health Office/ Wellness Center * SEC
- MG Magnet Office * SEC
- MO Main Office * EL (*new reason code 2024-2025*)
- PO Principal Office * SEC
- SB School Bus - LAUSD Only (period absence only) * EL, SEC

Reason code Main Office (MO) is only available for Elementary Schools. This code may be used when a student is physically on campus but does not have classroom in seat attendance. MO attendance code should be updated if the student reports to class.

10.6 FINALSITE CONNECT (FORMERLY BLACKBOARD CONNECT) ABSENCE NOTIFICATIONS

Finalsite Connect attendance calls are made based on information retrieved from MiSiS. It is important for the school to have current contact information on MiSiS, so parents/guardians can receive these important messages.

- By default, attendance messages from Finalsite Connect are sent twice a day to the parent/guardian of students that have an absence or tardy that day.
- Parents/guardians can designate the telephone number that will receive attendance messages on Finalsite Connect by indicating such on the [Student Emergency Information Form](#). Student Emergency Information Form should be updated.
- Attendance information is taken daily from MiSiS at 9:30 a.m. to generate the morning call to the parents/guardians. This call provides parents/guardians an early notification of absence and tardies, so that an effort can be made to ensure the student arrives to school, if appropriate. The evening call is based on attendance data in MiSiS as of 3:30 p.m. and reflects attendance information for the entire day. Calls are made for all absences and tardies with a reason code 2 (unexcused), 3 (non-compliant), UC (Uncleared) and/or 0 (No Note). It is important that schools accurately submit attendance and make all necessary updates prior to these two times to communicate correct information to parents/guardians and to minimize unnecessary inquiries. To support these efforts, school administrators should designate appropriate staff member(s) to make personal phone calls to parents/guardians when students are absent and should encourage classroom teachers to inquire regarding students' chronic absences.

All concerns related to the Finalsite Connect messages regarding student's attendance should be managed by the school. All attendance updates must be documented in MiSiS by the school staff with the appropriate attendance reason code.

For further information regarding Finalsite Connect refer to <https://www.lausd.org/domain/321>.

10.7 ABSENCE VERIFICATION

Parent/guardian and students 18-years or older are responsible for providing documentation of an excused student absence (CCR, Title 5, §306), including partial-day absences. Every effort should be made by the school staff to notify parents/guardians of their child's uncleared absences and steps required to clear all absences. The reason(s) for an absence may be submitted either in person, by written note, phone, or verified by a home visit.

Students with prolonged absences due to a serious illness or accident should be marked absent by their school until home or hospital instructional services begin. Refer to [BUL-1229.3](#), *Carlson Home, Hospital and Home Online Academy Instructional Services*.

10.7.1 CERTIFIED STAFF THAT CAN VERIFY ABSENCES DUE TO ILLNESS OR QUARANTINE

Any of the following persons may also verify an absence(s) due to illness or quarantine according to CCR, Title 5, § 421:

- A principal
- A school or public health nurse
- Authorized school personnel designated by the principal
- A teacher
- Any other qualified employee of a school district assigned to make such verification

10.7.2 ACCEPTABLE METHODS OF ABSENCE VERIFICATION

It is the parent/guardian and students 18-years or older (E.C. § 46012) responsibility to verify the reason for the absence(s) within 10 school days after the student returns to school in order to prevent the absence(s) from being recorded as uncleared/unexcused and counting towards truancy, as stated in the Parent-Student Handbook.

Acceptable methods to communicate absence reasons are as follows:

- Written note that is signed and dated.
- Medical note
- Email from parent's/guardian's verified email address; and/or
- Phone call from the known parent/guardian. Schools should ensure to document the phone call with reason from parent/guardian for audit purposes.
- Upload an absence note via the LAUSD Parent Portal. Designated school staff should regularly check emails processed through Parent Portal to ensure documentation of absence notes.
- [Absence Note Templates](#)

Schools staff should ensure the information on the absence note is documented correctly in MiSiS. All absence notes, including those received via email or Parent Portal should be printed and maintained for five (5) years for audit purposes.

All absence notes should include:

1. Student's full name
2. Date(s) of absence(s)
3. Reason for absence(s)
4. Tardy or Left Early time, if applicable

It is encouraged that absence notes include the student's date of birth.

If any of the above information is missing, schools should verify with parent/guardian, write the missing information, and include staff initials or signature.

If school staff has made and documented reasonable efforts to obtain an explanation for an absence from the parent/guardian or students 18-years or older and no explanation is received after 10 days of due diligence, school staff may update uncleared absences in MiSiS with absence reason code 0, No Note. Absence reason code 0 will be included in the count towards truancy classification, along with absence reason codes 2 and 3.

All uncleared absences that remain with reason code UC, will be included in the truancy count after 10 days of the absence occurrence. For more information, refer to [REF 5464.10](#), *Initial Notification of Truancy (1st NOT) Central Automation and School Generated (2nd and 3rd NOT) Procedures*.

10.7.3 UNACCEPTABLE METHODS OF ABSENCE VERIFICATION BY A PARENT

Unacceptable methods for parent/guardian and students 18-years or older to communicate an absence reason are as follows:

- An email from an unfamiliar account to the school or the teacher's personal device is not acceptable; and/or
- A text message from any mobile device; and/or
- Messages received through a communication platform (e.g., Class Dojo, Remind, etc.).

10.7.4 PARTIAL DAY ABSENCES VERIFICATION

In efforts to reduce the number of uncleared partial day absences, avoid inconsistencies, avoid audit findings, and avoid students from erroneously receiving Notification of Truancy letters, school staff should establish attendance procedures to correctly document partial day absences. Partial day absence notes should include student information details, absence information including the time for early leaves and/or tardy, and periods missed (secondary), and absence reason. If the time information is missing, school staff must make a notation on the absence note along with staff initials. It is encouraged that schools use the [Absences Note Templates](#) that allow for the documentation of partial day absences.

If a parent provides an incomplete note with missing information, only after verifying the missing information, the staff may add the missing information directly on to the note, including staff initials, or an Absences Note Templates may be attached to the parent absence note as a supplemental document to further clarify information as it refers to the time missed from school.

For additional information please see the MiSiS Job Aid, [Clearing Unresolved Absences](#).

10.7.5 RETURNING TO SCHOOL AFTER AN INJURY

A student returning to school with sutures (stitches, staples), ace bandages (elastic bandage, slings), casts, splints, crutches, cane, walker, knee walker/knee scooter, or a wheelchair must have a licensed California health care provider's written permission to attend school that includes any recommendations and/or restrictions related to physical activity, mobility, and safety. All equipment must be supplied by the parent(s)/legal guardian(s).

School staff have the responsibility to provide reasonable accommodations to ensure that students have access to District facilities, programs, and activities. In situations where a student's recovery is prolonged (over six months), the school administration or Section 504 designee should consider convening an evaluation to determine if the student requires formal accommodations through a Section 504 Plan.

For further guidance, consult with the School Nurse or the Region Nursing Administrator. For assistance regarding the Section 504 process, please contact the District's Office of Student Civil Rights (OSCR) or refer to [BUL-4692.9](#), *Section 504 of the Rehabilitation Act of 1973*.

10.7.6 READMITTING STUDENTS THAT ARE ABSENT FIVE (5) OR MORE DAYS

Students are to be readmitted by the office rather than the classroom teacher for all absences that are five or more consecutive days. For absences of five or more consecutive days related to illness, the school nurse or designated staff member is to be consulted to clear the absence. A health-care provider's verification for re-admittance to class is not required unless the student has a serious medical condition or contagious disease.

For further guidance, consult with the School Nurse or the Region Nursing Administrator.

10.7.7 COMMUNICABLE DISEASES

A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met. Guidelines for exclusion and readmission follow policies set forth by the school district, the California Department of Public Health, the California Department of Education, and the Los Angeles County Department of Public Health (LACDPH). Guidance in addressing communicable diseases may also come from the Centers for Disease Control and Prevention, and national organizations. Exclusion may occur immediately or at the end of the school day, depending on the disease, its communicability, and District, county, and state policies. For specific disease guidance, please refer to the Communicable Disease in Schools Reference Guide at: <https://www.lausd.org/nursing>. Readmission to school is based on condition and appropriate treatment. A longer exclusion period may be warranted for students who do not have some or all their required immunizations for school.

For more information, refer to [BUL-1645.2](#), *Infection Control Guidelines for Preventing the Spread of Communicable Diseases* or consult with the School Nurse or the Region Nursing Administrator.

For COVID-19 related questions please refer to the Office of Health Emergency Response and Support.

10.7.8 RETURNING FROM A PSYCHIATRIC HOSPITALIZATION AND/OR DRUG OR ALCOHOL INPATIENT TREATMENT

It is strongly encouraged that written permission by the health care provider be obtained for a student following a psychiatric hospitalization and/or drug or alcohol inpatient treatment, prior to returning to school. Refer to [BUL-2637.5](#), *Suicide Prevention, Intervention, and Postvention (Students)* and , *Threat Assessment and Management (Student-to-Student, Student-to-Adult)*.

10.8 ESSENTIAL TIPS TO SUPPORT ATTENDANCE POLICY AND COMPLIANCE

MiSiS attendance records and paper documentation must match according to the following criteria:

- Ensure the correct date of the absence on the absence note is reflected in the MiSiS student attendance record.
- All calls to excuse a student's absences should be documented on a school absence note template, documented in the MiSiS student attendance record, and kept with all other absence notes.
- Ensure all partial day absence notes, (e.g., student has a leave early starting at 4th period to a doctor's appointment) specify the times the student arrived late or left early and for secondary students, include the periods the student missed on that given day.
- For additional information, refer to MiSiS Job Aid, [Clearing Unresolved Absences](#).

For additional information and tips on enrollment, attendance and withdrawal compliance refer to the [MyPLN Pupil Services and Attendance Essential Tips to Support Policy and Meet Compliance, Best Practices to Eliminate Audit Findings](#).

10.9 ATTENDANCE DOCUMENT RETENTION

Pupil records are legal documents that should be filed and stored for five years. Federal and state laws mandate that school employees protect and maintain the security and confidentiality of pupil records. Refer to [BUL- 6887.1](#), *Pupil Records: Access, Confidentiality, and Notice of Educational Rights*. State law requires that certain types of attendance documents be filed and stored. Refer to [BUL-1077.2](#), *Information Protection Policy*. Principals are responsible for maintaining enrollment and attendance accounting records in accordance with District policy and ensuring that these records are available for audits.

11. RECORD KEEPING DURING SPECIAL CIRCUMSTANCES

11.1 TAKING ATTENDANCE DURING LOSS OF CONNECTIVITY

Due to occasional lapses of internet connectivity or MiSiS functionality, school administrator should provide all teachers with printed Five Column Rosters at the beginning of each semester, updated periodically as needed. Teachers may also generate these reports. School office staff should also retain a master copy of the Five Column Rosters for all classes and generated periodically.

Teachers should report connectivity or system functionality problems immediately to the designated school office, which should take appropriate steps to investigate the issue and may request support from the ITS helpdesk at 213-241-5200. Teachers should then take attendance on a printed Five Column Roster, adding the names of any students not listed and crossing out the names of any withdrawn students.

If the Five Column Rosters are not available, attendance is to be recorded on a blank sheet of paper. The teacher must print their name, sign, date and include class period for secondary schools on the paper attendance record. The paper attendance record should be used to enter the information into MiSiS as soon as connectivity is restored. If connectivity does not return on the same day as the outage, secondary school principals should designate an appropriate staff to receive all written attendance records and promptly input the information as soon as connectivity is restored. Schools should not retroactively input attendance in MiSiS without retaining the corresponding paper attendance records, as this may affect audits and misrepresent Average Daily Attendance (ADA). Falsely claimed ADA may result in an audit finding and disallowance of the ADA. All students must be physically in class to be marked present. Paper attendance records must be retained for five school years from their date, unless the school is notified by the Budget Services and Financial Planning Division of an audit delay requiring a longer retention period.

11.2 SCHOOL EMERGENCY AND MASS ABSENCE PROCEDURES

Students may be absent from school due to an emergency, such as fire, flood, impassable roads, epidemic, or other emergency that impacts the school or if the school is closed for a part of a term by order of a city or county board of health or of the State Board of Health as stated in E.C. § 46390. Emergency events can also include those related to war as stated in E.C. § 41422. . This event may result in having absences greater than 10% of the school's enrollment. If a mass absence affects the District as a whole, the District will distribute appropriate guidelines for documentation and response.

The school administrator/designee should immediately report the incident to the appropriate Operations Coordinator or Division Head by telephone and document the incident by submitting an Incident System Tracking Accountability Report (iSTAR). School staff should report the incident to the [MiSiS Help Desk](#). The MiSiS System Administrator will enter the School Emergency code, which may only be applied to students who are marked absent.

Refer to [BUL-5269.3](#), *Incident System Tracking Accountability Report (iSTAR)* or Division of School Operations for further guidance.

11.3 CONFIDENTIAL MEDICAL SERVICES

School authority may excuse any student, grades 7 to 12, from the school for the purpose of obtaining confidential medical services without consent of the parent/guardian (E.C. § 46010.1) as noted in the District's Parent Student Handbook. Medical care related to pregnancy prevention/treatment, treatment of an infectious, contagious, or

communicable disease, or diagnosis/treat rape/sexual assault; drug or alcohol related, mental health treatment, counseling or residential shelter services or HIV testing qualifies as confidential medical services.

The student should meet with the school nurse or designated staff member to request approval to leave campus for confidential medical care. The staff member should confirm the appointment. The student should sign out at the time of departure and sign in upon the student's return. The student should be informed of their responsibility to obtain and provide proof of treatment or appointment. It is recommended that the designated staff member follow up with the student as necessary.

A student's absence, when released from school, should be immediately recorded in MiSiS as 1M (Medical), 1N (Nurse/Designee), or HO (On campus - Health Office/Wellness Center) as applicable, to avoid Finals Connect (formerly Blackboard Connect) absence calls. Finals Connect absence calls are generated twice a day, for more information, refer to section [10.6 FINALSITE CONNECT \(FORMERLY BLACKBOARD CONNECT\) ABSENCE NOTIFICATIONS](#).

Any written verification regarding confidential medical services should not be placed in the student's cumulative record, attendance file or entered in MiSiS indicating a "confidential medical service." Instead, any written verification regarding confidential medical services should be kept in a separate confidential file in the health office or designated location. Schools may NOT require that students obtain written parental permission prior to being released from school to receive confidential medical services and may NOT notify parents/guardians when students leave school to obtain such services.

11.4 PROLONGED ILLNESS

A student who contracts an illness of a prolonged nature or who has been a victim of an accident that will prevent attendance for a prolonged period should be counted as absent due to illness only until such time as they are able and start to receive instruction in home or hospital. A temporarily disabled student may receive individual instruction through Independent Study instead of instruction through Carlson Home and Hospital School, if the student's parent, or if the student is over 18 years of age and the District agrees. Refer to [BUL-1229.3](#), *Carlson Home, Hospital and Home Online Academy Instructional Services* or [BUL- 6779.5](#), *Guidelines for Independent Study*.

For further guidance, consult with the School Nurse or the Region Nursing Administrator.

11.5 STUDENT SUSPENSION

When a student is suspended the principal/designee must follow the procedures outlined in [BUL-5655.4](#), *Guidelines for Student Suspension*. All Students suspension must be documented in MiSiS following the procedures described in [BUL-5808.5](#), *Documentation of Student Misconduct as Defined in Education Code in My Integrated Student Information System (MiSiS)*.

11.6 ENTERTAINMENT AND ALLIED INDUSTRY

The entertainment industry is defined in state regulations as "...any organization, or individual, using the services of any minor in: motion pictures of any type (film, videotape, etc.), using any format (theatrical, film, commercial documentary, television program, etc.), by any medium (theater, television, videocassette, etc.); photography; recording; modeling; theatrical productions; publicity; rodeos; circuses; musical performances; and any other performances; and any other performances where minors perform to entertain the public." [CCR, Title 8, § 11751]

A school may excuse the absences of a pupil who holds an entertainment work permit [E.C. § 48225.5]. The law limits the number of excused absences for a child holding an entertainment work permit to a maximum of five absences per school year.

For more information, refer to [BUL-6837.1](#), *Pupils in the Entertainment and Allied Industries* or contact Division of Instruction, Work Experience Education Office.

11.7 FIELD TRIP ATTENDANCE ACCOUNTING

The Absent FT reason code is counted as a present and produces Average Daily Attendance (ADA) for both elementary and secondary schools.

For more information, refer to [10.5.5 AVERAGE DAILY ATTENDANCE \(ADA\) APPORTION ABSENCES](#).

Schools should have systems in place to document the field trip details, such as, student departure and return times from school campus.

For policies and procedures for all field trips, refer to REF-2111.1 Field Trips Handbook and Revised Procedures.

11.7.1 ELEMENTARY FULL DAY FIELD TRIP- WITH NO IN-SEAT ATTENDANCE

Student attendance should be marked as (A) Absent all day with reason code FT (Field Trip)

11.7.2 ELEMENTARY PARTIAL DAY FIELD TRIP- WITH IN-SEAT ATTENDANCE

Student attendance status in MiSiS should be updated to "Absent" with the reason code (FT) to indicate their departure time. Upon their return to school from the field trip, the "Absent-FT" status does not need to be updated to indicate the return time.

11.7.3 SECONDARY FIELD TRIP ATTENDANCE

Absence reason code (FT) should be entered in MiSiS only for periods missed due to the field trip.

11.8 MULTIPLE ATTENDANCE CODES ON THE SAME DAY

If there are multiple attendance code entries on the same day, all occurrences should be documented in MiSiS. For example, student left early (LE), enter LE and the time the student left, then the student returns to school, enter Tardy (T) and the time the student returned to school. The MiSiS Student Attendance Screen will display the last attendance codes documented for the day. The MiSiS Student Attendance Audit Report keeps records of all attendance code entries. For purposes of proper documentation and potential audits, ensure the parent note supports the occurrences, refer to section [10.7.2 ACCEPTABLE METHODS OF ABSENCE VERIFICATION](#).

12. WITHDRAWAL PROCEDURES

School staff should ensure that valid documentation is provided by the parent/guardian to support the withdraw type prior to withdrawing a student. For the most up to date list of withdrawal types and reasons (L Codes), refer to [Withdrawal Types and Reasons](#) or visit the MiSiS Resources and Job Aids <https://www.lausd.org/Page/4596>. For more information, regarding due diligence effort prior to withdrawing students refer to the [Due Diligence Efforts - Steps to Follow Prior to Withdrawal Students Quick Guide](#) and [No Show Students Process and Documentation Quick Guide](#).

The following are prohibited withdrawal practices:

- Withdrawing students based on age
- Withdrawing students to prevent participation in testing
- Withdrawing students because of discipline and/or attendance issues
- Withdrawing students because the student is not on track to culminate/graduate or is failing classes

Student withdrawals should not be withheld due to a student owing textbooks or materials. The withdrawal date should be the last day of attendance to avoid duplicate enrollment.

12.1 WHO CAN INITIATE A WITHDRAWAL OF A STUDENT

The following individual can initiate a withdrawal:

- Parent/legal guardian/Educational Rights Holder (ERH)
- 18-year-old student
- Emancipated minor
- Appropriate school site administrator (e.g., Opportunity Transfer)
- School Attendance Review Board (SARB)

- School Operations
- District Administrative Office
- District Headquarters (e.g., Expulsion)

12.2 WITHDRAWAL SUPPORTING DOCUMENTS

12.2.1 PARENT ASSURANCE LETTER (PAL)

The [Parent Assurance Letter \(PAL\)](#) is an affidavit that is used to document withdrawal, transfer, and other movement to schools outside of LAUSD. The PAL should be signed by the parent/legal guardian of an LAUSD student, declaring under penalty of perjury where the student is or where the student will be enrolling. This letter does not guarantee that a student will not be counted as a dropout. However, it may help with efforts to locate a student. The PAL may only be used to document information in the school year that non-enrollment occurs. It cannot be used to document the status of student in prior years. Refer to MiSiS Job Aid, [Withdraw a Student and Document Receipt of Parent Assurance Letter](#).

Parent/legal guardian should sign and submit the *Parent Assurance Letter* (PAL). School staff should verify the identity of the person completing the form and request a copy of their photo identification.

School staff should obtain and document as much information as possible, including:

- New school name and address (city, state, country)
- New home address (city, state, country)
- New phone number(s)
- Emergency contact information

If a parent provides the information over the phone, school staff should document the following in the “Office Use Only” section on the PAL:

- Note section: “information received via telephone conversation”, staff initial (this will not have a parent signature), and date the information was received

The original PAL must be placed in the student’s cumulative record and a copy filed in a designated office where it can be accessed if the student appears on the school’s *Grade 7-12 Graduate and Dropout Four Year Report*. The withdrawal date should be the last day of school attendance.

12.2.2 ENROLLMENT VERIFICATION FORM

Schools may utilize the [Enrollment Verification Letter](#) as a supplemental tool to verify student enrollment outside of LAUSD and avoid concurrent enrollment. Schools may send an encrypted email or mail the *Enrollment Verification Letter* to the school identified on the [Parent Assurance Letter \(PAL\)](#). The original *Enrollment Verification Letter* must be placed in the student’s cumulative record and a copy may be filed in a designated office where it can be accessed if the student appears on the school’s *Grade 7-12 Graduate and Dropout Four Year Report*. The withdrawal date should be the last day of school attendance.

12.2.3 RECORDS REQUEST

The school office clerical staff is responsible for obtaining student records from former schools. This responsibility involves requesting records, checking regularly to determine if records have been received, and repeating the requests as frequently as necessary. For more information on entering a record request in MiSiS, refer to MiSiS Job Aid, [Enter the Records Request](#). This job aid will also provide instructions for documenting receipt and handling of Student Records Request in MiSiS.

It is the school’s responsibility to verify and update the withdrawal record to the correct leaver code in MiSiS upon receiving records of student’s enrollment in a different school/district, other than the one indicated on the PAL and/or MiSiS.

Refer to [Handbooks-1255641.0 Cumulative Handbook for Elementary Schools](#) and [Handbooks-13480540 Cumulative Record Handbook for Secondary Schools](#) for additional policies and procedures regarding transfer of pupil records and any additional documentation.

12.2.4 CALIFORNIA PRIVATE SCHOOL AFFIDAVIT

Parents homeschooling their children must file the Private School Affidavit with the California Department of Education annually (E.C. §§ 33190, 48220 to 48225). The Private School Affidavit and [Parent Assurance Letter \(PAL\)](#) must be presented to the school of residence in order for the student to be exempted from compulsory education. The original *Private School Affidavit* and *Parent Assurance Letter* must be placed in the student's cumulative record and a copy may be filed in a designated office where it can be accessed if the student appears on the school's *Grade 7-12 Graduate and Dropout Four Year Report*. The withdrawal date should be the last day of school attendance.

For more information, refer [Handbooks-1255641.0 Cumulative Handbook for Elementary Schools](#) and [Handbooks-13480540 Cumulative Record Handbook for Secondary Schools](#).

12.2.5 NOT ATTENDING, NO SHOW, OR NOT ENROLLED LETTER

The [Not Attending, No Show, or Not Enrolled Letter](#) may be utilized to support due diligent efforts to locate student who are not attending, no show, or are not enrolled. Schools may provide the *Not Attending, No Show, Not Enrolled Letter* to the parent/legal guardian. This letter should be signed by the parent/legal guardian of an LAUSD student, declaring under penalty of perjury where the student is or where the student will be enrolling. If a new school is listed on the letter, verify enrollment, and update the MiSiS withdrawal. Refer to MiSiS Job Aid, [Withdraw a Student](#). The original *Not Attending, No Show, or Not Enrolled Letter* must be placed in the student's cumulative record and a copy may be filed in a designated office where it can be accessed if the student appears on the school's *Grade 7-12 Graduate and Dropout Four Year Report*. The withdrawal date should be the last day of school attendance.

For more information regarding the No Show Process, refer to [13. NO SHOW STUDENT PROCEDURES](#).

12.2.6 OBITUARY OR DEATH NOTICE

Schools should obtain an obituary or death notice prior to the withdrawal of the student and must place in the student's cumulative record. A copy may be filed in a designated office where it can be accessed if the student appears on the school's *Grade 7-12 Graduate and Dropout Four Year Report*. The withdrawal date should be the last day of school attendance.

12.2.7 ADDRESS CONFIRMATION LETTER – NEXT YEAR ENROLLMENT SURVEY

The Address Confirmation Letter Report in MiSiS can be generated for all students and will display the school the student will attend next year based on student address on file. After Next Year Enrollment (NYE) is run, the report will display which school was assigned by the NYE process. Schools may send the Address Confirmation Letter to parents to confirm or correct the student address on record and to inform them of the projected next year enrollment based on the address. Schools may also use the Address Confirmation Letter in MiSiS to survey parents and update student transfer records. If a school other than the expected school is listed and the *Address Confirmation Letter – Next Year Enrollment Survey* is signed by the parent/legal guardian update the MiSiS withdrawal to the appropriate leave code.

Option Attendance Areas Schools who have matriculating students who reside in an option attendance area (not including Zones of Choice Areas) for the current, must survey parents on which school their student(s) intend to attend for the following school year. All students in option attendance areas must have a transfer record entered or be withdrawn on the last day of in-seat attendance. Schools may use the Student Resident School Report to assist in identifying students who live in an option area. Schools may also use the Address Confirmation Letter in MiSiS to survey parents and update student transfer records.

The original *Address Confirmation Letter- Next Year Enrollment Survey* must be placed in the student's cumulative record and a copy may be filed in a designated office where it can be accessed if the student appears on the school's *Grade 7-12 Graduate and Dropout Four Year Report*. The withdrawal date should be the last day of school attendance.

For more information, refer to MiSiS Job Aid, [Generate the Address Confirmation Letter](#).

12.3 ELEMENTARY STUDENT WITHDRAWAL

Although school attendance for students under the age of six is not mandatory, school staff should not withdraw an enrolled student for low academic performance, poor attendance, or behavioral/disciplinary reasons. If it is determined by the administrator that a student was enrolled using fictitious age records and information, the school should:

1. Withdraw the student.
2. Collect the health information form or official records that have been created for the student.
3. Document on each record the circumstances that caused the withdrawal of the student.
4. Store all documents in the student's cumulative record.
5. Contact the Attendance and Enrollment Section at AttendanceEnrollmentSection@lausd.net to receive instructions on how to amend the statistical report, classification report, Grade Span Adjustment, and other pertinent reports.

For further information, refer to [BUL-5708.2](#), *Transitional Kindergarten, Kindergarten, and 1st Grade Entrance Age Requirements, Verification of Birth Date, and Placement Forms* or contact Division of Instruction, Elementary Instruction.

12.4 SECONDARY STUDENT WITHDRAWAL

The Student Clearance Report (under the Enrollment drop down menu) should be generated before processing a student withdrawal at the secondary level. Teachers and different offices should enter grades on the Student Clearance Form from date of withdrawal. Once the student has been dropped, it is no longer possible to generate a Student Clearance Report.

For further information, refer to MiSiS Job Aid, [Student Clearance Report](#) and [Handbook-13480540](#), *Cumulative Record Handbook for Secondary Schools*.

12.5 INDEPENDENT STUDY (IS) WITHDRAWAL

Students enrolled in Independent Study (COA/ Virtual Academy) should be withdrawn on the Record of Assignment (ROA) end date. If the student notifies the IS School that they need to withdraw, during an ROA window, prior to the completion of a ROA end date, the withdrawal date (L date) must match the ROA end date where attendance must be submitted.

For more information on Independent Study, refer to [BUL-6779](#), *Guidelines for Independent Study Programs* and MiSiS Job Aids, [Independent Study](#).

12.6 CHANGE OF ADDRESS

A student may be withdrawn from the school of residence if the parent/guardian provides documentation verifying a change in residence, and the new address belongs to a different school. Refer to sections, [2.18 AUTO WITHDRAWAL PROCESS](#) and [7.1 INTRA-DISTRICT PERMITS \(SCHOOL TO SCHOOL\)](#) for further information.

If the new address is within the boundaries of a different school district (e.g. out of state, out of country, or within California but outside of LAUSD boundaries), school staff should utilize the [Withdrawal Types and Reasons](#) to determine proper withdrawal validation documentation. Refer to [7.2 INTER-DISTRICT PERMITS \(INCOMING FROM ANOTHER SCHOOL DISTRICT\)](#) if the parent/guardian is interested in applying for an Inter-district Permit.

12.7 WHEREABOUTS UNKNOWN

Schools should exercise all due diligence efforts to locate students with excessive absences and/or when whereabouts are unknown. Students should continue to appear on MiSiS rosters and teachers should continue to record accurate daily attendance. Students should only be withdrawn when validating documentation has been received from the parent/legal guardian/educational rights holder (ERH) or another school of enrollment.

Once all due diligence efforts have been exhausted to locate the student, the school may withdraw the student. Students withdrawn with a Whereabouts Unknown reason will appear on the Elevate Scorecard rule [ATT 010-0600 Grade 7-12 Graduate and Dropout Four Year Report](#) and negatively affect Dropout Rate and Graduation Rate at the last school of attendance. Entries for locating a student should be documented in MiSiS. Entries can be made after a student has withdrawn. In addition, staff should review the Elevate Scorecard rule [CCE 100-0010 Concurrent Enrollment Anomalies \(CCE\)](#), if the student appears in this report and the LAUSD enrollment dates overlap with the enrollment dates at another school, follow procedures outlined in the MiSiS Job Aid.

Designated school staff should continue due diligence efforts to locate and reenroll all students who have been withdrawn with a Whereabouts Unknown reason. School personnel should document all efforts to contact, locate, and re-enroll students in MiSiS.

For more information, see [Due Diligence Efforts - Steps to Follow Prior to Withdrawal Students Quick Guide](#).

12.7.1 ENROLLED STUDENT AND NOT ATTENDING

If a school locates a student who is enrolled at the school but not attending; designated school staff should implement due diligent efforts to re-engage the student and family with the goal of returning the student to regular attendance or referring to an alternative educational program, if appropriate.

Prior to withdrawing the student that is not attending, consult with the PSA Region Administrator and refer to the [School Attendance Review Board Guide for Schools](#).

12.7.2 RUNAWAY STUDENTS

Runaway students may be withdrawn only after due diligence has been conducted, resulting in documented verification that the student cannot be located (i.e., obtaining police report).

If a parent or guardian notifies school staff that a student has left home without parent's consent and the student's whereabouts are unknown, school personnel should:

1. Advise the parent/guardian to file a police report if this has not already been done.
2. Maintain the student's active enrollment status, allowing for the student to return without an interruption in enrollment. School administrator or designee should exhaust all due diligence efforts in attempts to locate the student (e.g., verbal and/or written communication with the family, checking CALPADS).
3. After exhausting all due diligence efforts and documenting in the MiSiS, the school administrator may consult with the Region Pupil Services and Attendance Coordinator or other appropriate District official, to determine if withdrawal of the student is appropriate.
4. Notify parents/guardians of their responsibility to inform the school of any updated information.
5. Re-enroll the student immediately upon the student's return.
6. Upon receiving records of student's enrollment in another school district or a completed [Parent Assurance Letter \(PAL\)](#), it is the school's responsibility to update the withdrawal record to correct leaver code in MiSiS.

13. NO SHOW STUDENT PROCEDURES

A No Show student is defined as a student who is scheduled and expected to attend at any time during the instructional year but has not been present and has been marked absent for every period.

13.1 SCHOOLS STAFF PROCEDURES TO IDENTIFY NO SHOW STUDENTS

Schools are responsible for identifying, flagging, processing, and documenting all due diligence efforts in MiSiS for no show students. Schools should process no show students at the end of the student's first expected instructional day.

Schools should follow the procedure below to identify no show students:

1. Generate the Attendance Not Submitted Report, Master Absence Report, Discrepancy Report, and the No Show Report in MiSiS for accurate documentation of absences
2. Ensure that absences are coded uncleared (UC) for all periods
3. Review the tardy list daily and update MiSiS attendance codes as needed

4. Review class schedules that are not picked up (secondary)

Failure to identify students as no shows at the closing of the first day of instruction will lead to the following data errors, which will deflate a student's and school's attendance rate and artificially inflate school's enrollment:

- The student will accumulate invalid absences, which will count towards truancy identification.
- E-Date Error: MiSiS sets the first day of instruction within any given school year as a student's entry date. However, schools will be allowed to manually change a student's entry date to the first date of actual in-seat attendance.

For more information, refer to the [Withdrawal/No Show](#) MiSiS Job Aids.

13.1.1 STUDENT FLAGGED AS A NO SHOW AND ATTENDS ON THE SAME DAY

If a student is flagged as a no show and attends school on the same day (before being processed during the MiSiS overnight interface), schools should remove the no show check box for the student to prevent the removal of the student's enrollment and class schedule.

13.2 NO SHOW PROCESSED IN MISIS

After the nightly no show process, the No Show Report and screen will indicate that the no show has been processed. The No Show Report will list all students identified as no shows and indicate if any students could not be processed. Students cannot be processed as no shows if attendance was not submitted, has been marked present or absent with a reason code, or other errors. It is the school's responsibility to correct errors in efforts for the no show to process.

Refer to the [Withdrawal/No Show](#) MiSiS Job Aids, [No Show](#) FOCUS Dashboard and the [No Show Students Process and Documentation Quick Guide](#).

13.3 NO SHOW RETURNING AFTER BEING PROCESSED

Students returning after being processed as no show will need to be re-enrolled. Schools should manually update the entry date on the student's first day of in-seat attendance.

The No Show process will remove the student's enrollment and class schedule. The No Show Student Schedule Summary Report in MiSiS, allows staff to view and print no show student's schedule. This report supports the re-enrollment process. To ensure all due diligence efforts are conducted to recover all no show students, refer to section below.

Refer to the [No Show Process](#) MiSiS Job Aid and the [No Show Students Process and Documentation Quick Guide](#).

13.4 DOCUMENTING DUE DILIGENCE EFFORTS TO LOCATE NO SHOW STUDENTS IN MISIS

Schools should exercise all due diligence efforts to locate no show students. Entries for locating a no show student should be documented in the MiSiS Student Contact Log. Student Contact Log entries can be made even after a student has been withdrawn.

Due diligence efforts include, but are not limited to:

- Contact the Parent/Guardian/Educational Rights Holder (ERH).
- Utilize MiSiS to search for additional family contact information.
- Request updated information from the previous school of attendance, if applicable.
- Mail the [Not Attending, No Show, or Not Enrolled Letter](#).
- Home visit by certificated personnel.

When valid documentation is received for a no show student, updates should be made with the appropriate withdrawal leave code, refer to [Withdrawal Types and Reasons](#).

For more information, see [Due Diligence Efforts - Steps to Follow Prior to Withdrawal Students Quick Guide](#).

13.4.1 NO SHOW STUDENT LOCATED, BUT NOT ENROLLED

If a school locates a student flagged as a no show, who is not enrolled at any school, the designated school staff should implement due diligent efforts to re-engage the student and family with the goal of returning the student to regular attendance or referring to an alternative educational program, if appropriate. For further guidance, consult with the PSA Region Administrator.

13.5 SPECIAL CONSIDERATIONS FOR STUDENTS NOT ATTENDING ON THE FIRST DAY OF SCHOOL

If a parent/guardian notifies the school that the student will be attending school on a day other than the first day of school, schools have two options:

1. Flag the student as a no show and re-enroll when they return; or
2. Do not flag the student as a no show, instead mark student absent. Manually update the enrollment date to the first-day present upon student's return. Failure to manually update the enrollment date to the first day present will impact the school's attendance rate and trigger a MiSiS certification error.

Refer to MiSiS Job Aid, [Update Entry Date to First Day of Attendance](#).

13.6 NO SHOW STUDENTS WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) RECEIVING TRANSPORTATION

MiSiS will not allow a student with an Individualized Education Program (IEP) receiving transportation to be flagged as a no show. If the current school obtains validating withdrawal documentation confirming the student's enrollment at a different school, the current school should withdraw the student on the entry date.

13.7 NO SHOW STUDENTS IN CHOICES PROGRAM

Students not enrolled and attending by the end of the first week of school will be declined from their Choices placement (including Magnet Programs, Permits with Transportation, Multilingual Multicultural Programs, Schools for Advanced Studies, Admission Criteria Schools, and Affiliated Charter Schools).

For additional information, contact the Choices Support Line at (213) 241-4177 or applyforschools@lausd.net.

13.8 NORM COUNT AND NO SHOW STUDENTS

For norm purposes, no show students, and students with excessive absences (13 or more days), are excluded from the school's norm enrollment count. For other adjustments to school norm enrollment count, please refer to the latest version of the Staffing Bulletins for Elementary, Middle, Senior High Schools, Magnet Schools and Centers, and Options Schools under the School Fiscal Services website ([School Fiscal Services / 2023-24 Budget Planning & Development](#)).

For additional information regarding Norm Day, refer to [REF-1819](#), *Norm Day and Classification Reports – Instructions and Schedules of Electronic Capture*.

14. DOCUMENTATION OF SERVICES, CONTACT AND/OR INTERVENTIONS

State and federal laws strictly regulate the rights and obligations regarding access to and disclosure of pupil record information and an individual's health information [Family Educational Rights and Privacy Act, (FERPA), 20 U.S.C. § 1232g; E.C. § 49060 et seq., 49073 et seq. and The Federal Health Insurance Portability and Accountability Act of 1996 (HIPAA).] Refer to [BUL-1077.2](#), *Information Protection Policy*, and [BUL-6887.1](#), *Pupil Records: Access, Confidentiality, and Notice of Educational Rights*.

It is the policy of LAUSD to protect sensitive student information. All District employees should uphold both FERPA and HIPAA when documenting student information and accessing and/or sharing pupil records. Therefore, it is important that District employees understand the appropriate ways to document student information in MiSiS.

MiSiS should be used for the documentation of contacts with student's parents/guardians/educational rights holders (ERH). School staff is required to document in MiSiS student counseling services and discipline authorized by the

California Education Code including any actions and prior interventions taken in response to student misconduct. Information documented in MiSiS becomes part of the pupil records. Upon request or subpoena, parents/legal guardians/ERH may have access to student records.

In addition, schools are required to utilize the records to provide data-driven interventions, develop solutions and strategies. This applies to all LAUSD schools including comprehensive schools, affiliated charters, and alternative programs such as educational options. Administrators and school principals are responsible for providing clear guidance and support with mandatory trainings to appropriately utilize the system, accurately document, and maintain student records.

14.1 MISIS CONTACT LOG

The purpose of the MiSiS Contact Log is to document informational transactions, and student status updates, such as attendance records. The MiSiS Contact Log should only be utilized to document general and non-sensitive information (e.g., contacts, home visits, written communication, attendance notifications and any attempted contact). MiSiS Contact Log should not be used to document interventions and outcomes. All comments are public records and are subject to be viewed by parents, District staff, and administrators. Comments should be appropriate and factual.

For more information, refer to the MiSiS Job Aid, [Entering a Contact Log](#).

14.2 ENTERING A COUNSELING COMMUNICATION

The purpose of the MiSiS Counseling Communication is to document when a contact is made with a student regarding a counseling issue. All comments are public records and are subject to be viewed by parents and administrators. Comments should be appropriate and factual.

For further information, refer to the MiSiS Job Aid, [Entering a Counseling Communication](#).

14.3 ENTERING AN INTERVENTION

The purpose of the MiSiS Interventions is to document all interventions. Users may enter an intervention that may later be linked to a submitted Support Referral for a counseling reason. All comments are public records and are subject to be viewed by parents and administrators. Comments should be appropriate and factual.

For additional information, refer to the MiSiS Job Aid, [Entering and Viewing Prior Interventions](#).

15. SCHOOL ABSENTEEISM

Per E.C. § 48200, every child ages six to eighteen is required to attend school daily. All enrolled students, regardless of age, will be held to the same district school attendance rules.

15.1 CHRONIC ABSENTEEISM

Chronic absence contributes to a variety of academic and social challenges and is often an early indicator of school failure and dropout. Chronic absenteeism includes both excused and unexcused absences. State law defines chronic absenteeism as “a pupil who is absent on 10% or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.” E.C. § 60901(c)(1). Furthermore, LAUSD defines *chronic absenteeism* as an attendance rate of 91% or below.

For more information refer to the [School Attendance Review Board Guide for Schools](#) or consult with the PSA Region Administrator for further guidance.

15.1.1 HISTORY OF EXCESSIVE ABSENCES

For any student with a history of excessive parent excused absences, schools may limit the number of parent excused absences. For more information refer to the [School Attendance Review Board Guide for Schools](#),

[REF-5464.11](#), *Initial Notification of Truancy (1st NOT) Central Automation and School Generated (2nd and 3^d NOT) Procedures*, or consult with the PSA Region Administrator for further guidance.

15.2 TRUANCY TERMS

Truant

A pupil missing more than 30 minutes of instruction without an excuse three times during the school year must be classified as a truant and reported to the proper school authority (E.C. § 48260).

Chronic Truant

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse for 10 percent or more of the schooldays in one school year, from the date of enrollment to the current date, is deemed a chronic truant, provided that the appropriate school district officer or employee has complied with E.C. §§ 48260, 48260.5, 48261, 48262, 48263, and 48291.

Habitual Truant

A pupil is deemed a habitual truant who has been reported as a truant three or more times in one school year and after an appropriate school employee has made a conscientious effort to hold at least one meeting with the parent and the student, the student is deemed a *habitual* truant (E.C. § 48262).

15.3 NOTIFICATION OF TRUANCY (NOT)

E.C. § 48200 states that each person between the ages of 6 and 18 years should attend school for the full length of the school day. Upon a pupil's initial classification as a truant, the school district is required to notify the pupil's parent/guardian E.C. § 48260.5. To comply with this mandate, LAUSD has automated the Initial Notification of Truancy letter (1st NOT). Schools are required to generate and mail the 2nd and 3rd Notification of Truancy (NOT) letters in the event of additional truancies. Schools should generate these letters through MiSiS.

Each principal is responsible for the daily attendance accounting of all students under their supervision and should establish clear marking procedures. To avoid students being incorrectly identified as truant and erroneously receiving the NOT letters, all office and support staff (e.g., nurse, dean, counselor) should establish attendance marking procedures when students are in their offices. Absences, tardies, leave earlies, and reasons for absences are to be recorded promptly.

For more information on attendance taking procedures, refer to [10.3 ATTENDANCE RECORDING PROCEDURES](#) and To ensure accuracy of attendance records, principals should ensure:

5. Student attendance is recorded daily, accurately, and in a timely manner for students in all class periods.
6. All teachers are provided with Five Column Roster reports at the beginning of each semester and periodically as needed.
7. School office staff should retain an up-to-date master copy of the Five Column Roster reports.
8. The Attendance Not Submitted and Teacher Discrepancy Reports (secondary schools only) in MiSiS should be generated at least once per day to verify that all attendance has been submitted and updated as needed.

Schools must exercise due diligence to clear:

- A. Unexcused absences and/or tardies/leave earlies (LE) for which they have received and verified valid excuse.
- B. Unexcused tardies/leave earlies of 30 minutes or more should be converted to reason code 3 (non-compliant) and will be included in the truancy count.

Unexcused tardies and/or leave earlies less than 30 minutes should be coded with a reason code 2 (unexcused) and will be excluded from the truancy count. For more information, refer to [REF-5464.11](#) *Initial Notification of Truancy (1st NOT) Central Automation and School Generated (2nd and 3^d NOT) Procedures*.

15.4 SCHOOL ATTENDANCE REVIEW TEAM (SART)

School Attendance Review Team (SART) is a targeted support via a collaborative effort between the school attendance teams and families at the school site to develop a plan aimed at consistently reintegrating chronically absent and truant students into the school system (E.C. § 48340(f)).

The goal of SART is to identify potential solutions to improve the students' attendance and eliminate barriers that contribute to school disengagement, chronic absenteeism, and truancy. This involves coordinating a support system

to meet the family's needs. Additionally, it provides linkage and referrals to district and community resources to address these challenges effectively and support student's academic achievement and graduation.

For more information, refer to [School Attendance Review Board \(SARB\) Intervention Guide for Schools](#).

15.5 RESOURCE PANEL

Resource panels bring together the SARB Chairpersons, Administrators, Lead Counselors, school-based PSA Counselors, and school Attendance Teams from different regions to consult and discuss support for families experiencing challenges that impact regular school attendance, academic performance, and graduation.

LAUSD SARB Resource Panels examine barriers families face that prevent students from enrolling, attending, and engaging in school and propose alternative solutions and interventions to address factors linked to truancy and behavior challenges.

For more information refer to [School Attendance Review Board \(SARB\) Intervention Guide for Schools](#).

15.6 SCHOOL ATTENDANCE REVIEW BOARD (SARB)

School Attendance Review Board (SARB) is a district-intensive support intervention created by California Education Code (EC) Section 48320 to enhance the enforcement of compulsory education. SARB partners with district and community resources to provide targeted support and interventions for students with attendance and behavior needs.

To provide a structured plan for community services and guidance tailored to meet the specific needs of students encountering difficulties with school attendance or behavior. To steer students with attendance or behavioral problems away from the juvenile justice system until all available resources have been exhausted.

For more information refer to [School Attendance Review Board \(SARB\) Intervention Guide for Schools](#).

16. AUDITS

16.1 SCHOOL RESPONSIBILITIES

Student enrollment, withdrawal and attendance accounting records and procedures are subject to audit by the District's Internal Audit Branch, Contract Auditors, and state agencies, such as the Office of the Auditor General. In accordance with District policy, principals are responsible for maintaining student enrollment, attendance, and withdrawal accounting records to ensure their availability for audits.

16.2 ENSURING ACCURATE STUDENT RECORDS

To ensure accuracy of attendance records, principals should ensure the following:

1. Student attendance is recorded daily, accurately, and in a timely manner for students in all class periods
2. All teachers are provided with Five Column Roster reports at the beginning of each semester and periodically as needed
3. School office staff should retain an up-to-date master copy of the Five Column Roster reports
4. The Attendance Not Submitted and Teacher Discrepancy Reports (secondary schools only) in MiSiS are generated at least once per day to verify that all attendance has been submitted and updated as needed
5. Schools review enrollment procedures with school staff as well as introduce them to the new [Office Checklist for Student Enrollment](#)
6. Absences on MiSiS are compared with absent notes, phone logs, truancy letters, and other absence records
7. The school continues to focus on implementing the district policy over student attendance reporting such as proper coding of absences and continue to provide adequate attendance reporting training to the school staff.

To ensure accuracy of enrollment and withdrawal records, it is highly encouraged that:

- Schools utilize the LAUSD Elevate Scorecard to improve student data accuracy and completeness across the District.
- Schools utilize the MiSiS Enrollment and Withdrawal Report which identifies students that have been withdrawn.
- Schools utilize the MiSiS Student Monthly Attendance Summary SMASR report. This report is the daily record of a student's enrollment and attendance per school month.
- Schools obtain validating documentation prior to withdrawing a student out of the district, i.e., records request and/or an Enrollment Verification Letter, refer to [Withdrawal Types and Reasons](#).
- Schools ensure that valid documentation is provided to support the withdrawal type.
- Schools utilize the Parent Assurance Letter (PAL) to document withdrawals outside of LAUSD.
- Schools utilize the MiSiS auto-withdrawn process to enroll students who are transferring from another LAUSD school (L2).

For additional information refer to the MyPLN online class [Pupil Services and Attendance Essential Tips to Support Policy and Meet Compliance, Best Practices to Eliminate Audit Findings](#) and visit <https://www.lausd.org/misisjobaids>.

RESOURCES

POLICIES AND RECORD KEEPING	
LAUSD e-Library	https://www.lausd.org/domain/825
Pupil Services Shared Content (SharePoint)	https://bit.ly/Enrollment_Attendance_Withdrawal_Resources
MiSiS Job Aids	https://www.lausd.org/misisjobaids
Data Points Newsletter	https://lausd.sharepoint.com/sites/oda/student-information-support/SitePages/Data%20Points%20Newsletters.aspx
Elevate Data Quality Website Tool	https://lausd.sharepoint.com/sites/oda/student-information-support/SitePages/Home.aspx

REGISTRATION			
DOCUMENT TITLE	DEPARTMENT	POLICY	RESOURCES
MiSiS Opening of School Year Checklist	MiSiS	BUL-4926.3	Enrollment Procedures SharePoint Folder
Student Enrollment Document Checklist	SHHS- Pupil Services and Attendance	BUL-4926.3	Enrollment Procedures SharePoint Folder
Office Checklist for Student Enrollment	SHHS- Pupil Services and Attendance	REF-5259.2	Enrollment Procedures SharePoint Folder

ENROLLMENT AND DISSEMINATING FORMS			
DOCUMENT	DEPARTMENT	POLICY	RESOURCES
American Indian/Alaska Native and Indigenous Family Questionnaire	Multilingual Multicultural Education Department (MMED) Title VI American Indian and Indigenous Education Program	N/A	Enrollment Packet (Part 2) SharePoint Folder
Sample School Attendance Recognition Criteria	SHHS- Pupil Services and Attendance	N/A	Enrollment Packet (Part 2) SharePoint Folder
CHAMP Program Brochure	Student Health and Human Services (SHHS)- Wellness Program	N/A	Enrollment Packet (Part 2) SharePoint Folder
ED 506 Title VI-Indian Student Eligibility Certification Form	Multilingual Multicultural Education Department (MMED) Title VI American Indian and Indigenous Education Program	BUL-139111	Enrollment Packet (Part 2) SharePoint Folder
Guide to Immunizations Required for School Entry – Grades TK/K-12	Office Of Medical Director-District Nursing	BUL-1660.9	Enrollment Packet (Part 2) SharePoint Folder
Guidelines for Verification of Residence	SHHS- Pupil Services and Attendance	BUL-4926.3	Enrollment Packet (Part 1) SharePoint Folder
All In 2023 Enroll Get Care Renew	SHHS- Wellness Program	N/A	Enrollment Packet (Part 2) SharePoint Folder

Instructional School Calendar	LAUSD School Board	N/A	https://www.lausd.org/calendar#calendar78377/20230517/month
MEP Family Work Questionnaire	Multilingual Multicultural Education Department (MMED)- Migrant Education Program	REF-041180.3	Enrollment Packet (Part 2) SharePoint Folder
Optional Area Decision Form	SHHS- Pupil Services and Attendance	BUL-4926.3	Enrollment Procedures SharePoint Folder
Oral Health Assessment	Office Of Medical Director-District Nursing	BUL-3585	Enrollment Packet (Part 2) SharePoint Folder
Oral Health Assessment Letter	Office Of Medical Director-District Nursing	BUL-3585	Enrollment Packet (Part 2) SharePoint Folder

Parent/Guardian Acknowledgement Responsibility for Loaned Computing Devices Assigned to Students	Integration Technology Initiative (ITI)	N/A	Enrollment Packet (Part 2) SharePoint Folder
Parent/Guardian Publicity Authorization and Release	Office of Communication and Media Relations	N/A	https://www.lausd.org/Page/364
Parent Student Handbook	Division of School Operations	N/A	https://www.lausd.org/Page/17131
Permanent Health History	Office of Medical Director-District Nursing	N/A	Enrollment Packet (Part 1) SharePoint Folder
Refugee Educational Support Program Eligibility Questionnaire	Multilingual Multicultural Education Department (MMED) - Migrant Education Program	REF-066500.0	Enrollment Packet (Part 2) SharePoint Folder
Responsible Use Policy (RUP)	Information Technology Services (ITS)	BUL-999.15	https://www.lausd.org/Page/12418
Student Emergency Information Form	SHHS- Pupil Services and Attendance	BUL-6303	Enrollment Packet (Part 1) SharePoint Folder
Student Enrollment Form	SHHS- Pupil Services and Attendance	REF 5259.2	Enrollment Packet (Part 1) SharePoint Folder
Student Housing Questionnaire	SHHS-Student Support Program	BUL-6718.0	Student Housing Questionnaire (SHQ) Multiple Languages
Title III Immigrant Education Program Questionnaire	DOI- Multilingual Multicultural Education Department (MMED)	REF-062703	Enrollment Packet (Part 2) SharePoint Folder

ENROLLMENT AFFIDAVITS & LETTERS			
DOCUMENT	DEPARTMENT	POLICY	RESOURCES
Caregiver's Authorization Affidavit	SHHS- Pupil Services and Attendance	BUL-4926.3	Affidavits SharePoint Folder
Affidavit to Verify Residence	SHHS- Pupil Services and Attendance	BUL-4926.3	Affidavits SharePoint Folder
Affidavit of Parent/Legal Guardian Identification	SHHS- Pupil Services and Attendance	BUL-4926.3	Affidavits SharePoint Folder

Affidavit for Proof of Age of Minor	SHHS- Pupil Services and Attendance	BUL-4926.3	Affidavits SharePoint Folder
Affidavit of Temporary Residence	SHHS- Pupil Services and Attendance	BUL-4926.3	Affidavits SharePoint Folder
Student Emergency Information Request Letter	SHHS- Pupil Services and Attendance	BUL-4926.3	Enrollment Procedures SharePoint Folder
Verification of Residence Follow-Up Letter	SHHS- Pupil Services and Attendance	BUL-4926.3	Enrollment Procedures SharePoint Folder

NO SHOW AND WITHDRAWAL PROCEDURES RESOURCES			
DOCUMENT	DEPARTMENT	POLICY	RESOURCES
Enrollment Verification Letter	SHHS- Pupil Services and Attendance	BUL-4926.3	No Show and Withdrawal Procedures SharePoint Folder
Due diligence Prior to Withdrawing a Student Quick Guide	SHHS- Pupil Services and Attendance	BUL-4926.3	No Show and Withdrawal Procedures SharePoint Folder
MiSiS Student Clearance Form	Division of Instruction, ITD-MiSiS	Handbooks-13480540	Student Clearance Report MiSiS Job Aids
No Show Students Process and Documentation Quick Guide	SHHS- Pupil Services and Attendance	BUL-4926.3	No Show and Withdrawal Procedures SharePoint Folder
Not Attending, No Show, or Not Enrolled Letter	SHHS- Pupil Services and Attendance	BUL-4926.3	No Show and Withdrawal Procedures SharePoint Folder
Moved, False Address, Forfeiture of Permit Letter	SHHS- Pupil Services and Attendance	BUL-4926.3	No Show and Withdrawal Procedures SharePoint Folder
Parent Assurance Letter (PAL)	SHHS- Pupil Services and Attendance	BUL-4926.3	No Show and Withdrawal Procedures SharePoint Folder
Withdrawal Types and Reasons	SHHS- Pupil Services and Attendance	BUL-4926.3	No Show and Withdrawal Procedures SharePoint Folder

ATTENDANCE RECORD KEEPING			
DOCUMENT	DEPARTMENT	POLICY	RESOURCES
Absence Note Templates	SHHS- Pupil Services and Attendance	BUL-4926.3	Attendance Record Keeping SharePoint Folder
Administrator Approval of Student Absence	SHHS- Pupil Services and Attendance	REF-5464.11	REF- 5464 Initial Notification of Truancy SharePoint Folder
Elementary and Secondary Reason Codes	SHHS- Pupil Services and Attendance	REF-5464.11	REF- 5464 Initial Notification of Truancy SharePoint Folder
Essential Reports for Monitoring Attendance & Enrollment	SHHS- Pupil Services and Attendance	BUL-4926.3	Attendance Record Keeping SharePoint Folder
MyPLN: Pupil Services and Attendance Essential Tips to Support Policy and Meet Compliance, Best Practices to Eliminate Audit Findings	SHHS- Pupil Services and Attendance	BUL-4926.3	https://lausd.csod.com/ui/lms-learning-details/app/course/80526444-bbfc-44ec-a201-a794fc6087c1

ATTENDANCE INTERVENTIONS AND TOOLS

School Attendance Review Board (SARB) Intervention Guide for Schools	SHHS- Pupil Services and Attendance	BUL-4926.3	Tier 3 SharePoint Folder
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For assistance or further information, please contact or visit:

- Student Health and Human Services
(213) 241-3840
- Pupil Services and Attendance
School Attendance and Enrollment Schoology Group
Access Code D4GT-DTTH-59Z3V
- Region Pupil Services and Attendance Coordinators
- For pupil record or legal questions:
Office of General Counsel
(213) 241-6601
- Office of Data and Accountability
(213) 241-2460
- Contact the [IT HelpDesk](#) for assistance with technical issues (e.g., problems logging in or accessing the District's network) or to report a technical problem with MiSiS. Technical support can be accessed by:
 - [Submit a Support Request Online](#)
 - [Chat Live with an Agent](#)
 - [Call \(213\) 241-5200](#) and select **Option 5, sub option 2** for MiSiS help or questions