



# Division of Instruction January 2017 Policy Update

*A Summary of policies published by the Division of Instruction in December 2016/January 2017*

<b>BULLETINS</b>		
<p><b>BUL-6566.2</b> December 21, 2016</p>	<p>Graduation Requirements for Classes of 2016-2019</p>	<p>This bulletin outlines the graduation requirements for the classes of 2016 through 2019, and how they relate to the California State University (CSU) “a-g” minimum admission requirements. This bulletin also defines grade level promotion requirements, a passing grade in “a-g” courses, the graduation requirements for English Learners and students with disabilities receiving special education services, and the alternative graduation requirements for foster youth, homeless and probation students eligible for exemptions provided under Assembly Bill 216 (AB216), formerly AB 167, and under AB 1806.</p>
<p><b>BUL-6778.0</b> January 3, 2017</p>	<p>Graduation Requirements for Class of 2020</p>	<p>This bulletin outlines the graduation requirements for the class of 2020, and how they relate to the California State University (CSU) “a-g” minimum admission requirements. This bulletin also defines grade level promotion requirements, a passing grade in “a-g” courses, the graduation requirements for English Learners and students with disabilities receiving special education services, and the alternative graduation requirements for foster youth, homeless and probation students eligible for exemptions provided under Assembly Bill 216 (AB216), formerly AB 167, and under AB 1806.</p>
<b>REFERENCE GUIDES</b>		
<p><b>REF-5306.6</b> December 7, 2016</p>	<p>Guidelines for Implementation of the LAUSD Biliteracy Awards and the CDE State Seal of Biliteracy for the 2016-2017 School Year</p>	<p>The purpose of this Reference Guide is to provide updated guidelines for the 2016-2017 school year for the implementation of 1) the <i>LAUSD Pathway to Biliteracy Awards</i>; 2) the <i>LAUSD Seal of Biliteracy Award</i>; and 3) the California Department of Education (CDE) <i>State Seal of Biliteracy (SSB)</i>.</p>
<p><b>REF-5951.1</b> December 21, 2016</p>	<p>Instructional Minutes for English Learners in Designated English Language Development (ELD) and Integrated English Language Arts /ELD in Elementary Schools</p>	<p>The purpose of this reference guide is to provide procedures on English Learner Master Plan instructional services and to delineate the number of instructional minutes required for elementary ETK/T/K-5/6 in the core subjects of Integrated English Language Arts (ELA)/ Integrated English Language Development and Designated English Language Development for English Learners at CELDT Overall Levels 1-3 and 4-5. These guidelines apply to students in Mainstream English and Structured English Immersion (SEI). The instructional priorities for English Learners during Integrated ELD, as well as Designated ELD for students in Transitional Bilingual Education (TBE) Maintenance Bilingual Education (MBE) programs, and Dual Language Programs are also addressed in this reference guide.</p>

**POLICY UNDER DEVELOPMENT...COMING SOON**

BUL-847.1	Referral to Community Day Schools	<p>Replaces REF-6294.1. Bulletin No. BUL-847, of the same title, dated March 22, 2004. This updated bulletin also provides revisions to referral forms attachments A and B.</p> <p>This policy bulletin provides to all schools and offices guidelines and information regarding student referral to Community Day School.</p>
BUL-1100.1	Criteria for Granting Instructional Credit in Secondary Schools	Instructional credit will be granted for appropriate learning experiences and special programs in accordance with District policy and California Education Code.
BUL-4723.4	The LAUSD Language Other than English (LOTE) Equivalency Examination in Spanish, French, Mandarin, and Korean	In conformance with Section 51225.3 of the California Education Code, school districts shall adopt alternative means for students to complete the prescribed course of study through various means, including “a practical demonstration of skills and competencies.” A student who has developed proficiency in a language other than English, even without documented formal instruction, may receive validation based on a district-approved examination to be administered by the school’s World Languages Department or other designated personnel.
BUL-5509.2	Restitution Procedures for the Loss or Damage of School Property for Students	A student’s parent or guardian is liable for any Los Angeles Unified School District (District) property that a student loses or damages. After due process, a student’s grades, diploma, and transcripts can be withheld. Loss or damage to instructional materials may also result in the denial of participation in school activities that are deemed privileges (e.g., culmination/graduation ceremonies, dances, senior prom, student body office, inter-scholastic athletics, or other local school activities).
REF-6484.2	2017 Graduation Caps, Tassels and Gowns	This Reference Guide outlines policies and procedures for schools to order District provided “rental” graduation caps, tassels and gowns. It also lists procedures for students to purchase caps, tassels and gowns as “keepsakes.” The procedures contained in this reference guide only apply to schools for the 2016-2017 school year.