



IMPORTANT DATES TO REMEMBER

Spring Break	4/10- 4/14
Administrative Professionals' Week	4/23- 4/29
Assistant Principals' Meeting	4/26
After the Bell Training	4/27
May	
Teacher Appreciation Week	5/1- 5/5

WHAT'S DUE

March Water Flushing Certification	4/1
March Metal Detection Certification	4/1

Local District Central

Friday's Operation's Brief

BELIEVE • BEHAVE • BECOME

VOLUME 4, ISSUE 33

APRIL 7, 2017

Enjoy your Spring Break!

Thank you, school leaders, for your commitment in serving our school communities. Being a school leader is a , dynamic, energizing, and rewarding experience but we also know that it can be challenging and draining. We hope that during your Spring Break you take the time to rest and enjoy family and friends. Be safe and we will see you back on Monday, April 17, 2017.



Administrator of the Year



Congratulations to **Elvira Juarez**, Principal at Ascot Elementary School and **Justin Lauer**, Principal at Newmark High School! These principals were nominated by their peers and have been selected as Administrators of the Year. Our esteemed colleagues will be recognized at the Board of Education meeting on May 2, 2017. Congratulations to both of them for their outstanding leadership!

Open Enrollment

The Open Enrollment Transfers timeline has been aligned with Prop 39 decisions regarding co-location offers at District schools. Open Enrollment window is May 1, 2017 through May 19, 2017.



Consolidated Charitable Campaign—Week 9



As the 2017 Sharing Brings Hope (Consolidated Charitable Campaign) reaches the homestretch, we want to take the opportunity to thank all the LD Central Principals, teachers, support staff, and students for supporting this wonderful cause. School Coordinator envelopes are due Friday, April 21, 2017. As a friendly reminder, your school's contribution should be made as a student body check made payable to: LAUSD CCC.

Please send envelopes via school mail to Marlene Correa or Maria Butler to the Beaudry Bldg. 11th Floor. In addition, Coordinator Report Envelopes may also be submitted personally to Marlene Correa, Veronica Real, or Maria Butler at LAUSD Headquarters on the 11th Floor.

Please contact District Central Coordinators, Marlene Correa (213) 241-3903 or Veronica Real (213) 241-3906 should you need additional materials.

Focus on Early Years

LD Central attendance data shows that students enrolled in the following grades: **Transitional Kindergarten, Kindergarten, and 1st grade** have the greatest need for attendance intervention. According to research published by Attendance Works "*Attendance in Early Grades*, 1 in 10 kindergarten and first grade students miss 10 percent of the school year, in some cities 1 in 4" (Attachment 1). In an effort to meet the district target maintaining the Chronically Absent student population under 11 percent of your student population, it is recommended that school leaders continue to motivate and engage this targeted group of students. Attached you will find some useful tools to share with families. The Local District Central Pupil Services team is here to support your efforts, please contact us at (213)241-0101.

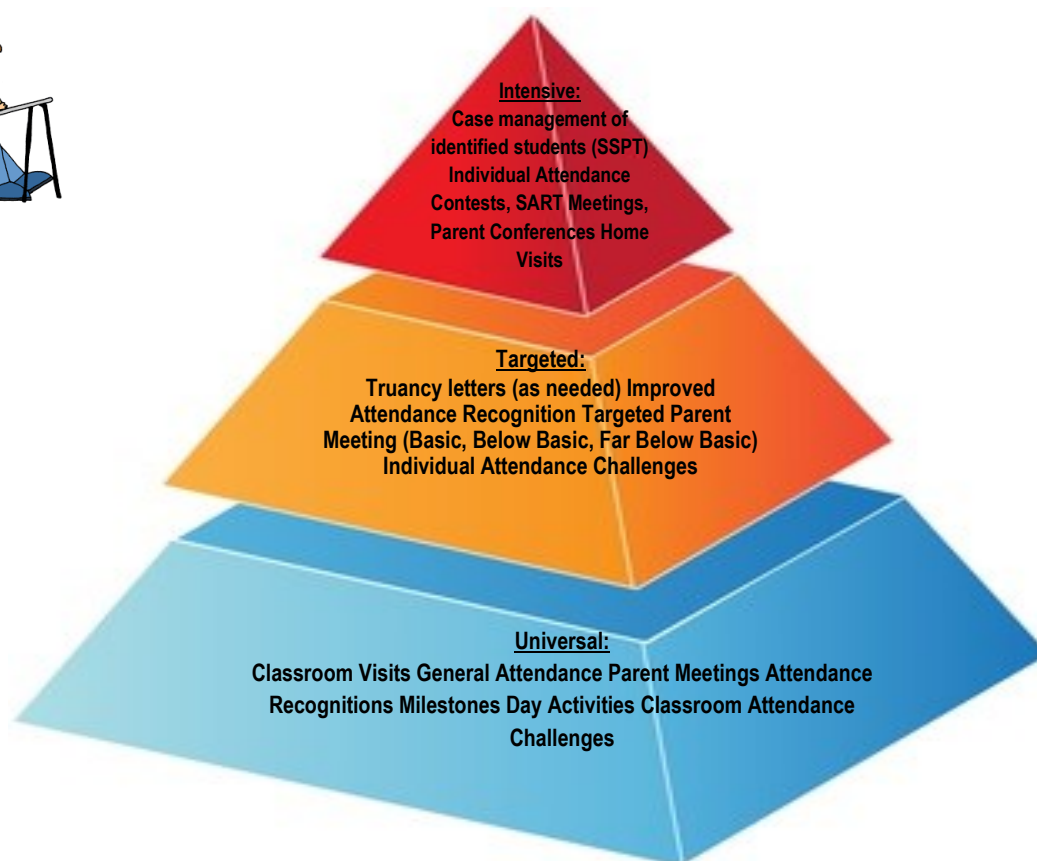


of

Attachment 2, has the following tools and resources:

- ✓ Attendance Policy Letter
- ✓ Attendance Notification Letter
- ✓ Excessive absence Letter
- ✓ Extended Vacation Letter
- ✓ Faculty Data Sharing Template

You can also refer to the Transitional Kindergarten Toolkit located at <http://achieve.lausd.net/Page/3825>.



A Winning Combination for Nava College Preparatory Academy Families

School Based Psychiatric Social Worker (PSW) Sandra Escamilla, Pupil Student and Attendance Counselor (PSA) Jose Torres, and Community Representative Maria Lozano organized a tabling event for community and school based resources at two separate Nava Parent Outreach events on March 9th for Open House/Family Night and March 28th for Parent Conferences. The team's primary goal was to address the needs of the students and families in an efficient and convenient manner.

With thoughtful preparation and planning, the team organized tabling events that primarily focused on linking families to school-based services through the Academic Counselors, the Diploma Project Counselor, PSW, PSA, and the Parent Center as well tutoring services with City Year.

Teachers and parents were able to directly refer students to the PSW and PSA for extra support. Staff handed out flyers on the available school resources and workshop available to parents. The collaborative tabling event promoted future school events such as parent workshops and attendance meetings. Both nights were a huge success in increasing parent engagement and access to resources.



Restorative Justice: Not Just Circles - Other Restorative Practices

Community Conferencing

Community conferencing is a practice that provides students and educators with effective ways to prevent and respond to school conflict. Community conferencing involves the participation of each person affected by the behavior and allows all stakeholders to contribute to the conflict resolution process.

Community Service

Community service allows for individuals to restore a harm they may have committed to the school community by providing a meaningful service that contributes to their individual improvement.

Peer Juries

Peer juries allow students, who have broken a school rule, and trained student jurors to collectively discuss why the rule was broken, who was affected, and how the referred student can repair the harm caused.

Preventative and Post-Conflict Resolution Programs

Conflict resolution programs provide students with problem-solving and self-control skills. These programs teach young people how to manage potential conflict, defuse situations, assuage hurt feelings, and reduce any inclination to retaliate after a conflict. Conflict resolution programs walk students through their emotions in the presence of one another and guide them through a team process of addressing the issues that gave rise to the conflict in the first instance. Because conflict resolution addresses and works to resolve the root causes of conflict, it helps prevent future incidents from occurring.

Peer Mediation

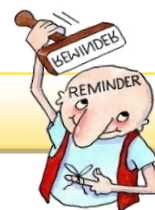
One method of resolving conflict with student voice is through peer mediation. Peer mediation is a demonstrably effective youth leadership model that trains students to help other students resolve differences. Peer mediation recognizes that students can utilize conflict resolution practices and social skills to play a leadership role in increasing peace and reducing violence in their school. Peer mediation has been shown to reduce discipline referrals, violence rates, and suspension rates.



Contract Pool Teacher Evaluations

Evaluations must be done for contract pool teachers who have been assigned to your site for one semester or more. If a pool teacher was transferred to your site, the evaluation should be done in conjunction with input from the previous school(s). Pool teachers defaulted to a school site to meet reasonable accommodations may be evaluated at the principal's discretion, in consultation with your Instructional Director. It is especially critical to issue an evaluation for those probationary pool teachers who will be eligible for permanent status. Call your Staff Relations Field Director if you are unsure about this process (**Article X, Section 5.0**).

Reminders



Poster/Video Contest—Kick-Off of School Climate Week—May 15-19, 2017

The Division of District Operations is sponsoring a poster/video contest to kick off our annual celebration of School Climate Week. This contest is open to all K-12 students enrolled in the District.

The contest theme, **"Relationships Matter"**, will engage students in considering how their positive relationships with their peers, adults, friends, and family members support the School Climate Bill of Rights, adopted by the Los Angeles Unified School District Board of Education on May 14, 2013. All entries should portray ways in which students capture the essence of the School Climate Bill of Rights on your campus.



Attached are the instructions for entering the contest, a flyer you may post at your school, and copies of the Elementary and Secondary School Climate Bill of Rights (Attachment 3). If you have any questions, please contact Jhamed Babatunde-Bey or Paul Gonzales at (213) 241-5337.

Athletics: Concussion Symposium Reminder

On Friday, April, 21, 2017, Dr. Clarence Shields and the Team Heal Foundation will be hosting a symposium on concussions. This workshop will be held at West Los Angeles College from 7:30 a.m. to 1:30 p.m. Participants will include head football coaches, athletic directors, and administrators overseeing athletic programs in our comprehensive high schools.

The goal of this training is to educate LAUSD personnel on concussion prevention and preparedness, and to ensure the safety of student athletes. Attendees will receive a complimentary lunch, and funding is being offered for substitute coverage.

Please contact the Interscholastic Athletic Department at (213) 241-5847, or email Trenton Cornelius at trenton.cornelius@lausd.net with any additional questions you might have.

Why Attendance Matters in Early Education Programs

Study after study confirms the value of high-quality early childhood experience for developing the cognitive, social and emotional skills that children need to succeed in kindergarten. But unless children attend these programs on a regular basis, they are not likely to benefit fully. And unless we pay attention to attendance even among young children, we are missing the opportunity to use early educational experiences to build an essential skill: showing up on time, every day to school and eventually work.

Too often, attendance in the early years is an afterthought. Instructors don't always believe they can or should do anything about absences because preschool, and in most states, kindergarten are not mandatory. Likewise, too few parents understand the value of regular attendance in preschool or kindergarten for laying a foundation for their children's future success. But a growing body of research and practitioner experience shows that paying attention to attendance for our youngest children is essential.

Why does attendance matter for young students?

✓ **Absenteeism starts early.**

One in 10 kindergarten and first grade students misses 10 percent of the school year in excused and unexcused absences; in some cities, the number is as high as one in four.ⁱ The limited data on preschool attendance show even greater rates of chronic absenteeism.

✓ **Early attendance can predict attendance in the later years.**

Good attendance is a habit that children need to form. If they don't do so early, attendance suffers later. In Chicago, 80 percent of the children who were chronically absent in kindergarten had been chronically absent in preK.ⁱⁱ An Oregon study found that children who were chronically absent in kindergarten and first grade had the lowest levels of attendance five years later.ⁱⁱⁱ

✓ **Early attendance can help children learn to read.**

Literacy instruction is frontloaded in the early grades, so if children miss too much school, they lag behind classmates in reading. Tulsa preschoolers who attended regularly showed more growth in literacy skills than those who were frequently absent.^{iv} A study of 640 children in California found only 17 percent of students chronically absent in kindergarten and first grade were reading on grade level by third grade. This compares to 64 percent of those who attended regularly.^v

✓ **Poor children are more likely to be chronically absent and more likely to be affected.**

Given the challenges that poverty can create for getting to school, children from low-income families are four times more likely to be chronically absent.^{vi} Unfortunately, because they are more likely to depend upon school to learn to read, the adverse impact on literacy development is 75 percent greater for a poor child than for a middle class peer.^{vii} For poor children, early chronic absence correlates with the worst achievement levels in fifth grade.

What can schools, early childhood programs, and community partners do?

✓ Pay attention to the data

Track attendance data with an eye on how many students are missing too many days, not just how many show up every day. Look for patterns among students and in times of the week or year. In Montgomery County, Md., preK programs based in elementary schools share their data with the principals and are part of the “data chat” on attendance.

✓ Use the data to identify and reach out to at-risk children and their families

Once you know which children are chronically absent, reach out to the families to tell them you are concerned about the situation and offer support. Find out if they face any barriers to attendance, such as illness, transportation problems or housing instability. In Tulsa, preschool providers create Attendance Improvement Action Plans for children with too many absences, part of an effort that has cut the proportion of chronically absent preschoolers by 25 percent. This is an ideal opportunity for collaborating with community agencies that have the staff and resources to support families.

✓ Educate parents about what children learn in the early years and why attendance matters

Make sure parents understand what children are learning in early education programs and kindergarten. Help them understand the need for time in that high-quality learning experience and recognize their responsibility for ensuring regular attendance. Head Start programs in Lee County, Fla., ask parents to sign attendance contracts and use home visits to get to know more about the home environment. Abriendo Puertas builds attendance into games, pledge cards and handouts for its comprehensive 10-week curriculum aimed at increasing the ability of Latino parents to promote the well-being of their young children.

✓ Make children part of the solution

Use incentives and games to encourage children to show up. The Perfectly Punctual Campaign is working with Head Start programs in Baltimore to pilot a strategy that encourages children to fill out attendance cards and honors them weekly for perfect, on-time attendance. In Lee County, Fla., children sing at circle time to those students who are absent and receive monthly certificates.

✓ Increase access to health resources

Especially among young children, health concerns lead to absences. Asthma accounts for an estimated 12.3 million absences nationally each year. Dental problems, colds, even head lice and separation anxiety can also keep children home. At the same time, offering access to health resources can make a significant dent. In Santa Clara, Calif., attendance was higher for low-income children who had health insurance.^{viii} A nurse practitioner in North Carolina found she could make a measurable difference by calling parents to connect them to health resources and, perhaps more importantly, educate them about why they should avoid absences unless absolutely necessary.^{ix}

ⁱ Chang, Hedy; Romero, Mariajose, Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades, National Center for Children in Poverty: NY: NY, September 2008.

ⁱⁱ Allensworth, E. M., & Easton, J. Q. (2007). What Matters for Staying On-track and Graduating in Chicago Public High Schools: A Close Look at Course Grades, Failures, and Attendance in the Freshman Year, Chicago, IL: University of Chicago, Consortium on Chicago School Research. Retrieved November 8, 2008.

ⁱⁱⁱ EcoNorthwest, Chronic Absence in Oregon. PowerPoint. February 2, 2012.

^{iv} Community Action Project Tulsa County. Attendance Works Peer Learning Network Webinar. February 27, 2012.

^v Applied Survey Research, Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes. May 2011.

^{vi} Chang & Romero

^{vii} Ready, Douglas D., Socioeconomic Disadvantage, School Attendance, and Early Cognitive Development, The Differential Effects of School Exposure, Sociology of Education, October 2010.

^{viii} Hower & Trenholm, Santa Clara County Children's Health Initiative Improves Children's Health, Mathematica Policy Research. March 2007.

^{ix} Kerr, Jill et al. Does Contact by a Family Nurse Practitioner Decrease Early School Absence? Sage Publishing 2012.

INTRODUCTION/POLICY LETTER/MEMORANDUM [INSERT LETTERHEAD]

[Click here to be taken to this letter template in Word](#)


TO: Faculty and Staff
FROM: <<AIC NAME>>, Attendance Improvement Counselor
DATE: << DATE>>
SUBJECT: Attendance Improvement Program Introduction

Welcome to the new school year! The LAUSD Performance Meter Goal is for all students to maintain a Proficient/Advanced attendance rate of 96% or higher throughout the school year.

This means that each student must have:

- No more than one absence for every five weeks (25 instructional days) of school
- No more than SEVEN TOTAL absences in the school year

Far Below Basic	Below Basic	Basic	Proficient	Advanced
less than 87%	87–91%	92–95%	96–99%	100%
25 or more absences	15–24 absences	8–14 absences	1–7 absences	0 absences

 More likely to achieve at grade level and graduate

Last year, our school achieved the following rates of Proficient/Advanced (96% or higher) Attendance:

<<SCHOOL NAME>> 2016-17 School Year		
Grade Level	Above 96%	Number of Students
School-wide		

To meet the LAUSD attendance goal, the following strategies and activities are being implemented this school year:

1. Incentive programs
 - a. <<INSERT PROGRAM>> (e.g., 96% Club recognition)
 - b. <<INSERT PROGRAM>> (e.g., Incentives for classes with the highest attendance)
 - c. <<INSERT PROGRAM>> (e.g., Parent meeting for students below 96%)
2. Monthly data tracking and sharing
3. Parent engagement activities and recognition for 96% or higher attendance

Your participation and support will be critical to improving attendance at our school. For more information or to get involved, please contact me at <<PHONE NUMBER>>.

WE NEED YOUR SUPPORT TO HELP ALL OF OUR STUDENTS SUCCEED!

Approved by: _____, Principal

ATTENDANCE NOTIFICATION LETTER [INSERT LETTERHEAD]

[Click here to be taken to this letter template in Word \(English and Spanish available\).](#)

<<DATE>>

Dear Parents/Guardians of <<STUDENT NAME>>:

The <<INSTRUCTIONAL DAY>> Instructional Day is <<DATE>>. On this day, all students who have been enrolled since the first day of school and have << # OF ABSENCES >> or **FEWER absences** will be recognized for having Proficient/Advanced attendance. We will celebrate the <<INSTRUCTIONAL DAY>> day of school with various activities for students who are achieving the goal and/or maintain Perfect Attendance from today until this date.

Don't let your child miss out! Send your child to school every day!
As of today, <<STUDENT NAME>> has
an attendance rate of << PERCENT >>% with <<# OF DAYS >> absence(s).

The LAUSD goal for all students is to maintain a Proficient/Advanced attendance rate of 96% or higher throughout the entire school year. The table below explains in detail how this can be achieved.

MAINTAINING PROFICIENT/ADVANCED ATTENDANCE		
<i>Means having NO MORE THAN 1 absence per 25 DAYS OF INSTRUCTION</i>		
INSTRUCTIONAL DAY	ON THIS DATE...	THE FOLLOWING # OF ABSENCES IS ALLOWABLE
25	September 21	0-1 day
50	October 28	0-2 days
75	December 12	0-3 days
100	February 7	0-4 days
125	March 15	0-5 days
150	April 27	0-6 days
175	June 2	0-7 days

If your child has more than 7 absences, please contact the Attendance Improvement Counselor, << **AIC NAME**>>, at <<PHONE NUMBER>> as soon as possible. We will send you an update about your child's attendance after every 25 days of instruction (approximately every 5 weeks).

We look forward to continuing our partnership with you.

Sincerely,

<< **AIC NAME**>>

Attendance Improvement Counselor

Approved by: _____, Principal

EXCESSIVE ABSENCE LETTER [INSERT LETTERHEAD]

[Click here to be taken to this letter template in Word \(English and Spanish available\).](#)




<< DATE >>

Dear Parents/Guardians of <<STUDENT NAME>>:

You are receiving this letter because your child has accrued excessive excused and/or unexcused absences.

The LAUSD goal for all students is maintaining a Proficient/Advanced attendance rate, which means 7 or less absences throughout the entire school year. Achieving Proficient/Advanced attendance is directly tied to student achievement. As of this week, your child is NOT meeting the 96% attendance goal and has already accumulated more than 7 absences, putting him/her at serious risk of falling behind.

Far Below Basic	Below Basic	Basic	Proficient	Advanced
less than 87%	87–91%	92–95%	96–99%	100%
25 or more absences	15–24 absences	8–14 absences	1–7 absences	0 absences


 More likely to achieve at grade level and graduate 

A review of our records shows that your child:

- Has an attendance rate of <<PERCENT>>%.
- Has accumulated <<# OF DAYS>> absences.

All students are expected to attend school every day, on time. California's compulsory education law (EC 48200) requires each person between 6 and 18 years of age to attend public, full-time day school and requires their parents or guardians to send them there, unless legally exempt. *According to Education Code 48260*, any pupil who is absent from school without a valid excuse for three full days, or who is tardy or absent more than any 30-minute period during the school day without a valid excuse on three occasions, or any combination thereof, may be considered “truant.” Truancy is a court-punishable offense for both the child and the child’s guardian.

We understand that <<GRADE LEVEL>> can be a challenging transitional year. The following programs are available to support you and your child:

<<INSERT EXAMPLES>>

♦ <<INSERT EXAMPLE>> (e.g., Tutoring Program)	♦ <<INSERT EXAMPLE>> (e.g., Academic Counselors)
♦ <<INSERT EXAMPLE>> (e.g., After School Programs)	♦ <<INSERT EXAMPLE>> (e.g., Parent Center workshops)

Please contact the Attendance Improvement Counselor, <<AIC NAME>>, at <<PHONE NUMBER>>.

WE NEED YOUR SUPPORT TO HELP YOUR CHILD SUCCEED!

Sincerely,
Principal

EXTENDED VACATION LETTER [INSERT LETTERHEAD]

[Click here to be taken to this letter template in Word \(English and Spanish available\).](#)

MISSING SCHOOL AFFECTS STUDENT ACADEMIC PERFORMANCE.

It takes an average of **three days** for a student to catch up **for each day of school missed**.

<< DATE >>

Dear Parents/Guardians:

We need your support to help your child be successful in school. Each day that your child is absent, he/she misses critical instructional time. The LAUSD goal for all students is to maintain a Proficient/Advanced attendance rate of 96% or higher throughout the entire school year. This means having **no more than 7 total absences during the school year**.

Every student is expected to attend school on a daily basis, unless there is valid justification for his/her absence (EC 48260). As you make plans for the upcoming <<HOLIDAY/BREAK>> from <<VACATION DATES>>, we would like to remind you of our attendance policy and state laws regarding attendance.

According to the California Education Code, students may be excused from school when the absence is due to:

- Illness.
- Quarantine
- Medical, dental, optometric or chiropractic services.
- Attending the funeral of an immediate family member e.g., mother, father, grandmother, grandfather, brother, sister, or any relative living in the immediate household of the student (one day within the state, three days outside the state)
- Jury duty.
- Illness or medical treatment of a child of whom the student is the custodial parent.
- Justifiable Personal Reasons: when the pupil's absence has been requested in writing by the parent and approved by the principal or designee.

Any absence for any reason other than those stated above will be marked unexcused and may result in your child being classified as truant.

All students are expected to return on <<DATE OF RETURN>>. Support your child's academic growth by ensuring he/she is in school every day and on time. If you have any questions, please call the Attendance Improvement Counselor, <<AIC NAME>>, at <<PHONE NUMBER>>.

Sincerely,

Principal

DATA SHARING MEMORANDUM TEMPLATE/SAMPLE

[Click here to be taken to this template in Word.](#)

<<DATE>>

TO: Faculty and Staff

FROM: <<AIC NAME>>

SUBJECT: MONTHLY ATTENDANCE UPDATE AND REMINDERS
Current <<GRADE LEVEL>> Attendance Achievement

	Far Below Basic Less than 87%	Below Basic 87-91%	Basic 92-95%	Proficient 96-99%	Advanced 100%
<<GRADE LEVEL>>	<<PERCENT>> (<<# OF STUDENTS>>)	<<PERCENT>> (<<# OF STUDENTS>>)	<<PERCENT>> (<<# OF STUDENTS>>)	<<PERCENT>> (<<# OF STUDENTS>>)	<<PERCENT>> (<<# OF STUDENTS>>)
School-wide	<<PERCENT>> (<<# OF STUDENTS>>)	<<PERCENT>> (<<# OF STUDENTS>>)	<<PERCENT>> (<<# OF STUDENTS>>)	<<PERCENT>> (<<# OF STUDENTS>>)	<<PERCENT>> (<<# OF STUDENTS>>)

LAUSD Attendance Goal: All students achieving Proficient/Advanced Attendance
Proficient/Advanced Attendance (96% or higher) is maintained by having no more than 1 absence for every 25 days of instruction (maximum of 7 absences in 180 day school year).

EXAMPLE

<<GRADE LEVEL>>: Monthly Classroom* Attendance Rates

School Month	1	2	3	4	5	6	7	8	9	10
Teacher A										
Teacher B										

**By classroom, advisory, SLC, etc.*

Announcements for <<MONTH>>

Reminders/Alerts:

- <<INSERT REMINDER/ALERT>> (e.g., Upcoming holiday)
- <<INSERT REMINDER/ALERT>> (e.g., Change in weather increases absences)

Attendance Activities/Events:

- <<INSERT REMINDER/ALERT>> (e.g., 96% Club recognition)
- <<INSERT REMINDER/ALERT>> (e.g., Classroom incentives for classes with the highest attendance)
- <<INSERT REMINDER/ALERT>> (e.g., Parent meeting for students below 96%)

Attendance Tips:

- <<INSERT REMINDER/ALERT>> (e.g., Contact the parent/guardian to discuss student's attendance on 5 week progress report)
- <<INSERT REMINDER/ALERT>> (e.g., Inquire about student absences and tardies)
- <<INSERT REMINDER/ALERT>> (e.g., Encourage students to come to school every day)

Approved by: _____, Principal

Instructions for Entering

- The contest is open to all enrolled K-12 students.
- Each school may submit one entry.
- Judges will select a first, second, and third place winner and one runner-up in elementary, middle, and high school.
- Posters may be any size and utilize any medium.
- Videos can be no longer than two (2) minutes in length.
- If you choose to upload a video, it is recommended that you use TeacherTube or vimeo. You will need to create an account prior to submitting your video if you choose to use this platform.
- Please submit all entries via e-mail to schooloperations@lausd.net by April 21, 2017. In the subject line please type **School Climate Week Kickoff Poster/Video Contest** and include the school, student's name, and grade level.
- Winners will be notified the second week of May.
- Winners will be publically announced on May 16, 2017.

For more information, please contact Jhamed Babatunde-Bey or Paul Gonzales at (213) 241-5337.

 **LOS ANGELES UNIFIED SCHOOL DISTRICT**
Sponsored by the Division of District Operations

Poster & Video Contest

Theme: Relationships Matter



Narek Aladzhadzhyan
Erwin Elementary School - First Place Winner
Principal, Kevin McClay

Chiara Forat
Portola Magnet Middle School - First Place Winner
Principal, Stephanie McClay

Richard Jang, Michael Kang, and Beaudry Medina
Fairfax High School - First Place Winners
Principal, Carmina Nacorda



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