



Believe ♦ Behave ♦ Become

Calendar Dates

After the Bell	8/31
Admissions Day	9/1
Labor Day	9/4
Student Recovery Day	9/14
Principals' Meeting	9/20
Safe Passages	9/21
Assistant Principals Meeting	9/27
After the Bell	9/28

What's Due

Child Abuse Awareness Training	9/30
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Friday's Operation's Brief

Centers for Education and Immigration Resources

One of the top priorities of the Los Angeles Unified School District is to create safe spaces for learning, where all students –regardless of immigration status, religion, disability, nationality, race, ethnicity, gender, or sexual orientation – are respected and have access to quality education.



Our local district central families can be referred to the SEPA center for immigration resources and receive full assessments of student and family needs related to health insurance enrollment,

school enrollment, attendance, health, and mental health and to connect them with services to ensure academic success.

Access and referrals to L.A. Unified and community resources:

- * Health and Medical Services
- * Immunizations
- * Legal Referrals
- * Mental Health Services
- * School Enrollment

For more information:

[https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/818/pdfs/Center%20for%20Education%20and%20Immigration%20Resources AllLocalDistricts.pdf](https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/818/pdfs/Center%20for%20Education%20and%20Immigration%20Resources%20AllLocalDistricts.pdf)

Student Safety and the Solar Eclipse

On Thursday afternoon, all administrators received an email from the Division of District Operations with information regarding the solar eclipse. All schools are to observe an inclement weather schedule duration of the eclipse. Secondary schools are provide verbal reminders through the PA system before passing periods and have staff ensure the students pass to next class as quickly as possible.



The Division of District Operations has provided administrators with documents, including a parent letter and safety alert, to assist in preparing for the upcoming solar eclipse. A FAQ will provide administrators with guidance and suggestions. All families and employees will receive a Blackboard Connect message.

We appreciate your cooperation in this effort to ensure the safety of our students and employees.

Friday's Operation's Brief

Page 2

**100 % Document Submission
for the Past Two Years -
\$2,500 for each school**

- Dorris Place ES
- LaMotte ES

**Most Improved Percentage from
2015/16 to 2016/17 -
\$1,000 for each school**

- Foshay Learning Center
- King Middle School
- Eagle Rock Senior High
- Ivanhoe Elementary
- Franklin Elementary
- Del Olmo Elementary
- Ambsdr-Global Educ
- Orthopaedic Med Mag
- King Elementary
- Buchanan Elementary

**Highest Percentage for 2016-17 -
\$1,000 to each school**

- Lockwood Elementary
- Lee Medical Magnet
- Sotomayor LA - Lars
- Cahuenga Elementary
- Virgil Middle School
- Menlo Elementary
- Nava College Prep
- Richard Riordan Primary Center
- Jones Elementary
- Huerta Elementary

More than a Meal

Meal Applications – Due October 26!

The "More Than a Meal" campaign is L.A. Unified's district-wide campaign to promote the completion and submission of the 2017-18 LAUSD Meal Application (apply online at www.myschoolapps.com) or the Household Income Form for School Programs Funding. The form the Parent/Guardian should complete depends on the school their child.

Every application or form results in valuable resources for schools. Schools listed on the left received additional funding due to their high submission rates.



PRINCIPALS, please visit the "More than a Meal" Principal Toolkit Site at mtam.lausd.net for resources and information.

Consolidated Charitable Campaign 2017

Thank you Local District Central team for bringing hope to hundreds of families! Local District Central Schools along with the Local District Central Team raised over \$35,000 this year. As a token of their appreciation, the Charitable Agencies provided the TOP 5 schools a special recognition for their efforts. Local District Central cares!!!

Delevan ES	\$2,493.61
Kim ES	\$1,732.00
Eagle Rock HS	\$1,917.01
Union Ave. ES	\$1,403.43
Magnolia ES	\$1,825.13



Human Resources: 2017/2018 Certificated Evaluations

Counselors and Deans will be evaluated using the old CPES system. The CPES system is expected to open in mid-August. The Counselors and Deans will use the Initial Planning Form (1072) (Attachment 1) and the Observation Form (#1073) (Attachment 2). For questions about access and use of the CPES system, please contact Marianne Bellacomo at MARIANNE.BELLACCOMO@LAUSD.NET.

Your LD C Field Directors thanks the Administrators who attended the LDC Performance Evaluations Workshop. Please contact your Staff Relations Field Director for additional assistance and training.

Administrative Searches

The Office of Inspector General (OIG) conducted an internal audit of District's Random Metal Detector Searches at School Sites. Results of the audit revealed inconsistent implementation of the established guidelines.

District policy Bulletin 5424.2, *Administrative Searches to Ensure School Safety* (Attachment 3) mandates that all secondary schools implement random metal detector and locker searches on a daily basis and provides all District administrators with guidelines to ensure 100% compliance.



The following procedures must be adhered to:

- Administrators are to conduct searches on a daily basis and at various hours of the school day to avoid predictability.
- A minimum ten lockers a day must be searched.
- Random Search logs will be kept by the administrator in charge and a logbook must be kept for the entire school year. Logs must be filed and maintained for three (3) years and available for inspections.
- Signs must be posted in several prominent locations and visible to all visitors advising persons that they are subjected to searches for weapons by metal detector.
- Parents must be informed in writing at the beginning of the school year that their child may be searched. This is in addition to the notification provided in the Parent Student Handbook. Parents of students who enroll after the start of the school year must be informed as well.
- Search team is composed of male and female certificated staff members.
- All search team members, including the administrator in charge, annually must complete STEPS course 215, "How to Conduct a Random Metal Detector Search" via the Learning Zone, *prior* to conducting any search.
- Secondary schools must have search wands that are operable and used at every search. Schools with less than 1000 students must have at minimum two (2) metal detector wands. Schools with an enrollment of 1000 or more must have a minimum of four (4) wands.

Don't hesitate to contact your Operations Coordinator should you have any questions.

LAST CALL- Bungalow Removal

Schools wishing to have vacant bungalows removed must submit a written request via email to Eugene L. Hernandez at eugene.hernandez@lausd.net.

The deadline is August 25, 2017.





"Attendance is everyone's responsibility."

-Superintendent
Michelle King

Attendance

The LAUSD Strategic Plan stipulates our goal of attaining 100% Attendance. As such, the District commits to increasing student attendance by reducing the number of students who are chronically absent. The following three initiatives will assist us in attaining our goal:

1. Promote the Value of an LA Unified Education.
2. Increase Enrollment and Improve Attendance
3. Build the Capacity of Staff and Families.

The District has established LCAP Attendance Targets below for the 2017-2018 school year. As a team, Local District Central, will attain the goal!

2017-18 LCAP Attendance Targets	
Students Attending 96% or Higher Rate (attending 172-180 days per schoolyear)	75%
Students with Chronic Absence, 91% or Lower Rate (missing at least 16 days per schoolyear)	9%
Staff Attending 96% or Above	78%

CRISIS MANAGEMENT DREAM TEAM



School Mental Health (SMH)

Save the Date: Local District Central School Site Crisis Team Training on December 6, 2017

Per BUL-5800.0, *Crisis Preparedness, Response and Recovery Bulletin*, "each school site under the direction of the Principal or designee shall establish a Crisis Team." (Attachment 4).

On **December 6, 2017**, Local District Central will be providing an informative and interactive training on building the capacity of the school site crisis team. An invitation with the confirmed training location will be sent to all LD Central principals before the end of October. Principals may designate three School Site Crisis Team Members listed in their Safe School Plan Volume 3 to attend. It is suggested that the training attendees include a site administrator, a Student Health and Human Services staff member (Nurse, PSW, PSA Counselor) and other support services personnel (School Psychologist, Dean, Academic Counselor, etc.).

Thank you for your commitment to promoting a safe and positive learning environment for all. If you have any questions, please contact your Operations Coordinator or Maria Chua, LD Central School Mental Coordinator at maria.chua@lausd.net.

Reminders

Safe School Plan

The new, Integrated Safe School Plan (ISSP) replaces the previous online system and incorporates the latest federal guidance.

The following are major changes to Reference Guide 5511.7 (Attachment 6):

- The new ISSP can be accessed through the internet using any web-enabled computer or device at <https://issp.lausd.net>.
- Some key new features of the ISSP include:
 - ◊ Key information is auto-populated and redundant inputs are eliminated
 - ◊ A shorter, single-volume printout
 - ◊ Links to resources
- Only the school principal can provide the final approval and submit the ISSP.

- All staff members assigned to a school are able to view the Integrated Safe School Plan online using their LAUSD Single Sign-on username and password.

School principals may assign an additional user using the "ISSP Designee" field on the "School Details" page.

For updated information regarding the Integrated Safe School Plan, resources available to schools and the Quick Guide to Editing the ISSP visit the website at <https://achieve.lausd.net/ssp>

Safe School Plan is due on October 2, 2017.



Safe Routes to School

Let's make WTSD 2017 a record-breaking year to support Local District Central in achieving its **goal to register 75 schools within the City of Los Angeles**. In order to prepare for WTSD 2017, please:

- Review the SRTS Fact Sheet and check to see if YOUR school ranks in the Top 50 for traffic fatalities; if it does, commit to participating in WTSD 2017 on October 4, 2017! Our goal is to have at least 75 schools participate, including 34 of the Top 50. [Top 50 Schools by Local District](#)
- Read the WTSD flyer (attached 6)
- Put WTSD on your calendar now, for October 4, 2017
- Identify a WTSD point person at your school site



Human Resources: Certificated Evaluation Notification Date

Certificated employees should be notified of their evaluation no later than the last work day of the fifth week of school. This year the **deadline is September 15, 2017.**



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Administrative Searches to Ensure School Safety

NUMBER: BUL-5424.2

ISSUER: Earl R. Perkins, Assistant Superintendent
School Operations

Thelma Meléndez de Santa Ana, Ph.D.
Chief Executive Officer
Office of Educational Services

DATE: October 26, 2015

MAJOR CHANGES: This Bulletin updates BUL-5424.1, dated July 21, 2014, issued by School Operations, to reflect current District organization, procedures, and practices.

BACKGROUND: Schools are faced with instances of violence, including the use of weapons on or adjacent to school campuses. The District strives to provide a safe environment for students to learn, explore and create, and for teachers and administration to be able to focus on teaching and providing students with these opportunities. The District school safety measures include random metal detector searches, locker searches and other measures under the settled principles of constitutional construction, which permits reasonable application of metal detectors in schools. This Bulletin focuses on random searches, metal detector searches and locker searches.

GUIDELINES: To ensure an effective learning environment by maintaining a safe and secure campus, secondary schools are authorized to implement random metal detector searches. These are administrative searches. This policy does not include searches conducted by law enforcement.

The following guidelines apply:

I. Grade Span and School Configuration

- A. This policy applies to all secondary schools and span schools configured for students in grades 6 through 12, including pilot schools and those charter schools co-located on elementary campuses and serving secondary charter school students. Co-located schools, schools on the same campus, are to conduct searches and maintain search logs independent of any other school(s) on the same campus.
- B. A pre-established random plan should be used to select which students and what articles are to be searched. It is important that sufficient staff be involved in the search to prevent the possibility of any selected

ROUTING

Local District Superintendents
Administrators of Operations
Operations Coordinators
Site Administrators
Co-located Charter School Sites
Administrators
Charter Schools Division
School Police



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

student disposing of contraband or weapons while walking to the location where the metal detector search is to be conducted.

- C. Carlson Home Hospital School is the only school exempt from the random metal detector policy.

II. Reasonable Suspicion and Student Population

- A. The purpose of these searches is to deter weapons such as guns, knives, or any other item which might cause harm or injury from being brought to schools. Therefore, metal detectors should not be used for the purpose of searching students who might be suspected of having violated other school rules.
- B. School administrators may conduct searches of individual students when they have reasonable suspicion to believe that the student has violated or is violating the law or a school rule. "Reasonable suspicion" includes the following: Reasonable suspicion that the search will turn up evidence of the student's violation; the extent of the search is reasonably related to the suspected violation; and the search is not excessively intrusive considering the student's age, gender and the nature of the violation.
- C. No student or persons shall be selected to be searched based solely upon their gender, race, ethnicity, physical appearance, manner of dress, or association with any particular group of persons.

III. Frequency of Metal Detector Searches

- A. All secondary schools must conduct daily random metal detector searches of students. Search operations should be conducted at various hours of the school day to avoid predictability. All secondary schools operated by the District or on behalf of the District or located on District property, including affiliated and independent charter schools, must comply with this Bulletin and with all District health, safety, and emergency procedures and requirements and will be subject to inspection by the District's Facilities Services Division, the Office of Environmental Health and Safety, and other District offices.
- B. Schools with satellite locations such as high schools with off-site magnets, City of Angels Independent Study School, Secondary Community Day School, Central High School and Tri-C Community Day School should work with the school's Safety Committee to analyze the satellite locations' particular safety and security needs in determining an appropriate rotational schedule and distribution of searches among the satellite locations to ensure compliance with the policy, as administrators



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of these schools certify for only one cost center. It is recommended that a certificated administrator supervise the searches conducted at satellite locations.

IV. Searching Other Areas Of The School

- A. A locker search plan must be implemented in which a minimum of ten lockers are searched daily.
- B. School staff should check their areas of responsibility, e.g., classrooms, restrooms, or grounds for concealed weapons daily.

V. Random Search Versus Total Population Search

- A. A total population search is one wherein every person who enters the premises is searched, such as at an athletic event or after-school dance.

VI. Selection of Search Team Members

- A. The search team should be comprised of certificated employees, both male and female, and augmented with other staff as necessary.
- B. Personnel selected to be members of the search team must be respectful and sensitive to the right of privacy and other concerns of the individual being searched.
- C. The searching of any student, employee or visitor shall only be conducted by a search team member of the same gender.
- D. School Police may be requested to accompany and observe the search team, but may not participate in the actual searching. School Police participation in random searches must be limited to handling arrests or other criminal situations that might occur during the course of a search. School Safety Officers (SSOs) who are properly trained may assist with random metal detector searches as they are not sworn officers.
- E. Metal detector search team members must be familiar with both District policy and the operation of the wands. All search team members, including the administrator in charge, annually must complete STEPS course 215, "How to Conduct a Random Metal Detector Search" via the Learning Zone, *prior* to conducting any searches and should submit a copy of their completion certificate to the administrator in charge. Completion certificates will be available for review by Local District (DC) staff.



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VII. Locations For Conducting Metal Detection Searches

- A. Whenever possible, searches should be conducted in locations that do not expose students or other persons being searched to the view of the general student body population, particularly to the view of those who are not being subjected to the search.
- B. A nearby vacant classroom, office or workroom should be available in the event that it becomes necessary to more thoroughly search a particular student. This would be the case when a wand activates and it is not possible to satisfactorily determine the cause, either through questioning or a light pat-down of the person. Whenever it is necessary for a student to be removed for a more thorough search, the student shall be accompanied by at least two adult employees, one of whom must be of the same gender as the student. California Education Code Section 49050 prohibits removal or rearranging of a pupil's clothing in a manner to permit a visual inspection of the underclothing, breasts, buttocks, or genitals of the pupil.

VIII. Procedures for Conducting Random Searches

- A. A random search establishes a specific, unbiased pattern of who is to be searched, i.e., every third person. Search personnel may not deviate from the search pattern during the course of that particular search.
- B. All students selected will be required to bring all of their personal effects in their possession at the time they are selected, e.g., coat, purse, book bag, backpack, or other similar articles.
- C. Upon entering the search location, the selected student shall be advised of the purpose of the search, the method in which the search will be conducted, and the fact that the selection was made in a random manner.
- D. A student or person to be searched shall be directed to remove all metal objects from their pockets, including coins. The student is to give their personal belongings, as described above, to a search team member or place them on a table or desk in plain view. The belongings shall then be physically searched only to the degree necessary to affirm that no weapons are concealed therein. The student shall then be scanned using a wand. Staff operating the device must use an identical scanning technique/pattern for each student.
- E. The staff member will scan the entire student, including socks, legs, front and back pockets, waist, and chest.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- F. If the wand activates, the student shall be asked if they are in possession of any metal object in the area scanned. After determining that the object is not a weapon and is removable, staff will request that the student remove the object and re-scan the student. If an activation reoccurs and the object cannot be removed, the operator shall visually confirm the student's explanation, e.g., jewelry, belt, buckle, rivets on pants or as a second alternative, by lightly touching (not grabbing) the area which is causing the repeated activation.
- G. If, during the course of a search, contraband is observed that is a violation of District or school policy and/or regulations, such items may be confiscated and the student may be subject to disciplinary action.
- H. Students who refuse to submit to a wand search consistent with these guidelines may be subject to disciplinary action for defying the valid authority of school personnel. Other persons refusing a search consistent with these guidelines must be escorted off campus.

IX. Documentation

- A. Schools are to keep a record of their random metal detector searches. Logbook of the searches must be kept for the entire school by the administrator in charge and be readily available for review when requested by District offices. These logs must be kept on file for three years. A sample log is attached to this bulletin (see Attachment A).
- B. When lockers are searched, written notification must be left within the locker informing the student that the locker was searched (see Attachment B). Schools can request school police K-9 participation in locker searches.
- C. Requests for search log documentation made by non-District personnel or individuals must be made through a Public Records Act request to the Office of General Counsel.

X. Public Advisory of Searches

- A. Although parents are advised of the possibility that their child may be searched in the Parent-Student Handbook, schools must send written communication to parents at the opening of the school year. This communication is to be provided for all students enrolling after the school year has begun. (See Attachment C for sample communication.)
- B. Signs must be posted in several prominent site locations advising that persons on the premises are subject to search for weapons by metal



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

detector. Schools in need of new or additional signs shall contact Maintenance and Operations for replacements.

XI. Minimum Equipment Resources

- A. Every secondary school with an enrollment fewer than 1000 students shall have a minimum of two metal detector wands (wands).
- B. Every secondary school with an enrollment of 1000 students or greater shall have a minimum of four wands.
- C. All wands must be operable and used at every search. Additional wands can be purchased from LAUSD Stores Warehouse using commodity code 680-44-20580. Schools are responsible for purchasing all wands.

XII. Review Process

- A. Operations coordinators are to review log sheets upon every school visit.
- B. To ensure consistent implementation of this Bulletin, by the end of the second week of each semester, the Local District Administrator of Operations will select six secondary schools and a co-located charter school to participate in a review process during October or March. In addition, two options schools will be selected from each geographical LD to participate in the review process (see Attachments D1 and D2). During the month of participation, principals of selected schools will submit the daily Metal Detection Search Log, Attachment C, to the respective LD Operations Coordinator every Friday by 2 p.m.

AUTHORITY: This is a policy of the Chief Executive Officer of the Office of Educational Services.

New Jersey v. T.L.O., 469 U.S. 325 (1985)
Vernonia School District v. Acton, 115 S.Ct. 2386 (1985)
People v. Latisha W., 60 Cal.App.4th 1524 (1998)
In Re William V., 111 Cal.App.4th 1464 (2003)
In Re Randy G., 26 Cal. 4th 556 (2001)
California Education Code Sections 35160 and 49050
75 Ops. Cal. Atty. Gen. 155 (1992)

RELATED RESOURCES: BUL-5532, "Policy on Co-Locations for District School Facilities' Use Pursuant to Education Code Section 47614 (Proposition 39)," dated September 29, 2014, issued by the Office of the Superintendent

BUL-5721.1, "Student and Employee Security," dated February 25, 2013, issued by the Office of the Superintendent



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Learning Zone course STEPS 215 “How to Conduct a Random Metal Detector Search”

ASSISTANCE: For assistance, please contact your Local District Operations Coordinator. For more information, contact the Office of School Operations at (213) 241-5337 or the Office of General Counsel at (213) 241-241-6601.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT A

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Educational Services

Random Metal Detection Search Log for: _____ School _____ Month: _____

Search Team Members:

A. _____ B. _____ C. _____ D. _____
E. _____ F. _____ G. _____ H. _____

Day	Time	Participating Search Team Members	Student Selection Method	Number of Students Searched	Room Number	Search Results/ Findings



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT B1

SAMPLE LETTER TO PARENTS

(PLACE ON SCHOOL LETTERHEAD)

Dear Parent:

Your child's locker was chosen at random and searched on ____ (date) _____. In keeping with District policy, we conduct random searches daily to ensure everyone's safety. Specifically, the purposes of the searches are to:

- Detect the possession of weapons
- Deter bringing weapons onto school grounds
- Reduce the potential for violent incidents

If you or your child has any questions, please contact (name of contact person) at (telephone number).

Thank you for your cooperation.

(Signature of Principal/Designee)



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ADJUNTO B2

MUESTRA DE COMUNICACIÓN A LOS PADRES

(PLACE ON SCHOOL LETTERHEAD)

Estimados Padres:

El casillero de su hijo fue elegido para un cateo aleatorio el día (date) . En virtud de las políticas Distritales, el personal realiza cateos aleatorios diariamente para garantizar la seguridad de todos. El propósito específico de los cateos consiste en:

- Detectar posesión de armas
- Desalentar la portación de armas en los planteles escolares
- Reducir el potencial de incidentes por violencia

Si usted o su hijo tienen cualquier pregunta, favor de comunicarse con (name of contact person) al (telephone number).

Gracias por tu cooperación.

(Firma del Director/administrador designado)



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT C1

SAMPLE LETTER TO PARENTS

(PLACE ON SCHOOL LETTERHEAD)

Date _____

Dear Parent/Guardian:

In keeping with District policy, we conduct random searches of students and student lockers on a daily basis to ensure everyone's safety. Specifically, the purposes of these searches are to:

- Detect the possession of weapons
- Deter bringing weapons onto school grounds
- Reduce the potential for violent incidents

If you or your child has any questions, please refer to the "Student Searches" section of the Parent-Student Handbook or contact (name of contact person) at (telephone number).

Thank you in advance for your cooperation.

(Signature of Principal)



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ANEXO C2

MUESTRA DE COMUNICACIÓN A LOS PADRES

(PLACE ON SCHOOL LETTERHEAD)

Fecha _____

Estimado padre o tutor:

En virtud de las políticas Distritales, el personal realiza cateos aleatorios de los alumnos y de sus casilleros diariamente para garantizar la seguridad de todos. El propósito específico de estos cateos consiste en:

- Detectar posesión de armas
- Desalentar la portación de armas en los planteles escolares
- Reducir el potencial de incidentes por violencia

Si usted o su hijo tienen cualquier pregunta, favor de consultar la sección de "cateos estudiantiles," del Manual para Padres y Alumnos o comunicarse con (name of contact person) al (telephone number).

De antemano le agradezco por su cooperación.

(Firma del Director)



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT D1

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Educational Services
School Operations

Random Metal Detection Review Process

Date: _____ Local District: _____ Local District Staff: _____

Participation month: **OCTOBER**

School	Principal	All logs received (indicate yes/no)

This form is to be completed by the Local District Administrator of Operations and emailed to Daryl Narimatsu, Administrator of School Operations, at the end of the corresponding month of the review process.



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

ATTACHMENT D2

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Educational Services
School Operations

Random Metal Detection Review Process

Date: _____ Local District: _____ Local District Staff: _____

Participation month: **MARCH**

School	Principal	All logs received (indicate yes/no)

This form is to be completed by the Local District Administrator of Operations and emailed to Daryl Narimatsu, Administrator of School Operations, at the end of the corresponding month of the review process.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Crisis Preparedness, Response and Recovery

NUMBER: BUL-5800.0

ISSUER: Thelma Meléndez de Santa Ana, Ph.D.
Chief Executive Officer
Office of Educational Services

DATE: October 12, 2015

POLICY: The Los Angeles Unified School District (LAUSD) is committed to providing a safe, civil and secure school environment, which includes crisis response procedures. This policy is applicable to all schools, District and school-related activities, and in all areas within the District's jurisdiction.

MAJOR CHANGES: This Bulletin replaces BUL-962.1 *Organizing for Crisis Intervention*, on the same subject issued by the Office of the Chief Operating Officer, dated December 7, 2005.

PURPOSE: The purpose of this Bulletin is to outline administrative guidelines and procedures for responding to crises that may impact the school community.

BACKGROUND: School crises can result in significant human and fiscal costs as well as disruption to the learning environment. Crisis preparedness, response and recovery efforts in the educational setting are crucial in restoring a safe and healthy learning environment. These efforts promote resiliency and a sense of self-efficacy for students, staff and school community stakeholders. Providing effective crisis management and interventions can mitigate negative social-emotional consequences, reduce the period of school disruption as well as restore safety and security to the school community to promote attendance, academic achievement, and wellness.

GUIDELINES: The following guidelines apply:

I. DEFINITIONS

School Crisis

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance and behavior. Common reactions to a school crisis may include shock, confusion and fear. Although individual students, staff, families or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults. Examples of crises that may impact schools include:

- An accident on or near the school grounds
- A violent incident at or near school
- The death of a student, staff or one of their family members by suicide or

ROUTING
All Employees
All Locations



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

trauma

- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism

Trauma

Trauma refers to an event or a situation where an individual fears for their life. In addition, they could have been seriously injured, witnessed violence, or tragically lost a loved one. Exposure to this type of trauma overwhelms the ability of that individual to cope.

Psychological First Aid (PFA)

PFA is an evidence-informed modular approach to help children, adolescents, adults and families in the immediate aftermath of traumatic events, disasters and terrorism. PFA is designed to reduce the initial distress caused by these stressful events and to foster short-and long-term adaptive functioning and coping amongst students, staff and parents/guardians.

II. RESPONSIBILITIES OF DISTRICT EMPLOYEES

All District employees are expected to:

- Adhere to the Crisis Preparedness, Response and Recovery (CPRR) policy.
- Respond to crisis incidents.

A. Administrator/Designee must:

1. Establish a safe, civil and secure school environment.
2. Establish a multi-disciplinary School Site Crisis Team, in accordance with the Safe School Plan (SSP), Volume 3.
3. Ensure that the CPRR policy and all applicable protocols (see Section III) are implemented.

B. Local District (LD) Administrators must:

1. Be responsible for enforcing the CPRR policy.
2. Establish a multi-disciplinary LD Crisis Team to provide support to schools, as needed.
3. Designate LD staff to ensure the implementation of this policy and provide guidance, training and support, as needed, to the school site team.

C. District Office Staff must:

1. Support this policy by assisting schools with consultation, training and support, as needed.
2. Provide annual training to LD Crisis Teams and support training to schools sites at the LD level.
3. Align this policy with related District initiatives.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

III. **MULTI-TIERED CRISIS RESPONSE TEAM MODEL**

There are three tiers of crisis response: school site, local district and District office. The basic structure of the multi-disciplinary support teams on all three tiers should be similar in their composition and incorporate District staff with experience in various areas of crisis. Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the local district, District office, or a combination thereof (see Attachment A, Multi-Tiered Crisis Response Flow Chart).

A. Tier I: School Site Crisis Response

School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services. The school site crisis team determines if there is a need for additional assistance from the local district crisis team. The school site crisis team may be activated as part of the Incident Command System (ICS) Team during an emergency or disaster, or may be activated as a stand-alone team, depending on the incident.

B. Tier II: Local District Crisis Response

The school site administrator/designee contacts the LD Operations administration for support and assistance if the crisis response required is beyond the scope of what the school site crisis team can provide. Assistance from the LD crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

C. Tier III: District Office Crisis Response

In collaboration with the LD Operations administration, the school site administrator/designee determines if there is a need for support from the central crisis response team. Assistance from the District office crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

IV. **TIER I: SCHOOL SITE CRISIS RESPONSE**

The following are general preparedness, response and recovery protocols for the administrator/designee to implement during any crisis in a school, at District and school-related activities, and in all areas within the District's jurisdiction.

A. Preparedness

1. Establish a school site crisis team.

In accordance with the SSP Volume 3, school site crisis team members



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should be comprised of school staff, such as administrators and out-of-classroom support staff. Schools on multi-track schedules should include staff from all tracks. School site crisis team composition will vary by school and must be staffed by District personnel only.

Staff on the school site crisis team should be informed of their roles and have opportunities to participate in preparedness activities. In accordance with REF-5511 *Safe School Plans Update*, the SSP Volume 3 School Site Crisis Team Chart should be reviewed and updated on the Safe School Plan Creator online throughout the school year if there are any changes in staff (see Attachment B, School Site Crisis Team Chart for a template).

2. Schedule regular school site crisis team meetings.
School site crisis teams should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery. School site crisis team meetings should be documented by maintaining agendas and sign-in sheets. Meetings should include the development of comprehensive crisis response and recovery plans that:
 - a. Define the roles of the school site crisis team members and communicate this information with other staff at the school site (i.e., staff that are not identified on the school site crisis team, such as teachers, clerical, new, substitute, before and after-school staff, and volunteers).
 - b. Identify common types of crises and disasters that may impact schools and develop strategies for responding appropriately to re-establish the safety and security of the school site.
 - c. Discuss possible locations on the school site to provide crisis response services, such as psychological triage, assessment and reunification, utilizing the areas identified in the Safe School Plan, Volume 2.
 - d. Provide/coordinate staff development and training on identified topics (e.g., Psychological First Aid, immediate and long-term recovery, traumatic grief, the impact of traumatic events on students, adults and school climate, and self-care). For support with staff development and training, contact LD Operations administration, or School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.
 - e. Develop strategies to mitigate long-term impact on student mental health, well-being and academic achievement by re-engaging students in the learning process.
 - f. Identify school and community-based resources.



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B. Response

The following are general procedures for the administrator/designee to respond to crisis situations at the school site. Refer to Safe School Plan, Volume 2 for protocols regarding specific types of emergencies. (See Attachment C, School Site Crisis Response Action Plan Checklist, for an abbreviated version of the general procedures described below.)

1. Ensure Campus/Office Safety

- a. Call 911 for immediate, emergency life threatening situations.
- b. Call Los Angeles School Police Department (213) 625-6631 or local law enforcement for assistance at the school site or school related activity.
- c. Secure site and implement lockdown, if necessary.
- d. Activate the ICS team, as needed.
- e. For assistance and consultation, contact LD Operations administration or School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.

2. Determine Facts

Consider some of the following questions when gathering information to determine the appropriate response for the situation:

- a. What happened?
- b. Who was involved?
- c. How were they involved?
- d. How did it happen?
- e. Where and when did it happen?
- f. What caused the crisis?
- g. What is the condition of those involved?
- h. Other relevant sources of information (e.g., school staff, parents/guardians, local law enforcement, medical facilities)?

3. Notify

- a. LD Operations administration as soon as feasible.
- b. Administrator/designee of co-located schools.
- c. Administrator/designee of other school sites that could be affected by the crisis.
- d. Other offices, as appropriate (see the Assistance section at the end of this bulletin for a list of relevant LAUSD offices).
- e. Document the incident in the Incident System Tracking Accountability Report (iSTAR) as soon as practical, and update as necessary.

4. Assess

The school site crisis team meets to assess the impact and severity of the incident and determine the level of crisis response needed. Their assessment will guide the response and recovery methods.



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Variables to consider when assessing the impact of the crisis include:

- a. Type of incident
- b. Number of students and staff that might be affected
- c. Emotional proximity to the crisis incident, including the relationship of the involved individual(s) to the school community. The impact to the school may be affected by the degree to which the individual(s) were active in the school community.
- d. Physical proximity to the crisis incident
- e. History of other crises at the school or for those involved in the current crisis
- f. Time the crisis incident occurred (e.g., during school hours, after school, weekend, holiday)
- g. School and community resources available

5. Develop Action Plan

Crisis response and interventions will be determined by the impact and severity of the incident. The action plan developed by the team should be documented and managed by the school site administrator/designee. (Refer to Table 1. Action Plan for crisis response considerations.)

Table 1. Action Plan

Action Type	Crisis Response Considerations
Communication	<p>In accordance with the SSP Volume 2, the school site incident commander (usually the principal or designee) takes charge of the crisis incident, verifies facts, notifies other offices, and coordinates crisis response services. The school site incident commander collaborates with LD administration to prepare communications for parents, LD and District office. The public information officer (PIO) provides feedback and edits regarding communications, prepares public statements and manages media requests. (See Attachment D, Communication with Staff, Students, Parents/Guardians for a detailed checklist of communication protocols.)</p> <ol style="list-style-type: none">1. Contact family to offer support and obtain consent.<ol style="list-style-type: none">a. Identify a staff member to serve as the liaison for the family. Limiting the number of people who contact the family helps guard against further exacerbating an already stressful time for the family.b. Liaison should contact family members of the crisis victim(s) to gather/confirm information, obtain consent regarding what information may be shared, and identify needs for support and resources. If the victim is a minor, ensure contact with the parent/guardian.



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	<p>c. If an incident involves the death of a student, be sure to remove the name of the deceased student from the school's call out system, including Blackboard Connect and attendance checks, to prevent family members from receiving a call.</p> <p>2. Know the facts. Clarify facts and determine what information is to be shared with students, parents/community, staff, media and social media. (Refer to Section X. Confidentiality and Retaliation.)</p> <p>3. Collaborate with law enforcement. When the incident involves a crime or an ongoing investigation, it is crucial to maintain communication with LASPD or other local law enforcement incident command teams. Obtain guidance from local law enforcement regarding how to proceed so as not to interfere with a criminal investigation. (See Attachment E, Collaboration with Law Enforcement When a School Becomes a Crime Scene or Closed Area.)</p> <p>4. Share information. Determine how information will be shared (e.g., staff meetings, parent meetings, letters, Blackboard Connect, classroom discussions).</p> <p>5. Develop a script. Collaborate with the LD administration to develop and disseminate scripts for teachers, staff memos, parent/guardian letters, and Blackboard Connect messages. For samples and templates of scripts, visit http://ccis.lausd.net.</p> <p>6. Collaborate with the Office of Communications. When an incident is likely to or does receive media attention, the administrator/designee or identified communications/media person should contact the Office of Communications (213) 241-6766 for assistance. (See Attachment F, Collaboration with Office of Communications.)</p> <p>7. Prepare staff. Information distributed to teachers and before and after-school staff may include a script regarding the incident, tips on how to support impacted students, and crisis counseling referral procedures for students and staff in need of additional support.</p>
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Logistics/ Operations	<p>The following logistics/operations actions are options for consideration. (See Attachments G-J for templates of sign-in sheets, referral forms, and crisis counseling logs to be used when responding to crisis situations.)</p> <ol style="list-style-type: none">1. Determine the number of crisis responders needed.<ol style="list-style-type: none">a. The number of crisis responders needed depends on the extent of the impact to the school community. For example, if students, staff and parents/guardians are all impacted, it may be necessary to have dedicated crisis responders for each group.b. Consider the following factors when selecting crisis responders:<ol style="list-style-type: none">i. The frequency and number of crisis incidents the crisis team member has responded to within the school year (be aware of compassion fatigue and burnout of those individuals who respond to crisis situations frequently). For more information regarding compassion fatigue, see Section C. Recovery, 2. Long-term Recovery below.ii. Physical and emotional proximity to the eventiii. Recent trauma/loss or current coping skills being utilized by the affected individual(s).c. Language and cultural needs of the school community being served.2. Assess operational functions of the impacted school and implement temporary modifications to:<ol style="list-style-type: none">a. Bell scheduleb. Transportation servicesc. Food servicesd. Substitutes for classroom coverage for impacted teacherse. Safety/security - contact the Los Angeles School Police Department for additional support3. Confirm procedures and designated locations for crisis response activities, as indicated in Safe School Plan, Volume 2, for the following:<ol style="list-style-type: none">a. Incident Command Centerb. Communication Centerc. First Aidd. Police Interviews/Investigationse. Witnesses or others waiting to be interviewedf. Triage/Crisis Counselingg. Parent/Student Reunification
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	<ul style="list-style-type: none">h. Parent Centeri. Media Area/Center4. Identify separate locations for triage and crisis counseling for students, staff and parents/guardians.5. Follow reunification procedures in Safe School Plan, Volume 2. Establish procedures for communication (face-to-face or by phone) with the parents/guardians of students who may have been exposed to, witnessed, or were interviewed by law enforcement regarding the incident.6. Limit exposure to trauma by routing individuals away from crime scenes, managing media, and monitoring adult conversations.7. Plan accommodations for students and/or staff who have access or functional needs (e.g., limited mobility, language, cognition or emotional challenges).
Psychological Triage/Crisis Counseling	<p>Psychological triage is the process of assessing and prioritizing immediate needs, in addition to determining appropriate interventions for students, staff or parents/guardians based on the severity of their condition after a crisis has occurred.</p> <ul style="list-style-type: none">1. Triage students, staff and other school community members to determine counseling needs.2. Determine individual needs, based on physical and emotional proximity to the event, previous trauma/loss, or current coping skills.3. Provide individual and group crisis counseling services, including Psychological First Aid, classroom interventions, and staff presentations.4. Refer to District and/or community based resources, as needed. Use Attachment K, Parent Authorization for Release/Exchange of Information, as needed.5. Document students receiving crisis counseling services to ensure appropriate follow-up (see Attachment L, Crisis Management Spreadsheet draft sample; for an electronic version go to http://ccis.lausd.net under Crisis Response).
Incident Debriefing	<p>In the aftermath of crisis response, ICS/school site crisis teams should discuss critical components of response. Incident debriefing provides opportunities for learning and improving practice. Additionally, debriefs help mitigate compassion fatigue by allowing crisis team members to</p>



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	<p>process the incident and its impact on them as responders, as well as the school community. During incident debriefing, the following actions should be considered:</p> <ol style="list-style-type: none">1. Review actions of the day.2. Review the status of students and identify those who may need follow-up or additional services.3. Identify effective components of crisis response and areas for improvement.4. Plan for follow-up actions – next day/week/month.5. Develop prevention/mitigation strategies for future incidents, including staff development/training.
Documentation	<ol style="list-style-type: none">1. Document the incident in iSTAR as soon as practical. Update actions taken, as necessary.2. Documentation files, including sign-in sheets, referral forms, student counseling forms and logs, should be maintained by the administrator/designee in a confidential location.
Important Considerations	<p>The following are important action items for consideration:</p> <ol style="list-style-type: none">1. <u>Social Networking</u> Students, staff, parents/guardians and other community members often share information and feelings on social media sites. Such postings may not be accurate or appropriate. Considerations in regards to social networking include:<ol style="list-style-type: none">a. Encourage parents/guardians to monitor Internet postings regarding the crisis.b. Encourage students to limit their time on social media during the crisis. Social networking sites may contain graphic images of an incident that can distress rather than comfort students.c. Social networking sites may contain rumors, inaccurate information and inflammatory comments. Such messages may need to be addressed. In some situations, postings may warrant notification to parents and/or law enforcement (see BUL-5688.0 <i>Social Media Policy for Employees and Associated Persons</i>, February 1, 2012).2. <u>School Events</u> It is important to acknowledge that as the school community continues to heal, some students may experience a resurgence of grief during significant



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	<p>events, such as prom, graduation, birthdays or the anniversary of the incident. Such events may require planning for additional considerations and resources.</p> <p>3. <u>The Deceased Student's Classrooms and Work</u> When a student dies, there are many places and spaces that hold memories, such as the empty chair that the student used or the student's work posted on classroom walls and hallways. Removing these items too quickly might trigger feelings such as anger, confusion or sadness among the students and staff. Some considerations in the aftermath of the death of a student are:</p> <ol style="list-style-type: none">On the first school day following the death, an administrator/designee and mental health crisis team member should check in with each class in which the student was enrolled.Replacing or moving the deceased student's seating should not be done hastily. Consider doing so after the services for the student, or at an agreed upon time with other teachers and/or students.Removing student work from the walls should be done when all the work is being replaced. Consider offering the work to the family. <p>4. <u>Memorialization</u> In the event of a crisis related to a death, it is not uncommon for students/community members to initiate a memorial at or near the school site. The administrator/designee should offer guidelines for a meaningful, safe approach to acknowledge the loss. Schools should strive to treat all deaths that impact the school community in the same way. Memorials or dedications for an individual who has died should not glamorize or romanticize either the individual or the death. For a detailed description of considerations for memorials, see Attachment D, Communication with Staff, Students, Parents/Guardians.</p> <p>5. <u>Fundraising</u> It is best practice for fundraising to occur off campus and not be associated with District or school officials. Any fundraising activities must comply with District policy (Board Rules 1251, 1255, 1288, and 2525; BUL-1633 dated March 29, 2005). The family of the</p>
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	deceased may choose to initiate a private fundraising activity, such as an online fundraising account.
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C. Recovery

Recovery planning begins at the preparedness phase of crisis response. The effectiveness of recovery efforts depends on pre-planning and developing partnerships with community agencies that can provide follow-up services as needed. Recovery entails planning for the structural, business/fiscal, academic, psychological, and physical needs of the school community. The goal of social-emotional recovery is to promote coping and resiliency for students, staff, and parents/guardians.

The ongoing recovery phase is designed to assist students, staff, and their families in the healing process and to restore educational operations in school. As the initial effects of a crisis subsides, it is important for the school site crisis team to continue to assess the ongoing effects of the crisis and modify the plan accordingly.

There are short-term and long-term recovery activities to consider in the aftermath of a crisis situation. In the short-term (days to weeks), the school may focus on restoring regular school functions and routines as efficiently and promptly as possible. In the long-term (weeks to months), the school may focus on individuals who require more intensive services and on systemic changes to restore the school's safe and healthy learning environment.

1. Short-Term Recovery (Days to Weeks)

The following examples of short-term recovery activities may be considered in the days and weeks after a crisis occurs that impacts the school community:

- Monitor impacted students during school and before and after-school programs.
- Provide ongoing assessment of needs and follow-up services for students, staff, and parents/guardians.
- Designate support staff to follow-up with students in need of a higher level of care.
- Designate administrator/supervisor(s) to follow-up with impacted staff in need of a higher level of care.
- Monitor memorials following guidelines outlined in Table 1.

2. Long-Term Recovery (Weeks to Months to Years)

The following examples of long-term recovery activities may be considered in the weeks, months, or years after a crisis occurs that impacts the school community:

- Indicators of students and staff in need of additional support and/or referral may include the following:



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- Persons with close connections to the deceased (e.g., siblings, relatives, current and former teachers, close friends).
- Persons who experienced a recent loss or trauma, have witnessed acts of violence, or have a history of suicide (self or family member).
- b. Students who require a higher level of care may be referred for additional services from clinics/agencies such as School Mental Health Clinics and Wellness Centers, a community mental health provider, or their health care provider. Obtain parent/guardian permission to release and exchange information with a health provider using Attachment K, Parent Authorization for Release/Exchange of Information.
- c. Staff who might be in need of clinical support services may be directed to their District-sponsored medical plan. Employees who are not enrolled in a District-sponsored medical plan, may access clinical support services through the Employee Assistance Program (800) 285-7717.
- d. Monitor the effects of compassion fatigue on District personnel, including crisis responders, teachers, and support staff (e.g., before/after school staff, office staff and other classified staff). Compassion fatigue is the emotional and physical exhaustion, often referred to as stress that results from helping and intervening during a crisis or critical incident. The effects of being a crisis responder accumulate over time and, if not addressed, can negatively impact relationships, empathy, hope and productivity. Factors to consider that may impact an individual's coping and contribute to emotional and physical exhaustion are:
 - Responding to crisis situations frequently
 - Physical and emotional proximity to a crisis situation, in addition to assisting and responding to the crisis
 - Recent trauma/loss or other stressors
 - Unhealthy coping skills (e.g., not getting enough sleep, unhealthy eating, alcohol or substance abuse, or social isolation).
- e. Provide staff development on constructive ways to cope with stress and promote self-care. For support with staff development and training, contact LD administration, or School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.
- f. Make considerations for upcoming holidays, anniversaries, birthdays and other significant events that may trigger some students and staff.



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V. **TIER II: LD CRISIS RESPONSE**

If the crisis response required exceeds the capacity of the school site crisis team, the administrator/designee contacts LD Operations administration for support and assistance from the LD crisis response team.

The following are general preparedness, response and recovery protocols for the Operations administrator/designee at the LD to implement during any crisis in a school, at District and school-related activities, and in all areas within the District's jurisdiction.

A. Preparedness

1. The LD Operations administration establishes a LD crisis team.
 - Each LD determines the leadership and team member assignments for the LD crisis team. LD crisis teams should be multidisciplinary and support school site crisis teams. LD crisis teams may include school support staff such as Student Health and Human Services, School Counseling Services, Psychological Services, and School Police.
 - LD crisis team composition will vary by LD. The LD crisis team roster should be updated whenever there are any changes in staff (see Attachment M, Local District Crisis Team List draft sample; for an electronic version go to <http://ccis.lausd.net> under Crisis Response).
2. Schedule LD crisis team meetings.
 - LD crisis teams should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery.
3. Provide opportunities for crisis team training and staff development
 - Identified LD crisis team members should participate in the Annual District Crisis Team Training held in the fall of the school year.
 - LD crisis team members should organize and implement trainings for school site crisis teams to review protocols and procedures regarding preparedness, response and recovery.
 - For additional assistance and support with trainings, contact School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.

B. Response

1. The LD responds to requests from school site administrator/designee for additional assistance. In response, the LD Operations administrator should:
 - a. Manage the support offered to school administrators to maintain



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clear and consistent communication, by designating an LD crisis team member as a “point person” to assist with determining the level of support needed, remain on-site, coordinate the combined school and LD crisis team efforts and report back to the LD.

- b. Dispatch additional LD crisis team member(s), as needed.
 - Consider the following factors when selecting crisis responders:
 - The frequency and number of crisis incidents the crisis team member has responded to within the school year. Maintain awareness of compassion fatigue and burnout of those individuals who respond to crisis situations frequently.
 - Physical and emotional proximity to the event.
 - Recent trauma/loss, or current coping skills being utilized by the individual.
 - Consider language needs of the school and check roster to determine if there are LD crisis team members that can fulfill that request/need.

2. Under the leadership of the LD Operations administration, the LD crisis team member(s) may provide consultation and technical support for any of the functions indicated in Table 1, including:
 - a. Communications to students, staff, and/or parents/guardians.
 - b. Triage and crisis counseling services for students and staff, as needed.
 - c. Assist with any ongoing need for support services, including referring to District and/or community-based resources.
3. The LD crisis team should participate in the incident debriefing with the school site crisis team to assess the effectiveness of interventions provided, the need for follow-up with identified students and/or staff, and any issues requiring support/assistance. Incident debriefing provides opportunities for learning and improving practice. Additionally, debriefing the events of the day contributes to mitigating compassion fatigue by allowing crisis team members to process the incident and its impact on them as responders, as well as the school community.

C. Recovery

To help restore a safe and healthy learning environment the LD should:

1. Maintain ongoing communication with the school site administrator/designee to monitor, assess and provide support services to students, staff and families.
2. Identify LD and community resources that can facilitate the recovery process.
3. Coordinate staff developments for teachers, school staff, students and parents/guardians, as needed.



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VI. **TIER III: DISTRICT OFFICE CRISIS RESPONSE**

In the event that a crisis significantly impacts a large number of students and staff, the District crisis response team will offer assistance to the school, at the request of the LD administration. Assistance may include consultation and guidance with crisis response protocols, assistance with communications and memos, support with psychological triage and assessment, and guidance regarding strategies for recovery in the aftermath of the critical incident (see Table 1. Action Plan).

The following are general preparedness, response and recovery protocols for the District office to implement during any crisis in a school, at District and school-related activities, and in all areas within the District's jurisdiction.

A. Preparedness

1. Establish a District office crisis team.
 - School Mental Health, Crisis Counseling and Intervention Services is responsible for maintaining a list of District support staff who are able to provide crisis response services, as needed. The District office crisis response team should be comprised of multidisciplinary employees from departments such as School Operations, Student Health and Human Services, School Counseling Services, Psychological Services, and School Police.
 - The District office crisis response team roster should be current and accurate.
2. Schedule District office crisis response team meetings.

The District office crisis response team should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery.
3. Organize and Implement the Annual District Crisis Team Training.

School Mental Health, Crisis Counseling and Intervention Services in collaboration with the District office crisis response team, should organize and implement the Annual District Crisis Team training for all LD crisis team members. The training should include a review of protocols and procedures regarding preparedness, response and recovery and any relevant topics.

B. Response

1. The District office responds to requests from the LD for additional assistance. In response, under the leadership of School Mental Health, Crisis Counseling and Intervention Services:
 - a. A District office crisis team member should be designated as a "point person" to assist with determining the level of support



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needed, remain on-site, coordinate the combined school and LD crisis team efforts, and report back to the central office.

- b. Additional District office crisis team member(s) should be dispatched, as needed.
 - c. A major-incident response team that includes a variety of offices (e.g., Operations, Office of Environmental Health and Safety, Transportation, Food Services, Division of Special Education, and Student Health and Human Services) should be established.
 - d. Access to external resources (e.g., local law enforcement, community agencies, LA County Department of Mental Health, Victim's Assistance) should be coordinated.
2. The District office crisis team member(s) may provide consultation and technical support for any of the functions indicated in Table 1, including:
 - a. Psychological triage and crisis counseling services for students and staff.
 - b. Assist with any ongoing need for support services, including referring to District or community-based resources.
 3. The District office crisis team should participate in the incident debriefing with the school site crisis team to assess the effectiveness of interventions provided, the need for follow-up with identified students and/or staff, and identify any issues requiring support/assistance.

C. Recovery

To help restore a safe and healthy learning environment the District office crisis team should:

1. Maintain ongoing communication with the LD/school site administrator to monitor, assess and provide support services to students, staff and families.
2. Identify LD and community resources that can facilitate the recovery process.
3. Coordinate staff developments for teachers, school staff, students and parents/guardians, as needed.
4. Provide consultation to the LD/school site, as needed.

VII. SUSPECTED CHILD ABUSE

If child abuse is suspected, report the incident to the appropriate child protective services agency following the District's *Child Abuse and Reporting Requirements*, BUL-1347.2.



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VIII. **CRISIS RESPONSE IN THE AFTERMATH OF A DEATH BY SUICIDE**

For matters related to crisis response in the aftermath of a death by suicide in the school community, also refer to guidelines delineated in BUL-2637.1 Suicide Prevention, Intervention and Postvention in the postvention section, online at <http://suicideprevention.lausd.net>, or contact LD Operations administration. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.

IX. **THREAT ASSESSMENT AND MANAGEMENT**

For matters related to threat assessment and management, follow guidelines delineated in BUL-5799.0 Threat Assessment and Management (Student-to-Student, Student-to-Adult) or contact LD Operations administration. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.

X. **CONFIDENTIALITY AND RETALIATION**

All student matters are confidential and may not be shared, except with select individuals on a need-to-know basis. In an emergency situation, non-employees (e.g., local law enforcement, community mental health agencies, Department of Mental Health) may have access to student information if there is an immediate need to protect the health and safety of the student or others or within the confines of the District's reporting procedures and investigative process. Outside of those narrow circumstances, confidential student information shall not be disclosed without appropriate legal authorization. The District will not tolerate retaliation against anyone for filing a complaint or participating in the complaint investigation process.

AUTHORITY: This is a policy of the Superintendent of Schools. The following legal authority is applied in this policy:

California Education Code §§32280 et seq. and 49060-49078.

RELATED RESOURCES: [*Child Abuse and Neglect Reporting Procedures, BUL-1347.2*](#), dated July 1, 2011.
[*Incident System Tracking Accountability Report, BUL-5269.2*](#), dated July 10, 2013.
[*Lockdown and Rapid Relocation Procedures for All Schools, BUL-5469.2*](#), dated June 26, 2014.
[*Los Angeles Unified School District Rules of the Board of Education, Board Rules 1251, 1255, 1288, and 2525*](#), dated September 8, 2014.
[*Policies Governing School Fund-Raising Activities of PTA, Approved Parent Group/PTO, and Booster Clubs, BUL-1633*](#), dated March 29, 2005.



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[*Safe School Plans Update for 2015-2016, REF-5511.5*](#), Revised Annually.

[*Social Media Policy for Employees and Associated Persons, BUL-5688.1*](#), dated January 29, 2015.

[*Suicide Prevention, Intervention and Postvention, BUL-2637.1*](#), dated July 16, 2012.
[*Threat Assessment and Management, BUL-5799.0*](#), dated July 16, 2012.

ASSISTANCE: For assistance and information, please contact any of the following offices:

LAUSD RESOURCES

School Mental Health, Crisis Counseling and Intervention Services (213) 241-3841 – for assistance with crisis response and District support, threat assessments, suicide prevention and mental health issues.

Community Partnerships & Medi-Cal Programs (213) 241-3872 – for assistance and information regarding partner community based organizations, health providers and resources related to student health and health coverage.

Division of Special Education (213) 241-8051 – for assistance with cases involving students with disabilities.

Education Equity Compliance Office (213) 241-7682 – for assistance with alleged student discrimination and harassment complaints.

Employee Assistance Program (800) 285-7717 – clinical support services for active LAUSD employees who do not have a medical plan through LAUSD.

Employee Benefits – clinical support for issues such as stress, depression, family/relationship issues for active LAUSD employees with a medical plan.

- Anthem Blue Cross Customer Service (800) 700-3739
- Health Net (888) 426-0030
- Kaiser Permanente (800) 954-8000

Food Services Division (213) 241-6419 or 6422 – for assistance with food services for students.

Human Relations, Diversity and Equity (213) 241-5337 – for assistance with issues of bullying, conflict resolution, and diversity trainings.

Los Angeles School Police Department (213) 625-6631 – for assistance with any law enforcement matters.

District Nursing Services (213) 202-7580 – for assistance with cases involving student/staff health issues.

Office of Communications (213) 241-6766 – for assistance with media and communications issues.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Office of Emergency Services (213) 241-3889 – for assistance with emergency/disaster planning, protocols and supplies.

Office of Environmental Health and Safety (213) 241-3199 – for assistance with a school environment that is health-protective and conducive to learning.

Office of General Counsel (213) 241-7600 – for assistance/consultation regarding legal issues.

Pupil Services (213) 241-3844 – for assistance with cases involving child welfare and attendance.

School Operations Division (213) 241-5337 – for assistance with school operations and procedures concerning students and employees.

Student Discipline, Expulsion and Support Unit (213) 202-7555 – for assistance and guidance regarding District student discipline.

Translation Unit (213) 241-0107 – for assistance with language and translation services.

Transportation Services Division (800) 522-8737 – for assistance with transportation services.

NON-LAUSD RESOURCES

Los Angeles County Department of Mental Health ACCESS (800) 854-7771 – collaborates with Crisis Counseling and Intervention Services for the administration and coordination of all mental health and law enforcement mobile response services in the event of a critical incident, including Psychiatric Mobile Response Teams (PMRT) and School Threat Assessment Response Teams (START). These teams respond to schools, offices, and homes.

Mental Evaluation Unit (MEU), including Staff Management Advisory and Response Team (SMART) (213) 996-1300 or 1334 – for law enforcement and mental health response, when an individual is a flight risk, violent, or high risk for harm to self or others.

Suicide Prevention Crisis Line (877) 727-4747 – a 24 hour crisis line for individuals who are contemplating, threatening, or attempting suicide, including their family and friends.

Valley Coordinated Children's Services (818) 708-4500 – a county funded resource to provide crisis intervention, assessment, short term stabilization and treatment, and evaluation and referral for psychiatric mobile response team. This agency serves children ages 3 - 17 years old in the San Fernando Valley.



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ONLINE RESOURCES

Several websites are presently available to help schools and school staff, providing resources for further help and guidance in response to crisis incidents, including acts of terrorism and natural disasters. These online resources include, but are not limited to, the following:

- Crisis Counseling and Intervention Services - for templates, letters, Blackboard Connect, etc., crisis response forms
<http://ccis.lausd.net>
- STEPS 212 *What to Do When a Student is in Crisis*; Learning Zone online training.
<https://lz.lausd.net/lz/index.jsp>
- LAUSD Staff/Responder Emergency Plan mobile application
<http://achieve.lausd.net/emergencyapps>
- U.S. Department of Education, Office of Safe and Healthy Students offers tips for educators and crisis responders on both topics of terrorism and natural disasters.
www.ed.gov
- American Red Cross; publications tab, Community Disaster Education materials
 - “Terrorism: Preparing for the Unexpected”
 - “Helping Young Children Cope with Trauma”
 - Facing Fear curriculumwww.redcross.org
- Center for Mental Health Services, Substance Abuse and Mental Health Services Administration
www.samhsa.gov
- U.S. Department of Homeland Security; educating the public on citizen preparedness in case of a national emergency
www.ready.gov
- National Child Traumatic Stress Network
www.nctsnet.org
- National Association of School Psychologists
www.nasp.org
- American Academy of Child & Adolescent Psychiatry
 - “Helping Families and Children Cope with this National Tragedy”
 - “Helping Children After a Disaster”www.aacap.org/publications/factsfam/disaster.htm



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POLICY BULLETIN

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STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH

ATTACHMENT A

CRISIS COUNSELING & INTERVENTION SERVICES

MULTI-TIERED CRISIS RESPONSE FLOW CHART

**Tier I:
School Site
Crisis
Response**

- School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services.
- The school site crisis team determines if there is a need for additional assistance from the local district crisis team. The school site crisis team may be activated as part of the Incident Command System (ICS) Team or may be activated as a stand-alone team.

**Tier II:
Local District
Crisis
Response**

- The school site administrator/designee contacts the LD Operations administration for support and assistance if the crisis response required is beyond the scope of what the school site crisis team can provide.
- Assistance from the LD crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

**Tier III:
District
Office Crisis
Response**

- In collaboration with the LD Operations administration, the school site administrator/designee determines if there is a need for support from the District crisis response team.
- Assistance from the central office crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH

ATTACHMENT B

CRISIS COUNSELING & INTERVENTION SERVICES

SCHOOL SITE CRISIS TEAM CHART

This chart should be completed using the online Safe School Plan Creator by the deadline, as indicated in REF-5511.0 Safe School Plans Update, Revised Annually. "Backup" staff should be identified for each team member in the event of an absence. A copy should be provided to team members, along with a revision of roles and responsibilities.

POSITION	ROLES & RESPONSIBILITIES	PRIMARY NAME	BACKUP NAME
Incident Commander* (Principal or designee)	Takes charge of crisis incident, verifies facts, contacts ESC, and coordinates all crisis response & intervention services.		
Crisis Team Leader*	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.		
Public Information Officer (PIO)* (Administrator and/or designees)	In charge of communications. Prepares scripts for in-coming calls, Blackboard Connect messages, memos & letters to parents & staff. Identifies locations for media and provides updates.		
Psychological First Aid (Psychiatric Social Workers, PSA Counselors, School Psychologists, Academic Counselors)	Provides triage and crisis counseling for students, staff, & parents, as needed. Encourages students to return and remain at school.		
First Aid/Medical (School Nurse and assistants)	Triage and handles medical emergencies.		
Security (Los Angeles School Police resident or patrol officer, School Safety Officer, Campus Aid, or other staff)	Secures campus and crime scene. Identifies witnesses for police interviews. Secures entrance, requires IDs and determines who enters.		
Plant Manager (Plant Manager & Custodial staff)	Secures school site.		
Reunion Gate (assign administrator/designee)	Organizes and inform parents of reunification procedures.		
Logistics (may include cafeteria manager, food services staff, & other staff)	Adjusts schedules and menus, as necessary.		
Communications (Administrator/Designee, School Secretary or clerical staff)	Monitors phone calls, utilizes scripted message for incoming phone calls & receives calls from district personnel.		

***The designated Crisis Team Leader and PIO should maintain ongoing communication and collaboration with the Incident Commander throughout the crisis response.**



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH

ATTACHMENT C

CRISIS COUNSELING & INTERVENTION SERVICES

SCHOOL SITE CRISIS RESPONSE ACTION PLAN CHECKLIST

The following is a summary checklist of general procedures for the administrator/designee to respond to a crisis situation at the school site, at District and school-related activities and in all areas within the District's jurisdiction. The urgency of the situation will dictate the order in which the subsequent steps are followed.

For a complete description of each procedure, refer directly to the Bulletin 5800.0, Section IV. Tier I: School Site Crisis Response, Part B. Response.

1. ☐ **SECURE CAMPUS/OFFICE SAFETY** (This may include calling law enforcement, securing the site, or consulting with LD Administration or Crisis Counseling and Intervention Services (213) 241-3841.)
2. ☐ **DETERMINE THE FACTS**
3. ☐ **NOTIFY** (LD Administration, Co-Located Schools, other offices, document on iSTAR)
4. ☐ **ASSESS** (School Site Crisis Team meets to assess the impact and severity of the incident and determine the level of crisis response needed. The assessment of the situation will drive the response and recovery.)
5. ☐ **DEVELOP ACTION PLAN** (see Table 1 in BUL-5800.0 for detailed descriptions of each checklist item)
 - ☐ **COMMUNICATION**

For a detailed checklist of communication protocols to consider see:

 - Attachment D, Communication with Staff, Students, Parents/Guardians.
 - Attachment E, Collaborating with Law Enforcement
 - Attachment F, Collaborating with Office of Communications
 - ☐ **LOGISTICS/OPERATIONS**
 - ☐ Determine the number of crisis responders needed.
 - ☐ Assess operational functions of the impacted school and implement temporary changes, as needed, such as bell schedule, transportation, food services, substitutes, safety, etc.
 - ☐ Determine locations of crisis response activities, as needed, and establish procedures.
 - ☐ Identify separate locations for triage and crisis counseling.
 - ☐ Follow reunification procedures.
 - ☐ Limit student/staff exposure to trauma, injury and/or death, including crime scenes, media and conversations.

- ☐ Identify students and/or staff who may have special needs.
- ☐ **TRIAGE/CRISIS COUNSELING**
 - ☐ Triage students, staff and other school community members.
 - ☐ Determine individual needs.
 - ☐ Provide individual and group crisis counseling services.
 - ☐ Make referrals to District and/or community based resources, as needed.
 - ☐ Document students receiving crisis counseling services to ensure appropriate follow-up, as needed.
- ☐ **INCIDENT DEBRIEFING**
 - ☐ Review actions of the day.
 - ☐ Review the status of students.
 - ☐ Identify effective components, areas of improvement, and need for training in crisis response.
 - ☐ Plan for follow-up actions, as needed.
 - ☐ Develop prevention/mitigation strategies for future incidents.
- ☐ **IMPORTANT CONSIDERATIONS**
 - ☐ Social Networking
 - ☐ School Culture and Events
 - ☐ The Deceased Student's Classrooms and Work
 - ☐ Memorialization
 - ☐ Fundraising



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH

ATTACHMENT D

CRISIS COUNSELING & INTERVENTION SERVICES

COMMUNICATION

With Staff, Students, Parents/Guardians

In accordance with the SSP Volume 2, the school site incident commander (usually the principal or designee) takes charge of the crisis incident, verifies facts, notifies other offices, and coordinates crisis response services. The school site incident commander collaborates with LD administration to prepare communications for parents, LD and central office. The public information officer (PIO) provides feedback and edits regarding communications, prepares public statements and manages media requests.

- ☐ **Contact Family to Offer Support and to Obtain Consent**
Identify a staff member to serve as the liaison/point of contact for the family. This person should be an administrator/designee or a trained crisis team member. Limiting the number of people who contact the family helps guard against further exacerbating an already stressful situation for the family. The liaison should contact family members of the crisis victim(s) to gather/confirm information and obtain consent regarding what information may be shared, as well as identify needs for support and resources. If the victim is a minor, ensure contact with the parent/guardian.
- ☐ **Remove the Name of the Deceased Student from the School's Call Out System**
If an incident involves the death of a student, be sure to remove the name of the deceased student from the school's call out system, including Blackboard Connect and attendance checks, to prevent family members from receiving a call.
- ☐ **Know the Facts**
Clarify facts and determine what information is to be shared with students, parents/community, staff, media and social media. Refer to Section X. Confidentiality regarding information sharing.
- ☐ **Collaborate with Law Enforcement**
When the incident involves a crime or an ongoing investigation, it is crucial to maintain communication with LASPD (213) 625-6631 and other local law enforcement. Obtain guidance from local law enforcement regarding how to proceed so as not to interfere with a criminal investigation. (See Attachment E, Collaboration with Law Enforcement When a School Becomes a Crime Scene or Closed Area.)
- ☐ **Share Information**
Determine how information will be shared (e.g., staff meetings, parent meetings, letters, Blackboard Connect, classroom discussions).

- ☐ **Develop a Script**
Collaborate with the LD administration to develop and disseminate scripts for teachers, staff memos, parent/guardian letters, and Blackboard Connect messages. For samples and templates of scripts, visit <http://ccis.lausd.net>.
- ☐ **Collaborate with Office of Communications**
When an incident receives or might receive the attention of news media, the administrator/designee or identified Communications/Media person should contact the Office of Communications (213) 241-6766 for assistance. (See Attachment F, Collaboration with Office of Communications.)

Talking to Staff in Preparation for Addressing Students

Depending on the crisis and the level of media attention it receives, some or many staff might have information about what occurred from television reports. It is important to remember that news media may present incorrect or inaccurate information about an event. Therefore, providing for an opportunity to inform staff of the facts is important. It is important to include as many of your staff as possible, as they can assist with rumor control and with referring student who they find might be in need of support. This includes: teachers, teacher's assistants, support staff, classified staff, before/after school staff, and parent volunteers.

During the staff meeting, the following are some important considerations:

- ☐ **Share the Facts and Control Rumors**
Ensure everyone has the same information and knows how to proceed throughout the day in the event that students and/or staff need extra support.
- ☐ **Educate Staff about Psychological First Aid: Listen, Protect, Connect, Model and Teach**
Provide staff with an overview of the 5 components of Psychological First Aid (contact your Local District or Central Office Crisis Team at (213) 241-3841, for support). These are strategies staff can use in the classroom with their students.
- ☐ **Script for Teachers**
Provide teachers with the script to read to students and other ideas for addressing the classroom. The script should provide age appropriate facts regarding the incident is a general one, although we understand that for the younger students, you may choose to do things differently and change the language to something more age appropriate.
- ☐ **Students Do Best in the Classroom**
Relay the message to teachers that students do best in their classrooms and with their peers. Encourage them to spend some time talking with students or allowing students to process the news they heard. Sometimes this can also be done with writing or making cards for the family.

☐ **Develop a Referral Process**

Share the guidelines for referring students for crisis counseling with teachers. It is good practice and most helpful with teachers complete a referral form (Attachment E) for students to be summonsed, rather than send groups of students to one location, which might overwhelm the crisis responders on site, especially if there are only a few. This allows crisis responders to manage the flow of students coming in so each one can be addressed appropriately. It is important to manage these lists as well (go to ccis.lausd.net, under Crisis Response, for a template Crisis Management Excel spreadsheet.). Students referred multiple times by various teachers may be an indication of needing more support.

Sharing with Students in the Classroom

Often, when we have to share difficult news with a classroom of students, we may need help with what to say. The script serves various purposes, gives a consistent message for all students to hear, but also provides support for those who may have more difficulty sharing something that is already hard to share. If the classroom teacher expresses concern or anticipates having difficulty discussing the crisis, assistance should be provided (i.e. an administrator/designee and a crisis responder may assist the teacher when the information is being shared, in addition to engaging students in conversation).

When engaging students in the classroom and sharing the information about the crisis, the following are some important considerations:

☐ **Read the Script**

Request that staff read the statement during first period or a previously determined time is important so all students hear the same message at about the same time. This avoids confusion and rumors during recess if some have heard and others have not.

☐ **Help Support Students in the Classroom**

After reading the script, teachers may want to help students process the information. For younger students, talking about feelings might be helpful, such as “When someone dies, people can feel lots of different things. Some people feel sad, while others feel confused. What are some feelings you might be having right now?” or “What are some other feelings people might feel?” For older students, giving them an opportunity to dialogue and/or write/draw cards/letters is often helpful.

☐ **Visit Specific Classrooms, as needed**

If the crisis involves the death of a student(s), make a plan to visit each classroom of that deceased student(s) and check in with those classrooms. This should be done by an administrator and mental health/crisis response team members.

☐ **Refer Student(s)**

The Crisis Counseling Referral Form for Teachers could be attached to this script so that if students are having a difficult time in class, they can be referred to the room you have identified for crisis counseling for students.

The Triage/Crisis Counseling Room

This is the room students who are referred will go to. If this is kept open for nutrition and lunch, there might be students who come in and just want to hang out with their peers or make cards. Supplies recommended for the counseling room:

- Tissue
- Pens, pencils, markers
- Butcher paper
- Blank paper
- Summons/pass to go back to class
- Bell schedule (especially if you have outside support)
- School Map, with room numbers
- Access to someone with student schedule in case we can't get to a student during a particular period
- Counseling logs, sign in sheets

Counseling for Staff

Although staff, like high school students, also tend to self-regulate with their peers, it is good to give them the option of a place to go, with a designated person to offer them support. Having a couple of substitute teachers on standby is a great idea in the event that teachers are having a difficult time and need to step out. It is ok for teachers to express emotion and let students know they feel sad. This is good modelling and gives students permission to feel what they need to feel. However, if the emotions are uncontrollable and impacts their ability to manage the classroom and continue with their duties, they should step out temporarily so they can regain their balance.

Sharing with Parents/Guardians

Depending on the crisis incident and the level of media attention it receives, you might expect an influx of parents/guardians at your school site the following day. Once consent has been received to share the information with the school community, limited facts may be shared with parents/guardians via, Blackboard Connect, in a letter, or in a parent/guardian meeting. During the parent meeting it is important reassure them that the school will continue its routine and will have crisis counselors on-site to assist those who need support. If there is an on-going investigation, it is important seek out the guidance and support of the Los Angeles School Police Department during these meeting.

Important Considerations

The following are important action items for consideration:

1. Social Networking

Students, staff, parents/guardians and other community members may often turn to social networking sites as a way to communicate information about the crisis; this information may be accurate or

rumored. Many also use social networking as an opportunity to express their thoughts and/or feelings, positive and negative, about the crisis. Some considerations in regard to social networking include:

- a. Encourage parents/guardians to monitor Internet postings regarding the crisis.
- b. Social networking sites may contain rumors, derogatory messages about the crisis, or messages that bully students. Such messages may need to be addressed. In some situations, postings may warrant notification to parents and/or law enforcement (see BUL-5688.1 *Social Media Policy for Employees and Associated Persons*, January 29, 2015).

2. School Culture & Events

It is important to acknowledge that the school community may experience a heightened range of emotions, including shock, fear, confusion and a lack of feeling safe, in the aftermath of a crisis as significant events transpire such as culmination, prom or graduation. Depending on the impact, such triggering events may require planning for additional considerations and resources.

3. The Deceased Student's Classrooms and Work

It is important to remember that when a student dies, there are many places and spaces that hold memory for students and staff as well. For example, the student will leave an empty chair in each classroom or there might be student work posted inside classroom walls and hallways. Removing or replacing these items too quickly might trigger a variety of feelings in students and staff, such as anger, confusion, and sadness. Some considerations for dealing with the space left by the deceased student are:

- a. Ensure that an administrator/designee and mental health crisis team member visits each class the student had to check in with them on the first day back.
- b. Replacing or moving student seating should be done eventually, but without haste. Perhaps doing so after the services for the student, or at an agreed upon time with other teachers and/or students.
- c. Removing student work from the walls, can be done when all the work is being replaced, being careful to not just remove the one deceased student's work. If there is a memorial set up for the student, perhaps a good time to transition is to make the work available to the family, when presenting them with artifacts from the memorial and/or letters/drawings by students.

4. Memorialization

In the event of a crisis related to a death, it is not uncommon for students/community members to initiate a memorial at or near the school site. The administrator/designee should offer guidelines for a meaningful, safe approach to acknowledge the loss. Schools should strive to treat all deaths that impact the school community in the same way. Memorials or dedications for an individual who has died should not glamorize or romanticize either the individual or the death. Some considerations for memorials include:

- a. Memorials created by students (including flowers, cards, pictures, stuffed animals, or other items):
 - i. Such memorials should not be disruptive to the daily school routine. Memorials placed in the hallway or heavily trafficked areas could be disruptive.
 - ii. Designate staff to monitor memorials for content. Inappropriate messages written by students should be removed promptly.

- iii. An established timeframe for the display of memorials should be shared with students and staff, after which any non-perishable and salvageable items should be reviewed for appropriateness and may be offered to the family by the identified school liaison. An example of a timeframe could be to keep the memorial in place until the day of the services or during a natural break in the school's calendar, whichever comes first.
 - iv. Prior to offering memorial items to the family, designate staff to review content for appropriateness.
 - v. It is important to keep in mind that more permanent memorials, such as trees, benches, or wall plaques, may create expectations among staff and students for any future deaths that might impact the school community.
- b. Memorial services or vigils:
- i. The focus of the school should be to maintain a regular schedule, structure and routine as much as possible given the circumstances, which will benefit the entire student body and staff.
 - ii. It is not recommended that a memorial service or vigil be held at the school site, as this would disrupt the regular schedule of a school. Additionally, a service or vigil at the school may inadvertently connect that individual's death to the school and a space or area of a school, serving as a reminder to students and staff when regular activities are resumed.

5. Fundraising

It is best practice for fundraising to occur off campus and not be associated with District or school officials. Any fundraising activities must comply with District policy (Board Rules 1251, 1255, 1288, and 2525; BUL-1633 dated March 29, 2005). The family of the deceased may choose to initiate a private fundraising activity, such as an online fundraising account.



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH

ATTACHMENT E

CRISIS COUNSELING & INTERVENTION SERVICES

COLLABORATE WITH LAW ENFORCEMENT

WHEN A SCHOOL BECOMES A CRIME SCENE OR CLOSED AREA

Guidelines from Los Angeles School Police Department

(213) 625-6631

The goals of law enforcement personnel in general are to stop criminal acts, to apprehend suspects, to assist victims, to collect and preserve evidence, and protect life and property. When a criminal act or significant incident or natural disaster occurs or is suspected on a school campus or immediately outside the perimeter of a campus, police may designate all or a portion of the campus as a "crime scene" from which evidence must be sought, gathered and properly stored for further use during an investigation or a legal proceeding; or be designated as a "closed area" for purposes of public safety.

School administrators and staff should not enter a marked or otherwise identified crime scene or closed area or interfere with a police investigation. Likewise, students, parents and community members must not be allowed to enter, interfere with or "contaminate" a crime scene or enter a closed area. **Persons not authorized to be within an identified crime scene or closed area are themselves subject to arrest.**

1. Law enforcement personnel will establish a "crime scene" under various circumstances that present crime scene evidence or there is a necessity to preserve a scene for accurate and uncontaminated investigative documentation. This includes, but is not limited to the following conditions:
 - Murder or suicide.
 - Death due to suspicious circumstances.
 - When the victim of a crime may possibly die.
 - For serious crimes with or without injuries to students, staff or others (crimes including but not limited to vandalism (hate crimes), arson, suspicious packages/possible explosive devices).
 - Accidents of significant proportion, injuries or death.
2. **Only** authorized law enforcement and fire department personnel are allowed inside a designated crime scene area or closed area.
3. The first police officer(s) to arrive on scene will have specific duties to perform to ensure the protection of the crime scene or closed area. If officers seem impatient or abrupt toward staff, it is likely due to their attention to these necessary tasks. Despite the sometimes chaotic nature that characterizes many crises, the police and firefighters must be permitted to do their jobs according to established procedures.
4. *The Incident Commander will identify* who will serve as the liaison with the school's administration.

5. Depending on the size and the nature of the crime scene, or other significant incident creating a closed area, **the *Incident Commander* will determine if and when crisis team members or other support personnel from outside the school can enter the campus** to begin their intervention assessments and follow-up activities. It would thus be useful for school site administrators to identify **in advance** one or two adjacent locations that could be used on a temporary basis by other crisis team and support personnel to check in and establish contact with school site staff until access to the campus is allowed.
6. School administrators may be asked to provide one or more on-campus locations to isolate witnesses for questioning by law enforcement personnel. Keeping witnesses apart helps to preserve the integrity, clarity and objectivity of each person's account.

***Note: Death notifications to next-of-kin is the responsibility of law enforcement personnel.**



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH

ATTACHMENT F

CRISIS COUNSELING & INTERVENTION SERVICES

COLLABORATION WITH OFFICE OF COMMUNICATIONS

Guidelines from Office of Communications

(213) 241-6766

News media reporters, photographers and camera crews may come to your campus as allowed by state law to gather information for use as “news.” Media persons with legitimate press passes may be on school property with the principal’s (or designee’s) permission if they have checked in with the school office, stated the purpose of their visit and agree to comply with reasonable “ground rules” set by the school. This typically results in reporters conducting interviews and gathering news from the sidewalk, rather than from activity on school property. The District continues to adhere to this rule, and reporters, especially those who have previously covered crises at LAUSD schools, understand these guidelines. **School or law enforcement authorities can establish different ground rules in the aftermath of a crisis than might be in place for a reporter’s visit on a more routine story.**

The media can be a quick and effective tool providing post-crisis, emergency information to parents and the community. Whenever possible, the District strives to be first with informing parents and the public about a crisis at an LAUSD school. As a result, the District must move quickly to confirm details through the Office of Communications, which will help with preparing information for release.

Advance Preparation

- Designate the most appropriate spokesperson for the school (principal or a designee). Depending on the level of the crisis, the spokesperson can also be the chief of school police and/or the director of communications. A Spanish-speaking spokesperson should also be available.
- Identify a room or an area on campus (or an alternate location adjacent to the campus) as a place where news media can be briefed. Anticipate a large media presence after a serious incident and pre-select your briefing area(s) accordingly.

When a Crisis Occurs

- After requesting appropriate assistance from 911, the School Police Department or the Local District office, **contact the Office of Communications, (213) 241-6766**, as soon as possible. Provide enough information to enable that office to be in contact with the media and thus lessen the communications burden on the school. A communications officer may be assigned to your school to assist with media relations activities.
- Write a brief fact sheet that can be used by persons answering the phone in the school office when parents or news media call in the hours immediately following an incident. The fact sheet can serve to confirm known facts (i.e., “Yes, we did have an explosion in one of our science labs. Two students were injured and have been taken to the hospital.”), and use follow-up phrases such as: “We’re still checking the facts to find out exactly what happened...The police are still investigating...Children are now back in their classes with their teachers...Everyone followed the evacuation plan that we have practiced...School will be dismissed today at _____ instead of the usual time...Parents with proper I.D. can pick their

children up at the Reunion gate on the _____ side of the campus starting at 1 p.m....We will send a letter home to all parents...,” etc.

- Media should be referred to the designated media liaison or the Office of Communications.
- Before group media briefings or talking with a reporter, employees should work with the Office of Communications to coordinate interviews. Some tips for preparing a response include:
 - Write some basic chronological notes about the incident to use as your statement of what happened.
 - Make your statement before taking questions.
 - Refer to your notes, if necessary, when speaking to reporters or answering questions.
 - Avoid implications of “blame” or “responsibility” for an incident before the matter has been fully investigated.
 - Be mindful about the type of information about students or staff that can be provided to media and what, by law, must remain confidential.

Post Crisis

- Students and parents should be asked to refer media questions to the principal.
- If a reporter wants to interview students on campus, the administrator (or media liaison) should select students, however students have the right to decline speaking to the media.
- The liaison or another staff person should be present and should halt the interview if questions to students become inappropriate.
- On-campus interviews with elementary level students after a traumatic incident are not recommended (a parent who is on campus that day may be willing to permit an interview).
- **Students waiting to give witness statements to police or school staff should not be permitted to speak with reporters first.**
- Media cannot enter classrooms to speak with students without specific permission from the principal. Any interviews with or statements given by faculty members should be voluntary and not conducted during class time.
- Keep the Office of Communications staff (or the communications officer assigned to your school that day) informed of new developments.
- **Students waiting to give first hand witness statements are under police authority and should be isolated until released by law enforcement officials.**

**LOS ANGELES UNIFIED SCHOOL DISTRICT
OFFICE OF COMMUNICATIONS****PUBLIC INFORMATION RELEASE**

This is a form to guide you in preparation for a public information release.

Date: _____ Time: _____

Note: If this is used as a script, read only those items checked. Make no other comments.

(Check off, fill in, and cross off as appropriate)

- ☐ The (students/employees) [(are being) or (have been)] accounted for.
- ☐ No further information is available at this time.
- ☐ Emergency medical services [(are here) or (are on the way) or (are not available to us)]
- ☐ Police [(are here) or (are on the way) or (are not available to us)].
- ☐ Fire Dept./Paramedics [(are here) or (are on the way) or (are not available to us)]
- _____ [(are here) or (are on the way) or (are not available to us)].

- ☐ Communication center(s) for parents (is/are) being set up at: _____
- _____ to answer questions about individual employees.

- ☐ Injuries have been reported at _____ and are being treated at
- the site by (staff/professional medical responders). (#) _____ reported injured.

- ☐ Students have been taken to a safe area, _____, and are with [(classroom
- teachers/staff) or (_____)]

- ☐ Students have been taken to the local emergency room for treatment of serious injury.

Parents of injured students should go to the emergency room at _____

- ☐ Structural damage has been reported at the following sites: _____

Release restrictions: ☐ No ☐ Yes If yes, what? _____

Released to the public as Public Information Release # _____

Date: _____ Time: _____

For further assistance, please contact the LAUSD's Office of Communications (213) 241-6766.



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH
CRISIS COUNSELING & INTERVENTION SERVICES

CRISIS COUNSELING REFERRAL FORM

After a critical incident, some students may need extra support and crisis counseling services. To maintain order, crisis counselors will summons students from this list.

Complete the form below and provide as much information as possible in the Comments section, such as:

- They have witnessed community violence involving a death or serious injury
- They had a close relationship to the teacher/staff member
- They have experienced a recent loss of family/friend
- Any other relevant information

Please return this form to _____ (designated staff/office).

Thank you for your support and cooperation.

PERSON MAKING THE REFERRAL: _____

Room/Office: _____ Date: _____

Name & DOB (optional)	Grade/ Room #	Comments



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH
CRISIS COUNSELING & INTERVENTION SERVICES

ATTACHMENT H

STUDENT SIGN-IN SHEET

School: _____

Date: _____

Room: _____

PERIOD/ TIME IN	GRADE	STUDENT NAME (PRINT)	BIRTHDATE	SEEN BY (SPECIFY CRISIS COUNSELOR)	TIME OUT



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH

ATTACHMENT I

CRISIS COUNSELING & INTERVENTION SERVICES

CONFIDENTIAL CRISIS COUNSELING LOG

School: _____ Date: _____

Crisis Counselor: _____ Contact Number: _____

STUDENT NAME	DOB	GRADE	REFERRED BY
COMMENTS/REASON SEEN			
NEEDS FOLLOW-UP? (CHECK ONE) <input type="checkbox"/> YES <input type="checkbox"/> NO			

STUDENT NAME	DOB	GRADE	REFERRED BY
COMMENTS/REASON SEEN			
NEEDS FOLLOW-UP? (CHECK ONE) <input type="checkbox"/> YES <input type="checkbox"/> NO			

STUDENT NAME	DOB	GRADE	REFERRED BY
COMMENTS/REASON SEEN			
NEEDS FOLLOW-UP? (CHECK ONE) <input type="checkbox"/> YES <input type="checkbox"/> NO			

STUDENT NAME	DOB	GRADE	REFERRED BY
COMMENTS/REASON SEEN			
NEEDS FOLLOW-UP? (CHECK ONE) <input type="checkbox"/> YES <input type="checkbox"/> NO			

STUDENT NAME	DOB	GRADE	REFERRED BY
COMMENTS/REASON SEEN			
NEEDS FOLLOW-UP? (CHECK ONE) <input type="checkbox"/> YES <input type="checkbox"/> NO			



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH

ATTACHMENT J

CRISIS COUNSELING & INTERVENTION SERVICES

CRISIS TEAM MEMBERS/RESPONDERS SIGN-IN SHEET

SCHOOL: _____ DATE: _____

NAME	TITLE	SCHOOL/OFFICE	EMAIL (@lausd.net)	PHONE	LANGUAGES SPOKEN



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH

ATTACHMENT K

Parent Authorization for Release/Exchange of Information

Date: _____ To Parent/Guardian(s) of: _____

This document authorizes the release/exchange of information relating to my child between the agency personnel listed below and a representative of LAUSD.

The information received shall be reviewed only by appropriate professionals in accordance with the Family Educational Rights and Privacy Act of 1974.

TO: _____ Name / Title	RE: _____ Student Last Name First Name
_____	Date of Birth: ____ / ____ / ____ Month Day Year
Agency, Institution, or Department	
_____	_____
Street Address	Street Address
_____	_____
City State Zip	City State Zip

I hereby give you permission to release/exchange the following information:

<input type="checkbox"/> Medical/Health	<input type="checkbox"/> Speech & Language	<input type="checkbox"/> Educational
<input type="checkbox"/> Psychological/Mental Health	<input type="checkbox"/> Other – Specify: _____	

The information will be used to assist in determining the needs of the pupil.

THIS INFORMATION IS TO BE SENT TO:

_____	_____
Name	Title/School or Office

Address & Telephone Number

This authorization shall be valid until _____ unless revoked earlier.

I request a copy of this authorization: ☐ Yes ☐ No

Signature: _____ Date: _____

Parent/Legal Guardian



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH

ATTACHMENT K

Autorización de Padres Para Intercambiar Información

Fecha: _____ A los Padres/Tutores de: _____

Este documento autoriza el intercambio de información sobre su niño/a entre el personal de la agencia indicada y un representante del Distrito Escolar Unificado de Los Ángeles.

La información recibida será revisada únicamente por profesionales apropiados en acuerdo con Los Derechos Educativos Familiares y Acto de Privacidad de 1974.

TO: _____ RE: _____
Nombre / Título Apellido del Estudiante Primer Nombre

_____ Fecha de Nacimiento: _____ / _____ / _____
Agencia, Institución, o Departamento Mes Día Año

_____ Dirección _____
Dirección Dirección

_____ Ciudad _____ Estado _____ Código Postal _____ Ciudad _____ Estado _____ Código Postal

Por la presente doy permiso para divulgar / intercambiar la siguiente información:

☐ Médica/Salud ☐ Hablar y Lenguaje ☐ Educacional
☐ Psicológico/Salud Mental ☐ Otra Cosa: _____

La información será usada para determinar las necesidades del alumno.

ESTA INFORMACIÓN SERÁ ENVIADA A:

_____ Nombre _____ Título/Escuela o Oficina

_____ Dirección y Número de Teléfono

Esta autorización será válida hasta _____ solo que sea revocada antes.

Yo requiero una copia de esta autorización: ☐ Si ☐ No

Firma: _____ Fecha: _____
Padre / Tutor Legal

SAMPLE ONLY: For an electronic version of
this Excel spreadsheet, go to <http://ccis.lausd.net>, under the Crisis Response section.

Name of School
Crisis Response - Student List

INCIDENT DATE: _____ INCIDENT TYPE: _____

	DATE REFERRED	GRADE	LAST NAME	FIRST NAME	DOB	SEEN BY	DATE SEEN	F/U (Yes or No)	OTHER NOTES
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

SAMPLE ONLY: For an electronic version of
this Excel spreadsheet, go to <http://ccis.lausd.net>, under the Crisis Response section.

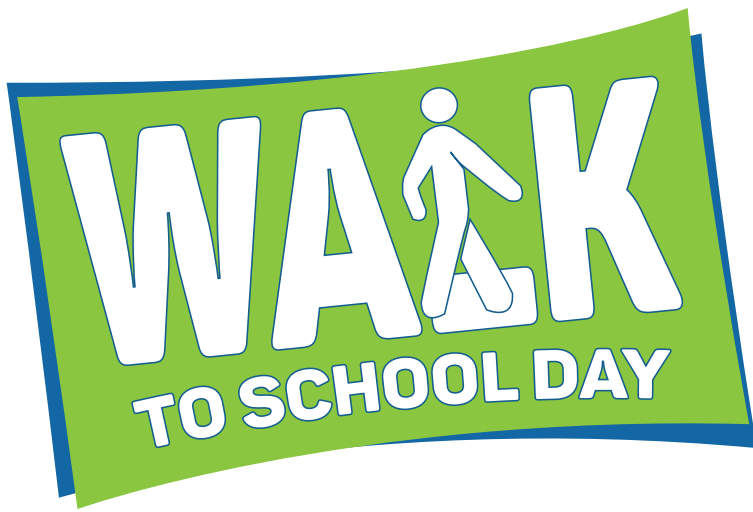
ATTACHMENT M



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH
Crisis Counseling & Intervention Services

LOCAL DISTRICT _____ CRISIS TEAM LIST

	CRISIS TEAM MEMBER NAME (Last, First)	TITLE	LOCATION/SCHOOL	CONTACT #	LANGUAGE(S)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					



OCTOBER 4 2017

LET'S BEAT THE RECORD!

Participation in Los Angeles'
Walk to School Day 2016:



140

SCHOOLS



28,300

STUDENTS

Join schools, parents, students, school administrators, community members, and elected officials across the country in celebrating walking to school. Help Safe Routes to School achieve its goals!

- Reduce traffic around schools and improve air quality
- Build stronger school and community partnerships
- Build awareness for safer ways to school
- Help students live healthy lifestyles
- Explore ways to solve safety concerns

One of many SRTS activities you can explore at <http://saferoutes.lacity.org/resources/> to improve school traffic safety.

GET INVOLVED!

RECEIVE FREE TRAINING, PROMOTIONAL MATERIALS AND STUDENT GIVEAWAYS



Get involved at www.walktoschoolday-la.org

Contact us at info@walktoschoolday-la.org or **(323) 942-9873**

Find out more about Safe Routes to School at www.saferoutes.lacity.org



Safe Routes to School is a partnership of the Los Angeles
Department of Transportation and Los Angeles Unified School District



DÍA DE CAMINAR A LA ESCUELA

OCTUBRE 4 2017

¡AYÚDENOS A GANAR EL RECORD!

Participación en el
Día de Caminar a La Escuela en Los
Ángeles 2016:



140

ESCUELAS



28,300

ESTUDIANTES

Júntese con escuelas, padres, estudiantes, administradores escolares, miembros de la comunidad, y funcionarios electos alrededor del país para celebrar caminando a la escuela. Apoye Rutas Seguras a La Escuela (Safe Routes to School) para lograr sus metas.

- Reducir tráfico alrededor de las escuelas y mejorar la calidad del aire
- Construir mejores asociaciones entre escuelas y comunidades
- Crear conciencia sobre maneras seguras para viajar a la escuela
- Ayudar a estudiantes vivir saludables
- Explorar maneras de resolver preocupaciones de seguridad

Una de varias actividades que puede explorar en la página web www.saferoutes.lacity.org/resources/#keepwalking para mejorar la seguridad de tráfico en las escuelas.

¡Involúcrese!

Reciba entrenamiento gratis, materiales promocionales y obsequios para estudiantes.

Involúcrese en www.walktoschoolday-la.org

Contáctenos al: info@walktoschoolday-la.org o (323) 942-9873

Para aprender más sobre Rutas Seguras a La Escuela, visite la pagina

www.saferoutes.lacity.org



Rutas Seguras a La Escuela es una colaboración entre el
Distrito Escolar Unificado de Los Ángeles y el
Departamento de Transporte de la Ciudad de Los Ángeles

