



Believe ♦ Behave ♦ Become

### Calendar Dates

After the Bell	8/30
After the Bell	8/31
Admissions Day	9/1
Labor Day	9/4
Student Recovery Day	9/14
Norm Day	9/15
Principals' Meeting	9/20
Assistant Principals Meeting	9/27
Safe Passages	9/28
After the Bell	9/28

### What's Due

Child Abuse Awareness Training	9/30
--------------------------------	------

# Friday's Operation's Brief

## September is ...Attendance Awareness Month!

### School Attendance Awareness Month

promotes regular school attendance and the value of education. School leaders are encouraged to hold events and activities during this time to inform staff, parents, and students of attendance policies and assist them in developing regular home routines that will support their regular attendance. This is a great opportunity to "kick off" attendance incentive and recognition programs!



This year's theme "Engagement = Attendance", emphasizes the important role everyone plays in creating a welcoming and engaging school environment that motivates students and

families to come to school every day.

For promotional materials to help "jumpstart" your attendance awareness activities visit <http://awareness.attendanceworks.org/resources/promotional-materials/>

Encourage your TEAM to wear green on Thursdays during the month of September and use the *Attendance Awareness Month* theme to get everyone talking about attendance.

**Wear GREEN on Thursdays to promote attendance during the month of September.**

## After the Bell!

Two sessions, two locations! This month LD C operations in collaboration with Staff Relations will provide administrators information regarding progressive discipline for classified employees.

**Your attendance is highly recommended!**



### Choose One of Two Locations

Wednesday, August 30, 2017	Thursday, August 31, 2017
3:15 – 4:45 pm	3:15 – 4:45 pm
Sotomayor – LA River School Room 6-104 2050 N San Fernando Road Los Angeles, 90065	Lanterman High School Auditorium 2328 St James Place Los Angeles, 90007

## More than a Meal

**Meal Applications – Due  
October 26!**

**PRINCIPALS**, please visit the "More than a Meal" Principal Toolkit Site at [mtam.lausd.net](http://mtam.lausd.net) for resources and information.

Maria Martinez is the new Local District Central contact for the "More Than A Meal" campaign. For questions regarding this year's MTAM campaign, please contact her at [m.s.martinez@lausd.net](mailto:m.s.martinez@lausd.net) or 213-241-1919.

Please refer to Attachment 1 for a Quick Reference on MTAM campaign.



## Attendance Month Poster Challenge Coming Soon!

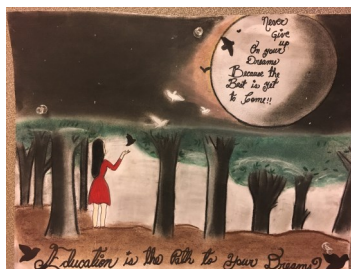
### Create a Great Poster!

In support of the District's attendance goal, our LD Central PSA team will be sponsoring its 2<sup>nd</sup> annual Attendance Poster Challenge as part of the September **Student Awareness Month**. Information on the poster challenge is forthcoming.

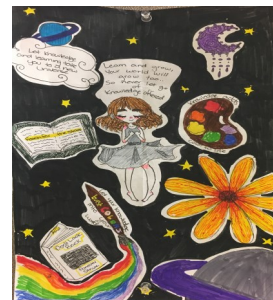
### 2016-2017 Poster Challenge Winners



Trinity ES



Roybal Learning Center



Studio Middle School

## Restorative Practice

Restorative Practice is a way of thinking and being that involves staff and students working with each other in a manner that is both firm (consistent, explicit, with high standards) and fair (validates everyone's input and ideas provides explanations and sets clear expectations). In this climate, a sense of community is developed, and everyone is held accountable for his or her own actions.

*Simply put, to be 'restorative' means to believe that decisions are best made and conflicts are best resolved by those most directly involved in them...we seek to develop good relationships and restore a sense of community in an increasingly disconnected world.*

When things go wrong, one is expected to accept responsibility and repair the harm in an environment in which everyone is supported and treated with integrity and respect. The use of Progressive Discipline and Restorative Practice helps to create safe and inclusive learning environments.



## Chemical Safety Coordinator Appointment

Administrators at secondary schools where the school curriculum includes chemistry or science laboratory classes are required to appoint a Chemical Safety Coordinator (CSC). The CSC must be a certificated employee, preferably a science/chemistry teacher (Attachment 2). The completed CSC Appointment letter must be submitted to the Office of Environmental Health and Safety (OEHS) every August 31<sup>st</sup> of each year (Attachment 3). Please contact Pauline Garzon at (213) 241-3199 for more information.

## Fiscal Services Update:

- The reference guide for Norm Day and Classification Reports is now available (Attachment 4) in the E-Library.
- Pre-Norm teacher growth procedures have been announced and shared with principals. Please see copy **Attachment 5**.
- Two norm dashboards will be available to schools to monitor norm enrollment and norm staffing levels. Please note that these tools provide preliminary data (see user guide (Attachment 6)).
  1. Norm enrollment Dashboard – Displays enrollment counts from the first day of school though Norm Day and provided details on adjustments and warnings (students w/>10 absences, unprocessed no-shows)
  2. Norm Staffing Dashboard – provides daily calculations for norm allocations (Teacher, Counselor, Administrator and clerical positions)
- Title I recently announced two important reminders in the Principal's connection please follow the links below for each topic:
  1. New requirements for Title I curricular trips: [2017-2018 Curricular Trips through the Transportation Services Division](#)
  2. Avoiding unnecessary paybacks to the Title I program and dates to remember for 2018 Title I expenditures: [2017-2018 Title I Reminders](#)



## Fall 2017 Teacher Grants

California Credit Union is pleased to continue supporting the education community by funding innovative learning opportunities for their students. California Credit Union will award 10 Teacher Grants this Fall up to \$500 each. Applications are now available online at [www.ccu.com/teachergrant](http://www.ccu.com/teachergrant). Please see attached flyer for more details or **download the flyer here**. **Deadline to apply: Friday, October 20<sup>th</sup>.**



## New and Improved Find-a-School Search Tool

The Information Technology Division would like to announce the new Find-a-School tool, which was available on Monday, August 14, 2017. To access the school search tool, go to [www.lausd.net](http://www.lausd.net) and click Find a School in the menu bar. Should you encounter any issues with the new and improved Find-a-School search tool, please contact the ITD Helpdesk at (213) 241-5200 and select Option 4.



*We are all a little  
broken. But last  
time I checked,  
broken crayons still  
color the same.*

—Trent Shelton



## Reminders

### 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 7).

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](mailto:maria.chua@lausd.net).

## 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 (Attachment 8)
- Put WTSD on your calendar now, for October 4, 2017
- Identify a WTSD point person at your school site





## More Than a Meal (MTAM) Campaign 2017-2018 Quick Reference for Schools

8/25/2017

Dear Principal and SAA,

Thank you in advance for the great work you are doing with parents and students to obtain completed **meal applications** (Pricing Schools) or **Household Income Forms** ( CEP/ Provision 2 Schools). Your successful efforts will result in maintaining or increasing funding for your school programs.

### **PLEASE NOTE THE FOLLOWING INFORMATION:**

- Pricing schools have a target increase of 2% over the highest of the last 2 years' actual qualifying submissions (2015-2016 or 2016-2017). Your 2017-2018 target can be reviewed on the Dashboard at [mtam.lausd.net](http://mtam.lausd.net).
- The target for CEP/Provision 2 schools is 100%.
- The due date to submit meal applications and Household Income Forms (HIF) for school funding eligibility is **October 26, 2017**. Forms should be submitted to the Office of Data and Accountability, 16th floor. Please submit forms daily or at least weekly to ensure timely processing.
- The 2017-18 HIF is **pink** and the meal application is **orange**. The year, 2017-2018, is on the top of the form. Forms from prior years should be discarded.
- If you need additional HIF's, please email Maria Martinez ([m.s.martinez@lausd.net](mailto:m.s.martinez@lausd.net)) and she will be happy to deliver them to your school.
- For students new to the District, It is suggested that schools include the appropriate application form in the enrollment packet. Whenever possible, invite the parent to complete the form at school. Kindly review them for completeness **before the parent leaves**.
- Incomplete forms will not be processed and will be returned to the school.
- Common errors that will result in the forms being returned are:
  1. Ink used is not blue or black
  2. Number of people in the household listed as 1.
  3. Parent name is written in the student area.
  4. No parent signature. Applications where the parent indicates "Decline to Complete" must also have a signature.
  5. Original copy not submitted. **No photocopies will be accepted.**
  6. On HIF's, School should complete the last row of the form, including the ten digit Student ID #.
  7. **\*\*On the HIF ONLY:** Some forms were printed with only 9 boxes for the student I.D. If this is the case, write in the first number of the Student ID # *before the first box* and fill in the rest of the number in the remaining 9 boxes.

The reference guide for the **More Than A Meal Campaign** is REF-6569.1, dated July 17, 2017.

- For additional information, please access the **MTAM Dashboard and Reporting Tool** at <https://mtam.lausd.net>. The Dashboard will help you track your school's submissions and progress toward your target. Administrators, School Administrative Assistants and Coordinators will have access to the Dashboard.
- **Maria Martinez is the new Local District Central contact for the "More Than a Meal" campaign.** She can be reached at [m.s.martinez@lausd.net](mailto:m.s.martinez@lausd.net) or 213-241-1919.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

---

**TITLE:** Chemical Safety Coordinators

**NUMBER:** REF-1563.4

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

Robert Laughton, Director  
Office of Environmental Health and Safety

### ROUTING

All Secondary Schools  
All Regional Occupational Centers  
All Skills Centers  
All Educational Service Centers  
Adult and Career Education Division  
All Science Centers

**DATE:** September 26, 2016

**PURPOSE:** The purpose of this Reference Guide is to provide information on the appointment of a Chemical Safety Coordinator (CSC).

**MAJOR CHANGES:** This Reference Guide replaces REF-1563.3, *Chemical Safety Coordinators*, July 7, 2014 to update the Reference Guide to reflect current program requirements, including due dates, updated links, and Attachment F, *Funding Information for CSC Stipend Payment*.

### **INSTRUCTIONS:** I. SELECTION OF CHEMICAL SAFETY COORDINATORS

Site Administrators at secondary and middle schools with science or chemistry laboratories are required to appoint a Chemical Safety Coordinator (CSC) from onsite Certificated staff. Responsibilities of the CSC include:

- assisting the Site Administrator in complying with hazardous material management,
- conducting employee trainings, and
- establishing a laboratory safety protocol.

For performing these responsibilities, the CSC receives a supplemental assignment differential, as indicated in Section IV below.

The Site Administrator must select a CSC who is a Certificated staff member, preferably a science teacher or faculty member with a background in chemistry. The CSC should also have the ability to train and effectively communicate with staff about the hazardous properties of chemicals used at the school.

The Site Administrator and designated CSC must complete and return *Attachment A, "Chemical Safety Coordinator Appointment"* to the Office of Environmental Health and Safety (OEHS) by August 31<sup>st</sup> of each year, and *Attachment B,*





## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

"*Chemical Safety Coordinator Activity Checklist*" to OEHS by May 31<sup>st</sup> of each year.

### II. DUTIES OF CHEMICAL SAFETY COORDINATORS

In order to maintain a safe environment for students and staff, and ensure compliance with applicable regulations, the CSC is required to:

- Attend two training meetings (after school hours) conducted by OEHS during the school year on the subject of chemical safety. These two trainings are completely different from one another and require different training materials and a different PowerPoint presentation.
- Provide yearly training on the *Hazard Communication Standard* to all school staff, and on the *Chemical Hygiene and Safety Plan* to Science Department staff. Each of these two trainings requires separate sign-in sheets. The type of training provided needs to be clearly marked on the sign-in sheets. The Site Administrator signature is also required on the trainings sign-in sheets. Document all trainings and maintain all records on site for at least five (5) years. Submit copies of *Attachment C, "Health and Safety Training Form"* to OEHS for each training, due March 31<sup>st</sup>.
- Conduct yearly inventory of all chemicals stored in each school building and chemical storage rooms. Determine chemical usage, arrange for removal and proper disposal of outdated chemicals. Inventory information should include: chemical name, quantity, hazard information, and storage location. If desired, computer software may be used for keeping the inventory. Inventory and chemical order records are to be maintained by the CSC, Site Administrator, or Science Department Chairperson, with a copy sent to OEHS by April 30th. CSCs may use the *LAUSD Approved Chemical Inventory List* at <http://achieve.lausd.net/Page/3987> to document their inventory.
- Maintain Safety Data Sheets. A Safety Data Sheet (SDS) is a written document that outlines information and procedures for handling and working with a chemical product and contains physical and chemical property information, potential hazard information, emergency procedures, and manufacturer contact information. An SDS must be kept for any chemical kept on site or documented on the inventory. These do not need to be sent to OEHS. SDSs are available electronically on the OEHS website, accessible through the LAUSD.net homepage. SDSs are required to be presented in a consistent 16-section format and must provide detailed health and safety information and precautions for handling, storing and transporting hazardous substances, including emergency and first aid procedures.
- Conduct monthly inspections of chemical/hazardous waste storage areas and arrange for removal and proper disposal of outdated chemicals. Submit





## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

*Attachment D, "Monthly Check List for Safe Handling and Storage of Chemicals"* to OEHS every month. OEHS must receive documentation of the monthly inspections August through May for schools on traditional calendars. Schools on non-traditional calendars must submit monthly checklist during months of operations. Aggregate submissions of monthly checklists for multiple months are not acceptable.

- Maintain required documents and training records. All required documents for the Chemical Safety Coordinator Program shall be submitted to OEHS by e-mailing them to [csc@lausd-oehs.org](mailto:csc@lausd-oehs.org).
- Assist in responding to emergencies as detailed in *Safe School Plan, Volume 2 – Emergency Procedures*, for a release or threatened release of hazardous materials at or near the school.
- Review the California Department of Education [Science Safety Handbook for California Public Schools \(\\*.pdf\)](#) to assist science teachers, administrators, and other school staff members in providing safe practices and information related to chemical hazards.
- Refer to *Attachment E, "Summary of the Required Activities"* for a list of the required activities and due dates to ensure compliance.

### III. TRAINING OF CHEMICAL SAFETY COORDINATORS

OEHS will provide training and information to CSCs. Two mandatory training sessions are held annually, one in October and the other March, of every school year at various locations throughout the District. CSCs are required to attend both sessions, which are held from 3:30 p.m. to 5:30 p.m. The scheduled training dates and locations are e-mailed to CSCs and the Site Administrators are notified by a memorandum posted in InsideLAUSD. In addition, the training dates are also made available on the OEHS website at <http://achieve.lausd.net/Page/4263>. Non-attendance to these meetings results in non-payment of the stipend. CSCs are required to sign the attendance sheet as proof of attendance.

### IV. PAYMENTS TO CHEMICAL SAFETY COORDINATORS

After completion of all responsibilities, including attendance at all required training sessions, OEHS will provide an approval letter for the stipend payment with the funding information to the Site Administrative Assistant (SAA) for time reporting (See Attachment F). CSCs will be compensated with a supplemental assignment differential of maximum \$637 per semester. Multi-track schools are authorized a 20 percent additional payment for 12-month coverage, and payments may be allocated among more than one CSC if more than one person serves in that capacity to provide year-round coverage. For general guidelines and requirements regarding payments to CSCs, refer to REF-1802.12, *Time Reporting Instructions*.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

*for Lump Sum Payment of Differentials*, or the most current version issued by the Accounting and Disbursements Division.

### RELATED RESOURCES:

Information on the CSC program including the “*LAUSD Approved Chemical Inventory List*” may be downloaded from the OEHS website at <http://achieve.lausd.net/Page/3987>.

Applicable code includes:

- Education Code, Section 49340 et seq., Hazardous Materials Education: Recognizes the need for educators to increase the awareness of persons dealing with hazardous materials to minimize dangers.
- Education Code, Section 49411, Removal of Chemicals: Requires periodic removal and disposal of all chemicals whose estimated shelf life has elapsed.
- California Code of Regulations, Title 8, General Industry Safety Orders, Section 5191, Occupational Exposure to Hazardous Chemicals in Laboratories; Chemical Hygiene Plan: Requires employers to minimize employee exposure to hazardous chemicals, by means of a chemical hygiene plan.
- California Code of Regulations, Title 8, General Industry Safety Orders, Section 5194, Hazard Communication; Material Safety Data Sheets: Requires the maintenance of a hazard communication program to provide information to employees on the hazardous substances to which they may be exposed.
- Health and Safety Code, Chapter 6.95, Section 25500 et seq., Hazardous Materials Release Response Plans and Inventory: Requires an annual inventory of chemicals and a business plan for release or threatened release of hazardous materials.

### ASSISTANCE:

For assistance or additional information, please contact the Office of Environmental Health and Safety at (213) 241-3199 or email [csc@lausd-oehs.org](mailto:csc@lausd-oehs.org) or visit the website at <http://achieve.lausd.net/oehs>.



LOS ANGELES UNIFIED SCHOOL DISTRICT  
Office of Environmental Health and Safety

Reference Guide No. REF-1563.4

ATTACHMENT A

**CHEMICAL SAFETY COORDINATOR APPOINTMENT**

Each school with a science or chemistry laboratory is required to have a trained member of the professional staff designated as Chemical Safety Coordinator (CSC). The CSC is responsible for the safe use, storage, and disposal of chemicals, the maintenance of an annual chemical inventory, and the training of school staff on the subject of chemical safety.

Please complete this form and return to the Office of Environmental Health and Safety by **August 31st of each year.**

School Name: \_\_\_\_\_ Date: \_\_\_\_\_

The Chemical Safety Coordinator appointed for the fiscal year beginning July 1 and ending June 30 of the following year is: \*

\_\_\_\_\_/Employee #:

The Chemical Safety Coordinator's telephone number is: \_\_\_\_\_

The Chemical Safety Coordinator's e-mail address is: \_\_\_\_\_

\_\_\_\_\_  
Site Administrator

Mail to: Office of Environmental Health and Safety  
333 South Beaudry Avenue, 21<sup>st</sup> Floor  
Los Angeles, CA 90017

E-mail to: CSC@lausd-oehs.org

Fax to: (213) 241-6816

If you have any questions regarding this matter, please contact OEHS at (213) 241-3199.

\* If more than one CSC, complete two forms and indicate track/semester of coverage.

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
Office of Environmental Health and Safety

Reference Guide No. REF-1563.4

ATTACHMENT B

**CHEMICAL SAFETY COORDINATOR ACTIVITY CHECKLIST**

REQUIRED ACTIVITIES FOR THE FISCAL YEAR	DATE DUE	DATE COMPLETED
Inspect chemical storage rooms, submit annual chemical inventory list to OEHS and arrange for pick-up of outdated chemicals. <b>Time Spent Inventorying Science Chemicals:</b> _____ <b>Hours</b> <b>Time Spent Arranging for Science Chemical Removals/Pick-ups:</b> _____ <b>Hours</b>	April	
Conduct monthly inspection of chemical/hazardous waste storage areas for housekeeping, chemical storage compatibility and request chemical waste pick-up (e.g. auto shop, graphic arts and photography). Submit " <i>Monthly Check List for Safe Handling and Storage of Chemicals</i> " to OEHS.	Monthly (Aug-May)	
Provide Hazard Communication Training to staff on site.	March	
Provide training on the Chemical Hygiene and Safety Plan to science department staff.	March	
Attend two OEHS Chemical Safety meetings each year and share information with Site Administrator and staff. Submit, " <i>Health and Safety Training Form</i> " to OEHS.	October	
	March	

**CERTIFICATION:** I hereby certify that I have completed all of the above activities in fulfillment of my responsibilities as the Chemical Safety Coordinator (CSC) for my school.

CSC (Print Name) \_\_\_\_\_ CSC Signature \_\_\_\_\_ Employee # \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Site Administrator Signature

**Please complete and return this form to OEHS, 333 S. Beaudry Avenue, 21<sup>st</sup> Floor, Los Angeles, CA 90017, by May 31<sup>st</sup> of each year.**

## ATTACHMENT C

DATE \_\_\_\_\_

[ ] Bloodborne Pathogens Standard Section 5193	[ ] Fire Prevention & Emergency Evacuation Sections 3220-3221	[ ] Hazard Communication Section 5194	[ ] Injury & Illness Prevention Program Section 3203	[ ] Occupational Exposure to Hazardous Chemicals Laboratories Section 5191
---	--	--	---	--

☐ Other (specify agency and applicable codes)

**WORK LOCATION**

**ATTACH A COPY OF THE AGENDA AND LIST OF TRAINING MATERIALS.**

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
Office of Environmental Health and Safety

Reference Guide No. REF-1563.4

ATTACHMENT D

**MONTHLY CHECK LIST FOR SAFE HANDLING AND STORAGE OF CHEMICALS**

**To be completed by CSC for the Month of \_\_\_\_\_ / Year \_\_\_\_\_**

ACTIVITY	Yes	No
1. All chemicals are correctly and clearly labeled		
2. Unlabeled containers and chemicals wastes have been inventoried and a disposal request submitted to OEHS.		
3. Only chemicals that are being used are continually being stored.		
4. Only the amounts of chemicals which can be consumed within a year are being stored.		
5. CSC is aware of and has trained others on hazards and precautions for protection prior to using any chemical, and has reviewed the precautionary labels and contents before using any chemical product.		
6. All chemicals are stored by compatibility (see CHSP Appendix IV, Table 1: Chemical Shelf Storage Identification Chart and Table 2: Storage for Compatibility Categories).		
7. Chemicals are stored on shelves below eye level.		
8. Chemicals are NOT being stored on the floor		
9. Chemicals are being stored in approved storage cabinets.		
10. Neutralizing chemicals, absorbent and other spill control materials are readily available.		
11. Compressed gas cylinders are upright and secured to the wall with caps in place.		
12. Storage cabinets for corrosive chemicals (separated for acids and for bases) are appropriately labeled.		
13. Flammable materials are stored in approved storage cabinets.		
14. Shelving is equipped with lips to prevent products from rolling off shelves and secured to walls/floor to prevent tipping of entire sections.		
15. Storage areas/cabinets are labeled to identify the hazardous nature of the products stored within.		
16. Class ABC fire extinguishers are available in chemical storage areas and are in working order.		
17. There are no sources of ignition in the chemical storage area.		
18. Chemicals storage areas have two exits and egress (exiting) area is clear.		
19. Used and contaminated reagents are stored and labeled properly.		
20. Current and dated inventory lists are posted clearly in each storage room throughout the science department.		
21. Chemical storage cabinets are locked when laboratory classes are not in session.		

Certification: I hereby certify that I have completed all of the above activities in fulfillment of my responsibilities as the Chemical Safety Coordinator (CSC) for my school.

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

\_\_\_\_\_  
CSC Signature

\_\_\_\_\_  
CSC Name (print)

\_\_\_\_\_  
Site Administrator Signature

\_\_\_\_\_  
Date Completed

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Office of Environmental Health and Safety**

Reference Guide No. REF-1563.4

ATTACHMENT E

**Summary of the Required Activities**

<b>1<sup>st</sup> Semester Activities</b>	<b>Required</b>
CSC Appointment	August - Mandatory
Attend Fall Semester Meeting	October - Mandatory
Completed Monthly Checklist August	✓
Completed Monthly Checklist September	✓
Completed Monthly Checklist October	✓
Completed Monthly Checklist November	✓
Completed Monthly Checklist December	✓
<b>2<sup>nd</sup> Semester Activities</b>	
Attend Spring Semester Meeting	March - Mandatory
HAZCOM Training (Sec 5194)	By March - Mandatory
CHP Training (Sec 5191)	By March - Mandatory
Chemical Inventory	By April - Mandatory
Completed Monthly Checklist January	✓
Completed Monthly Checklist February	✓
Completed Monthly Checklist March	✓
Completed Monthly Checklist April	✓
Completed Monthly Checklist May	✓



LOS ANGELES UNIFIED SCHOOL DISTRICT  
Office of Environmental Health and Safety

Reference Guide No. REF-1563.4

ATTACHMENT F



Office of Environmental Health and Safety Laboratory  
333 S. Beaudry Ave, 21<sup>st</sup> Floor  
Los Angeles, CA 90017  
(213)241-3945



Fax (213) 241-6816

<b>To:</b>	<b>From:</b>
<b>Fax:</b> e-mail	<b>Pages:</b> __1__ Including this cover sheet
<b>Phone:</b>	
<b>Re:</b> Funding Information for CSC Stipend Payment	

The Office of Environmental Health and Safety (OEHS) has reviewed the required documents for the CSC program for:

<b>Site Name:</b>	<b>Location Code:</b> _____
<b>Date:</b>	<b>Total Stipend Amount:</b> \$ 637.00
<b>Funding Line:</b>	<b>Semester:</b>

Wage Type	Job Code	Functional Area	Amount
			\$637.00

S A M P L E F O R M O N L Y

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Print name

THIS FORM IS SENT TO THE SCHOOL FROM  
OEHS WHEN THE CSC HAS FULFILLED THE  
STIPEND REQUIREMENTS.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Office of Environmental Health and Safety

**CHEMICAL SAFETY COORDINATOR APPOINTMENT**

Each school with a science or chemistry laboratory is required to have a trained member of the professional staff designated as Chemical Safety Coordinator (CSC). The CSC is responsible for the safe use, storage, and disposal of chemicals, the maintenance of an annual chemical inventory, and the training of school staff on the subject of chemical safety.

Please complete this form and return to the Office of Environmental Health and Safety by **August 31st of each year.**

School Name: \_\_\_\_\_ Date: \_\_\_\_\_

The Chemical Safety Coordinator appointed for the fiscal year beginning July 1 and ending June 30 of the following year is: \*

\_\_\_\_\_/Employee #:

The Chemical Safety Coordinator's telephone number is: \_\_\_\_\_

The Chemical Safety Coordinator's e-mail address is: \_\_\_\_\_

\_\_\_\_\_  
Site Administrator

Mail to: Office of Environmental Health and Safety  
333 South Beaudry Avenue, 21<sup>st</sup> Floor  
Los Angeles, CA 90017

E-mail to: CSC@lausd-oehs.org

Fax to: (213) 241-6816

If you have any questions regarding this matter, please contact OEHS at (213) 241-3199.

\* If more than one CSC, complete two forms and indicate track/semester of coverage.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

**TITLE:** Norm Day and Classification Reports –  
Instructions and Schedules of Electronic  
Capture

**NUMBER:** REF-1819.15

**ISSUER:** Cheryl Simpson, Director  
Budget Services & Financial Planning  
  
Scott S. Price, Ph.D., Chief Financial Officer  
Office of the Chief Financial Officer

**ROUTING:**  
LD Superintendents  
LD Administrators of Instruction  
LD Administrators of Operations  
LD Directors  
LD Operations Coordinators  
School Operations  
Office of School Choice  
Office of Educational Options  
School Administrators  
School Administrative Assistants  
Central Office Administrators  
and Staff

**DATE:** August 14, 2017

**PURPOSE:** The purpose of this Reference Guide is to:

- 1) inform school administrators of the norm date for school year 2017-18;
- 2) provide the schedules of electronic capture of classification report data;
- 3) provide instructions on the review of the classification report.

**MAJOR CHANGES:** This Reference Guide replaces REF-1819.14, dated August 29, 2016.

**INSTRUCTIONS:** This reference guide applies to all District schools, except fiscally-independent charter schools.

### I. NORM DAY

Norm Day, which is generally the fifth Friday of the school year, has been designated by the District as the official count day for the allocation of resources. Norm day enrollment is the count of actively-enrolled students as of norm day. Norming is the process of using the norm day enrollment as the basis for the allocation of various school resources.

For school year 2017-18, Norm Day is Friday, September 15, 2017.  
All schools, except Options, must be **on norm** by Norm Day.

For current policies and norm tables for staffing, refer to the appropriate bulletins listed in this reference guide under “Related Resources.”

### II. IMPORTANCE OF CLASSIFICATION REPORTS

Enrollment data is reported in the Classification report. This report is available in MiSiS under State Reports.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

The California Department of Education (CDE) uses enrollment data as the basis of school district revenue apportionments for programs such as the Local Control Funding Formula (LCFF). For this reason, submission of accurate enrollment data is important.

In addition, the District uses norm day enrollment to allocate school operational resources such as administrators, teachers, counselors, librarians, clerical staff, custodians, financial managers, and instructional materials. The District also uses enrollment data for revenue and expenditure projections.

There are three main types of classification reports: daily (pre-norm), norm, and monthly.

### A. Daily Enrollment (Pre-Norm)

The classification report data is captured daily from August 15 through September 14 (one day before Norm Day) for all schools. Data from these daily capture is available to schools through the Classification Report, as well as through the Norm Day Enrollment Dashboard, which is a tool to help schools monitor their norm enrollment counts.

The daily classification report data serves as the base enrollment for the Norm Day Enrollment dashboard. The adjusted norm enrollment displayed on the Dashboard is preliminary data only. Budget Services and Financial Planning will issue the official norm enrollment counts once final validations are completed.

Options schools (i.e., Continuation schools, Opportunity schools, Community Day Schools, City of Angels, Carlson Home, and Carlson Hospital) norm on a different day (see BUL-5980.4). However, these schools may still use the Dashboard to review their enrollment data for possible issues pertaining to scheduling (students enrolled in one course only), no show students (students with 13 or more absences), special day program (SDP) classification, etc., since student level details are provided for these.

Information regarding the Dashboard, including the link, is available in the webpages of Budget Services and Financial Planning Division (<http://achieve.lausd.net/Page/431>) and School Fiscal Services at (<http://achieve.lausd.net/Page/794>).



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

### B. Norm Day Classification Report

Per District policy, a school's enrollment count on the designated norm day is used as the basis for school staffing. It is important to note that Norm Day enrollment may be captured several times after September 15, resulting in multiple versions of the schools' Norm Day report (i.e., N, N1, N2, etc.).

Classification report data captured for norm day is preliminary only; data is subject to review by Central Office staff before resources are allocated.

For the official norm day counts and positions earned, refer to the official norm reports in Business Applications Supporting Education (BASE), Business Warehouse (BW).

### C. Monthly Classification Reports

The monthly classification reports provide the counts of students enrolled as of the last day of the school month.

The monthly enrollment counts are the basis for the Class Size Penalties Report required by the California Department of Education (CDE). This report determines whether or not the District has complied with the Education Codes on mandated Grades K-3 class size limits and Grades 4-8 teacher-pupil ratio. Fiscal penalties are assessed for each class that exceeds the maximum allowed class size.

CDE's K-3 Grade Span Adjustment (GSA) program also requires the use of monthly enrollment counts. The District is required to track the monthly enrollment counts of all Kindergarten (K/TK/TE) to Third Grade classes and ensure that no school exceed an average of 24 students. If one school exceeds this average class size, the District would lose the entire funding for K-3 GSA.

The monthly enrollment counts are used by elementary principals to support requests for additional teachers based on enrollment growth, if any. They also provide the basis for trend analysis in projecting the total District enrollment.





## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

### III. SCHEDULES OF ELECTRONIC CAPTURE AND AVAILABILITY OF CAPTURED DATA

All classification report data will be captured after 5:00 pm on the designated dates.

Attachment A reflects the capture dates and codes for the monthly classification reports of the following schools/calendars:

- Attachment A-1 - Single Track schools
- Attachment A-2 - Early Start schools
- Attachment A-3 - Aggeler CDS and Opportunity

Attachment B reflects the schedule for the daily capture dates and codes from August 15 through September 15. All District schools, regardless of instructional calendar, will follow this schedule.

The schedules specify the capture dates for each calendar and the codes to access/print the captured data on classification reports. It also includes a "Captured Data" column which indicates the type of data captured, i.e., daily, pre-norm week, norm, monthly.

Classification reports for the captured data will be available to schools on the first instructional day after each scheduled capture date.

### IV. SUBMISSION OF CLASSIFICATION REPORTS AND DOCUMENT RETENTION

Refer to Attachment C.

### V. DISTRICT'S REVIEW OF THE ELECTRONICALLY-CAPTURED ENROLLMENT DATA

Budget Services and Financial Planning will review the electronically-captured enrollment data. If corrections are necessary, school staff is responsible for making the corrections in MiSiS.

### VI. CORRECTION TO NORM DAY CLASSIFICATION REPORT

After the September 15 capture, if a correction to the Norm Day Classification Report is necessary, the principal should send via e-mail a request to submit a corrected or revised norm enrollment. The request should be submitted by Friday, September 22, and should include the student's name, grade level, ID number, and details of the error.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

E-mail the request to [AttendanceEnrollmentSection@lausd.net](mailto:AttendanceEnrollmentSection@lausd.net) with a copy to the LD Administrator of Operations.

The request will be reviewed, and supporting documents may be requested from school staff, if necessary. Subsequently, the request will be sent to the Director of Budget Services and Financial Planning for approval. If approved, the corrected data will be used as the basis for teacher allocation. The Principal and the LD Administrator of Operations will be informed of the status of the request.

### VII. SCHOOL STAFF'S RESPONSIBILITIES

- A. The classification report is an official document and it is the principal's responsibility to ensure the accuracy of the enrollment data.
- B. To be counted as enrolled, a student must be enrolled at the school and scheduled in classes. Therefore, it is important for school staff to enter each student's class schedule in MiSiS promptly and completely.
- C. School staff must keep MiSiS information current by promptly updating the system for new enrollees ("E"), students' class schedules, student withdrawals ("L"), "no shows," SDP designation, etc. according to District policies and MiSiS guidelines.

As a reminder, a student's withdrawal ("L") date is a day of enrollment. Therefore, if a student "L'd" out on a scheduled capture date, this student would be counted as enrolled on the classification report.

- D. Elementary school staff must be cognizant of the maximum class sizes when organizing the classes and enrolling students into classes. The State imposes fiscal penalty upon a district for class(es) that exceed the maximum class sizes. To avoid subjecting the District to substantial fiscal penalty, do not exceed the class sizes in the chart below at any time during the school year. A combination class with at least one student in grades 1, 2, or 3 may not exceed 32 students at any time.

Grade Level	Maximum Class Size
K	33
1 – 3	32
4 – 6	36



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

In addition, school staff must monitor their class sizes so as not to exceed the average class size of 24 school-wide for all their K-3 classes, including combination classes with grades 1-3 students.

- E. Secondary Schools (excluding Continuation schools and students in full-time independent study program): The District is not allowed to claim for apportionment purposes the attendance of students who are not scheduled to attend school for at least minimum day. Therefore, these students' enrollment records should be coded as Non-ADA. A Non-ADA student is a District student who is scheduled for one class only or less than minimum day, or a non-District student who enrolls for one or two classes only at a District school while enrolled full-time at a non-District school such as a private school or a non-public school (NPS). This student's enrollment record should have an Attendance Category of Non-ADA. Follow MiSiS instructions on how to enter the Attendance Category for a student.
- F. School staff must review the enrollment data for accuracy of student grade level and course assignment, teacher/room assignment, SDP designation, etc. Staff should also ensure that No Show students have been processed/removed from enrollment counts, that students' complete class schedules are updated in MiSiS, etc. To aid in the review of enrollment data, see Attachment D for information.
- G. School staff should resolve data issues as soon as possible. Schools are alerted of possible data issues several ways:
  - 1. Exception reports – For elementary schools, exception reports are available through the Classification and Statistical reports. For secondary schools, the exception report is available through the Statistical report only. Refer to Attachment D for information on exception codes.
  - 2. Norm Day Enrollment Dashboard – the Dashboard provides student-level detail on possible data issues pertaining to age-ineligible students and secondary students assigned to one class only, as well as possible No Show students (students with 13 or more absences).
  - 3. Certify – Certify is a tool that alerts schools of data issues pertaining to enrollment and demographics, scheduling, attendance, and English Learners. School staff designated by Principals will receive e-mails twice a week detailing the possible data issues.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

- H. Norm Day Classification Report and all Monthly Classification Reports should be printed at the school site one day after the capture date. These reports must be signed by the principal or designee and retained in school files for audit purposes in accordance with District policies.

### VIII. ATTACHMENTS

- A-1 – Monthly Capture Schedule for Single Track schools
- A-2 – Monthly Capture Schedule for Early Start schools
- A-3 – Monthly Capture Schedule for Aggeler CDS/Opportunity
- B – Daily Capture Schedule for all schools
- C – Submission of Classification Report and Document Retention
- D – Reviewing Classification Reports and other Enrollment-related Reports

#### **RELATED RESOURCES:**

- BUL-4926.2 Attendance Manual: Policy and Procedures for Elementary, Secondary and Options Schools
- BUL-5977.4 Staffing Recommendations at Elementary Schools
- BUL-5978.4 Staffing Recommendations at Middle Schools
- BUL-5979.4 Staffing Recommendations at Senior High Schools
- BUL-5980.4 Staffing Recommendations at Options Schools
- BUL-5981.4 Staffing Recommendations at Magnet Schools and Centers

#### **ASSISTANCE:**

For assistance with MiSiS, call the HelpDesk at (213) 241-5200.

For further information, contact Attendance and Enrollment Section at (213) 241-2196 or [AttendanceEnrollmentSection@lausd.net](mailto:AttendanceEnrollmentSection@lausd.net).



**2017-18 Schedule of Monthly Classification Report  
Data and Capture Codes**

**SINGLE TRACK <sup>1</sup>**

<u>Capture Code</u>	<u>Capture Date</u>	<u>Captured Data</u>
1	09/08/17	Month 1
N	09/15/17	Norm <sup>2</sup>
2	10/06/17	Month 2
3	11/03/17	Month 3
4	12/01/17	Month 4
5	01/19/18	Month 5
6	02/16/18 <sup>3</sup>	Month 6
7	03/16/18	Month 7
8	04/13/18	Month 8
9	05/11/18	Month 9
10	06/07/18 or 06/08/18	Month 10

Notes:

<sup>1</sup> This schedule applies to all District schools except Aggeler CDS, Aggeler Opportunity, and the Early Start schools (see Attachment A-2).

<sup>2</sup> For Options schools, 09/15/17 is Week 5.

<sup>3</sup> Month 6 capture date is 02/15/18 for Harbor Teacher Prep Academy.

*\*When printing the Norm and Monthly Classification reports for Principal's signature, select the code corresponding to the captured data you wish to print. Follow printing instructions in Attachment C.*





**2017-18 Schedule of Monthly Classification Report  
Data and Capture Codes**

**Early Start <sup>1</sup>**

<u>Capture Code</u>	<u>Capture Date</u>	<u>Captured Data</u>
1	08/31/17	Month 1
N	09/15/17	Norm
2	09/29/17	Month 2
3	10/27/17	Month 3
4	11/17/17	Month 4
5	01/12/18	Month 5
6	02/09/18	Month 6
7	03/09/18	Month 7
8	04/06/18 <sup>2</sup>	Month 8
9	05/04/18	Month 9
10	05/31/18 <sup>3</sup>	Month 10

Notes:

<sup>1</sup> This schedule applies to Chavez LA schools, HARTS Academy, Nava College Preparatory, and Polytechnic SH and Magnet.

<sup>2</sup> Month 8 capture date is 03/23/18 for Nava College Preparatory.

<sup>3</sup> Month 10 capture date is 06/05/18 for HARTS Academy, and 06/11/18 for Nava College Preparatory.

*\*When printing the Norm and Monthly Classification reports for Principal's signature, select the code corresponding to the captured data you wish to print. Follow printing instructions in Attachment C.*



**2017-18 Schedule of Monthly Classification Report**  
**Data and Capture Codes**

**Aggeler CDS and Aggeler Opportunity**

<u>Capture Code</u>	<u>Capture Date</u>	<u>Captured Data</u>
1	07/28/17	Month 1
2	08/25/17	Month 2
N	09/15/17	Week 5
3	09/22/17	Month 3
4	10/20/17	Month 4
5	11/17/20	Month 5
6	12/15/17	Month 6
7	01/12/18	Month 7
8	02/09/18	Month 8
9	03/09/18	Month 9
10	04/06/18	Month 10
11	05/04/18	Month 11
12	06/01/18	Month 12
13	06/29/18	Month 13

*\*When printing the Norm and Monthly Classification reports for Principal's signature, select the code corresponding to the captured data you wish to print. Follow printing instructions in Attachment C.*



**NORM DAY ENROLLMENT DASHBOARD**

**2017-18 Schedule of Daily Classification Report  
Data and Capture Codes (8/15 through 9/15)**

**ALL DISTRICT SCHOOLS**

<u>Capture Code</u>	<u>Capture Date</u>	<u>Captured Data</u>
D1	08/15/17	Daily
D2	08/16/17	Daily
D3	08/17/17	Daily
W1	08/18/17	Week 1
D5	08/21/17	Daily
D6	08/22/17	Daily
D7	08/23/17	Daily
D8	08/24/17	Daily
W2	08/25/17	Week 2
D10	08/28/17	Daily
D11	08/29/17	Daily
D12	08/30/17	Daily
D13	08/31/17	Daily
W3	09/01/17	Week 3
D15	09/05/17	Daily
D16	09/06/17	Daily
D17	09/07/17	Daily
W4	09/08/17	Week 4
D19	09/11/17	Daily
D20	09/12/17	Daily
D21	09/13/17	Daily
D22	09/14/17	Daily
N	09/15/17	Norm / Week 5



## SUBMISSION OF CLASSIFICATION REPORTS AND DOCUMENT RETENTION

MiSiS is the system of record for schools' enrollment data. Constant updates to MiSiS with regards to new enrollments and class schedules, withdrawals, no show students, enrollment data corrections, Special Day Program (SDP) and Non-ADA designations, etc. would help ensure complete and accurate enrollment data on the classification reports.

Schools are not required to submit printed classification reports to Attendance & Enrollment Section. However, for accountability and audit purposes, schools are required to print the *norm day* and *monthly* classification reports for principal's review and signature, then retain signed reports in school file.

District schools will have their classification report data electronically captured according to the schedules indicated Attachments A-1 through A-3 and Attachment B. After 5:00 p.m. of each scheduled capture date, central office will capture the schools' enrollment data from MiSiS and provide this information to Attendance & Enrollment Section, as well as to other District information systems. Schools will have access to the captured data in MiSiS the following school day.

In addition, the daily enrollment data captured according to Attachment B will also be available in the Norm Day Enrollment Dashboard. For more information on the Norm Day Enrollment Dashboard, click on the link provided in the following webpages:

Budget Services & Financial Planning (<http://achieve.lausd.net/Page/431>)

School Fiscal Services webpage (<http://achieve.lausd.net/Page/794>)

### Viewing/Printing the Classification Report

- A. To access the Classification Report, sign in to MiSiS using an Office Manager or Principal role. The path to the report is: Reports > State Reports > Classification - Elementary or Classification - Secondary or Classification - Continuation, etc.
- B. Complete the parameter screen. See below for samples of the parameter screens.

#### Sample Elementary

Classification - Elemen...

Local District:	C	Campus:	St El
School Year:	2017-2018	School:	1 01 - Street Elementary
Date Option	Capture Date	Capture Code	W1
As Of Date	8/18/2017		



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

### Sample Secondary

Classification - Second...

Local District:	C	Campus:	MS
School Year:	2017-2018	School:	1 01 - Middle School
Date Type:	As Of Date	Date Captured / School Month:	NA
As Of Date:	8/18/2017		

The *Date Option or Date Type* field has two options:

1. **Date Captured** – Use this option to access the enrollment data captured by central office on designated capture dates. When this option is selected, the *As of Date* field does not apply.
2. **As of Date** – Use this option to review enrollment data as of the date selected in the *As of Date* field. When this option is selected, the *Date Captured or Capture Code* does not apply.

The *Capture Code or Date Captured/School Month* field contains the codes of the electronically captured data. Refer to Attachments A-1 through A-3 and Attachment B for the description of the codes. Use this field in conjunction with the *Date Captured* option of the *Date Option or Date Type* field.

The *As of Date* field enables user to select a specific date to see the enrollment data as of that date. User may select any school day from the beginning of the school year to the current date. Use this field in conjunction with the *As of Date* option of the *Date Option or Date Type* field.

- C. Click the **View Report** button, then download the report to PDF, Excel, or other useful format. For ease of viewing the data, it is recommended to download the report in PDF format. The downloaded file may be saved in the user's computer for faster access to the report at a later time.

There are 3 parts to the report:

1. **Classification Report** – For secondary schools, this is the first page of the report. For elementary schools, this report could be the first two pages of the report, depending on the number of teachers at the school site.
2. **Exception Report** – This second part of the report lists students with possible data issues. Currently, this is only available in the elementary classification report.






# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

Sample of secondary report generated using As of Date option, and August 25, 2017 as the date requested.



Los Angeles Unified School District

Today's Learners, Tomorrow's Leaders

Middle School - 1234501

Secondary Classification Report

Date Type: As of Date

Date Captured/Reported: 8/25/2017

Executed By:

Run Date and Time :

Regular Active Enrollment (Inactive not included)

6th	251		
7th	270		
8th	249		
		Sr. High Total	770

Special Ed. Active Enrollment

SDP	58		
		Total SDP	58

Other Active Enrollment

ROP/CTE	0		
		Total Other	0
		Grand Total	828

Accelerated Academic Literacy

6th	7		
7th	8		
8th	6		
		Middle School AAL Total	21
9th	0		
		Senior High AAL Total	0
		Total AAL	21

I certify that the above figures are true and correct

Signature of Principal or authorized designee

Executed On:

Page: 1

Executed By:



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

Sample of continuation school report generated using As of Date option, and August 25, 2017 as the date requested.

**Continuation High - 1567801**  
**Continuation Classification Report**

**Date Type: As of Date**  
**As of Date: 8/25/2017**

Executed By: \_\_\_\_\_  
Run Date and Time: \_\_\_\_\_

**Regular Active Enrollment**

9th Reg	65
10th Reg	111
11th Reg	120
12th Reg	85
<b>Continuation Total:</b>	<b>381</b>

**Special Ed Active Enrollment**

9th - 12th SDP	77
----------------	----

**Grand Total: 458**

**Enrollment Distribution By Program**

Program Type	Grade 9	Grade 10	Grade 11	Grade 12	Total By Program Type
Regular	65	111	120	85	381
Special Education	13	20	25	19	77
Work Experience	0	0	0	0	0
Independent Study	0	0	0	0	0
<b>Total By Grade</b>	<b>78</b>	<b>131</b>	<b>145</b>	<b>104</b>	<b>458</b>

I certify that the above figures are true and correct.

\_\_\_\_\_  
Signature of Principal or Authorized Designee

### **Document Retention:**

Principals must ensure that signed documents are retained to ensure availability for audit purposes. According to policy bulletin BUL-4926.2 which contains the attendance policy and procedures for elementary and secondary schools, "All auditable documents shall be retained and stored in a place known to the principal and custodial staff. The documents shall be securely placed, clearly marked with a "destroy date" visible on the box as appropriate." For more details on the period of retention, refer to the Attendance Manual of BUL-4926.2, *Attendance Manual: Policy and Procedures for Elementary, Secondary and Options Schools*.





**REVIEWING CLASSIFICATION REPORTS  
AND OTHER ENROLLMENT-RELATED REPORTS**

This document is provided to assist schools in reviewing their enrollment data in order to help ensure the accuracy and completeness of their enrollment counts. Separate instructions are provided for elementary and secondary schools. Secondary school instructions begin on page 6.

Note:

1. The Classification Report as well as other enrollment-related reports may be generated at any time and as frequently as necessary.
2. Changes to enrollment records are reflected almost immediately onto classification reports.

**Elementary Schools**

- A. Generate a classification report using the “As of Date” option, and select the current date. The report will generate the classification report, the exception report, and the classification roster which provides student level detail for the counts reported on the classification report. Review the classification report and its sub reports for the following:
  1. Dual Language Program – Dual Language, Maintenance Bilingual Education, Transitional Bilingual Education, and Foreign Language Immersion Programs at elementary schools will be normed separately from non-dual language classes. New location codes were established for each elementary program language (e.g., Spanish, Korean, Mandarin, etc.) to facilitate the collection and validation of enrollment counts. Review the class rosters to make sure students are enrolled appropriately according to their master plan program, and at the correct dual language center location.
  2. Check that Kindergarten (K), Transitional Kindergarten (TK), Expanded Transitional Kindergarten (TE) and Pre-K (PK) students are in the correct grade level.
    - a. To be enrolled in Kindergarten (K) or Transitional Kindergarten (TK), a child must meet the minimum age requirement.
      - K students must turn 5 by September 1 of the current school year. Therefore, for 2017-18, a student may be enrolled in K if their birthdate is on or before 9/1/2012. A Kindergarten-age student may be enrolled in K or TK, but not 1<sup>st</sup> grade.
      - TK students must turn 5 between September 2 and December 2 of the current school year. Therefore, for 2017-18, a student whose birthdate is between 9/2/2012 and 12/2/2012, inclusive, may be enrolled in TK but not K.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

- b. Expanded Transitional Kindergarten (ETK) – In 2017-18, there are 282 schools that have been authorized to offer the ETK program. Only these schools may enroll a student in the TE grade level. To be enrolled in TE, a student must turn 5 years old between 12/3/17 and 6/30/18, inclusive. Therefore, student's birthdate should be between 12/3/12 and 6/30/13, inclusive.
- c. In 2017-18, the SRLDP program is not offered. Therefore, the only Pre-K-aged students that may be enrolled are those whose program placement is Pre-K SDP. These students should be enrolled in grade level PK and course number 110101.

Schools that are not authorized to offer the ETK program or the Pre-K SDP program should not enroll in MiSiS students who turn 5 years old on or after December 3, 2017. These students may be referred to a school that offers ETK or Pre-K SDP or to an Early Education program, as appropriate.

A K or TK student who does not meet the age requirement for his/her assigned grade level will have an exception code of either ER4 (Ineligible) or W4 (Age-Ineligible). See page 11 for information on exception codes.

For students with incorrect grade level assignment but correct course assignment, follow MiSiS procedures to do a grade level correction. Otherwise, do a grade level change and assign student to the correct course and section. For students who do not meet the age requirement for TE or Pre-K SDP, school should withdraw the student as soon as possible. Central Office may need to do a data clean-up to fully correct these issues.

- 2. Check that the students are in the correct teacher/class.
  - a. The classification report lists teachers and the counts of students in their class by grade level. Review the report to make sure that each teacher's students reflect the correct grade level(s).
  - b. Review the report for unusual combination classes (e.g., a class with 2<sup>nd</sup> and 4<sup>th</sup> graders, a class with 3 or more grade levels, a class with graded and SDP counts, a class with Independent Study and graded counts, etc.). This could be due to incorrect grade level assignment or class placement of the students.
  - c. Review for unusually low or high class sizes. Unusually low or high class sizes may result from incorrect section start/end dates for students transferred from one class to another.

Note: The State imposes fiscal penalty upon a district for class(es) that exceed the maximum class sizes. To avoid subjecting the District to substantial fiscal penalty, do not exceed the class sizes in the chart below at any time during the school year.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

Grade Level *	Maximum Class Size
K	33
1 – 3	32

*\* A combination class with at least 1 student in grades 1, 2, or 3 may not exceed 32 students at any time.*

3. Review the list of students assigned to the teachers. Ensure that students who have been withdrawn are no longer enrolled, and new enrollees are reflected in the lists. Also review for duplicated students. These are students who are listed more than once on the teacher's list of students or students assigned to more than one class. A student assigned to more than one class is displayed in the Exception report with an exception code of W10. Contact MiSiS HelpDesk for assistance in resolving this issue.
4. For teachers assigned to Special Day Program classes, the student count should be reflected in the SDP column of the report. If their students are shown in the graded columns, then update the class' section attribute to the appropriate SDP type for each of the SDP teacher's assigned class sections. Follow MiSiS instructions on section attributes.
5. Each teacher line should reflect a valid class. A class is valid if students assigned to the class are in attendance and daily instruction is provided by a teacher. On the classification report, check for classes with "Unfilled" or blank for the teacher name or blank for the room assignment. If these are not valid classes, contact MiSiS HelpDesk for assistance in removing the class.

**B. Check that No Show students are processed as no shows.**

Schools are able to flag students who have not been in attendance as "No Show." By flagging the student as No Show, schools will not need to withdraw the student. No Show students will be deleted from the school's current year enrollment through a nightly process.

1. Follow the instructions for the No Show Process.
2. To see the list of students whose records were deleted through the No Show process, run the No Show Report.

The path to this report is Reports > Enrollment > No Show Report.

Complete the parameter screen, then click on View to open the report. Click on the export icon to download report to PDF, Excel, or other format.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

No Show Report x

Local District: C Campus: St El  
School: Street Elementary Foster Youth Students Only: No

1 of 1 100% Find | Next

Los Angeles Unified School District  
No Show Report

Student ID	Student Name	Grade	Address	Contact Number	No Show Date	Processed Date	Processing Error	Next School	Entry Date	Foster Youth	Withdrawal Date
------------	--------------	-------	---------	----------------	--------------	----------------	------------------	-------------	------------	--------------	-----------------

3. If student record was processed as No Show, there will be a date in the Processed Date for the student. If student record was not processed as No show, the Processed Date for the student will be blank, and a message will be displayed under Processing Error.
4. A student will not be processed as No Show if student has been marked “present” at least once or if teacher did not submit attendance for the student. For these students, confirm that the student is a No Show by doing the following:
  - a. Verify student’s attendance with the teacher. If student was incorrectly marked as present, change the record to absent for all applicable days.
  - b. If teacher did not submit attendance, but confirms that student has not been in attendance, update student record to absent for all applicable days.
  - c. Process the student again as a No Show. To do this, delete the student’s first No Show record by clicking on the delete icon of the No Show record, then follow the No Show Process.

Enrollment	Attendance	Academics	Support	Services	Census	Miscellaneous	Letters
View No Show							
+ Add new record							Refresh
School Name	School Year	Grade Level	No Show Date	Created By	Created Date	Processed Date	Delete
Street Elementary	2015-2016	2	08/18/2015	m620	08/31/2015		X

5. Run the No Show report the following day and ensure that all students marked as No Show are processed (i.e., all students should have a date in the Processed Date column).

### C. Check that students are scheduled.

1. A student who is not assigned to a class is excluded from the school’s enrollment count. To see a list of students who are enrolled but are not scheduled into a class, check the exception report



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

of the statistical report. These students will have an exception code of W8 (No Schedule) or W14 (Students with No Schedule Ever).

School may also run the Students Without Schedules Report. The path to this report is: Reports > Master Scheduling > Other > Students Without Schedules Report.

Complete the parameter screen, then click on View Report to open the report.

ESC	School Name	Location	Total Students
C	Street Elementary	1	2

- The number of students without schedules will display in the Total Students box. To see the list, click on the number of students (in the example above, click on 2). Then click on the export icon to download report to PDF, Excel, or other format (see below).

District ID	Last Name	First Name	Middle Initial	Grade Level	School Term	Entry Date	Exit Date
-------------	-----------	------------	----------------	-------------	-------------	------------	-----------

- Determine why students on the list are not scheduled to a class, then make the necessary corrections to the students' records. For example, if student has not been in school, process student as a No Show.
- D. Review the Classification or Statistical Report's Exception Report and make necessary corrections to the students' records. Resolve the following exceptions as soon as possible: ER1, ER2, ER3, ER4, ER8, W4, W8, and W10. See page 11 of this document for more information on the exception codes.
- E. The following tools are available to assist schools in reviewing their enrollment data to increase accuracy:
- Norm Day Enrollment Dashboard – review the records of students presented in the following Adjustment tiles: Age Ineligible, Absences (possible No Show students), and Duplicates. In addition, review the student records in the Special Day tile and Expanded TK tile to make sure that students in these categories are correctly placed. Correct information in MiSiS, as necessary.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

2. Certify – review the records of students identified in each of the Rules, and resolve accordingly by updating records in MiSiS.

### Secondary Schools

- A. Generate a classification report using the “As of Date” option, and select the current date. The report will generate the 1-page classification report and the classification roster. Currently, the classification exception report is not available for secondary schools.

Review the classification report for the following:

1. Reasonableness of counts. See if the enrollment counts, which are displayed by grade level and SDP, reflect expected counts. If not, review the classification roster, which provides student level detail for the counts reported on the classification report. On the classification roster, the students are grouped by grade level, then listed by instructional program (i.e., General Education vs. Special Day Program).
2. Special Day Program (SDP) students. The students counted as SDP are those whose attendance category is “SDP” for the current school year. Attendance Category is one of the selections in the Enrollment tab of a student’s record. Students will be automatically assigned an Attendance Category of “SDP” if, according to the Welligent system, the student’s “Percent Outside General Education” is 50% or more. In MiSiS, this percentage is in the field labeled “Percent Time in SPED” which is under Services, then Special Education (see screen shot below). If the percentage is incorrect, contact your LRE Specialist.

The screenshot displays the MiSiS student record interface. The top navigation bar includes tabs: Enrollment, Attendance, Academics, Support, Services, Census, Miscellaneous, and Letters. The Services dropdown menu is open, showing options: Section 504, Academic Intervention, Alerts, English Learner, Gifted and Talented, Special Education (highlighted with a red box), Title I, and Schools for Adv. Studies. The Special Education Summary section is visible below, containing fields for IEP Case Manager, Eligibility, RSP Service, Percent Time in SPED (highlighted with a red box and showing the value 59), Behavior Support Plan, Future School per IEP, Program Type, Curriculum Type, Setting Type, Transportation, and Future Change Date per IEP.

Special Education Pertinent Dates	
Eligible for Special Education Services:	YES
Date of Initial IEP Team Meeting:	6/10/2009
Date of Present Meeting:	2/16/2017
Annual Review to be Conducted by:	2/16/2018
Three year Review or Evaluation was Conducted on:	2/26/2015
Next Scheduled IEP:	2/16/2017
IEP Exit Reason:	

Special Education Summary	
IEP Case Manager:	
Eligibility:	SLD
RSP Service:	NO
Percent Time in SPED:	59
Behavior Support Plan:	No
Future School per IEP:	
Program Type:	SLD
Curriculum Type:	GE
Setting Type:	special
Transportation:	NONE
Future Change Date per IEP:	



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

3. Non-ADA students. A District student who is scheduled for 1 class only (e.g., student who only needs 1 class to graduate), as well as a non-District student who enrolls for one or two classes only at a District school while enrolled full-time at a non-District school (e.g., private school, NPS school, etc.) must be designated as “Non-ADA” in their Attendance Category. This does not apply to Continuation school students or students in full-time independent study program.

To set the attendance category, follow instructions below:

- a. Select Attendance Category from the Enrollment tab.
- b. Click on “Add new record.”

A screenshot of a software interface showing a sidebar menu under the 'Enrollment' tab. The menu items are: Student Information, Parent/Guardian Info, Contact Information, Military Family Members, Other Family Members, Attendance Category (highlighted with a red box), Enrollment History, Summer School, and Withdrawal History.

A screenshot of the 'Attendance Category' section in the software. It shows a header with 'Enrollment' and 'Attendance' tabs. Below the header is a section titled 'Attendance Category' containing a button labeled '+ Add new record' (highlighted with a red box), a text field for 'School Name', and a message 'No records to display.'

- c. Click on the calendar icons to enter the Begin Date and End Date. Select the student’s cohort enrollment date as the Begin Date and the school year end date or semester end date, whichever is appropriate, as the End Date. Click on Save.

A screenshot of a dialog box titled 'Add New Attendance Category'. It contains three fields: 'Attendance Category' with a dropdown menu set to 'Non ADA', 'Begin Date' with a text field containing '8/15/2017' and a calendar icon, and 'End Date' with a text field containing '12/15/2017' and a calendar icon. At the bottom are 'Save' and 'Cancel' buttons.

4. Student with grade level outside grade configuration. Review record of student reported on a grade level outside the school’s grade configuration. For example: an 8<sup>th</sup> grader reported on a high school classification report. Correct the student’s record, as necessary.





## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

### B. Check that No Show students are processed as no shows.

School staff should flag students who have not been in attendance as No Show. By flagging the student as No Show, schools will not need to withdraw the student. No Show students will be deleted from the school's current year enrollment through a nightly process.

1. Follow the instructions for the No Show Process.
2. To see the list of students whose records were deleted through the No Show process, run the No Show Report.

The path to this report is Reports > Enrollment > No Show Report.

Complete the parameter screen, then click on View to open the report. Click on the export icon to download report to PDF, Excel, or other format.

No Show Report									
School Year: 2015-2016									
Senior High									
Student ID	Last Name	First Name	Middle Name	Grade	Address	Contact Number	No Show Date	Processed Date	Processing Error

3. If student record was processed as No Show, there will be a date in the Processed Date for the student. If student record was not processed as No show, the Processed Date for the student will be blank, and a message will be displayed under Processing Error.
4. A student will not be processed as No Show if student has been marked “present” at least once or if teacher did not submit attendance for the student. For these students, confirm that the student is a No Show by doing the following:
  - a. Verify student’s attendance with the teachers. If student was incorrectly marked as present, change the record to absent for all applicable days and periods.
  - b. If teacher did not submit attendance, but confirms that student has not been in attendance, update student record to absent for all applicable days and periods.
  - c. Process the student again as a No Show. To do this, delete the student’s first No Show record by clicking on the delete icon of the No Show record, then follow the No Show Process.





## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

Enrollment	Attendance	Academics	Support	Services	Census	Miscellaneous	Letters
View No Show							
+ Add new record							
Refresh							
School Name	School Year	Grade Level	No Show Date	Created By	Created Date	Processed Date	Delete
Street Elementary	2015-2016	2	08/18/2015	m620	08/31/2015		X

5. Run the No Show report the following day and ensure that all students marked as No Show are processed (i.e., all students should have a date in the Processed Date column).

### C. Check that students are scheduled.

1. A student who is not assigned to a class is excluded from the school's enrollment count. To see a list of students who are enrolled but are not scheduled into a class, check the exception report of the statistical report. These students will have an exception code of W8 (No Schedule) or W14 (Students with No Schedule Ever).

School may also run the Students Without Schedules Report. The path to this report is:  
Reports > Master Scheduling > Other > Students Without Schedules Report.

Complete the parameter screen, then click on View Report to open the report.

The screenshot shows the MSS interface with the 'Students Without Schedules Summary Report' displayed. The left sidebar shows the navigation tree with 'Master Scheduling' and 'Students Without Schedules Report' highlighted. The main area shows the report parameters: Educational Service Center (E), Campus (SH), Schools (Senior High - 1 01), and As of Date (8/18/2015). The report title is 'Students Without Schedules Summary Report'. The data is as of 8/29/2015 4:10:43 PM. The table shows the following data:

ESC	School Name	Location	Total Students
E	Senior High	8871	11

2. The number of students without schedules will display in the Total Students box. To see the list, click on the number of students (in the example above, click on 11). Then click on the export icon to download report to PDF, Excel, or other format.

The screenshot shows the 'Students without Schedules for School: Senior High - Detail' report. The left sidebar shows the navigation tree with 'Master Scheduling' and 'Students Without Schedules Report' highlighted. The main area shows the report parameters: Educational Service Center (E), Campus (SH), Schools (Senior High - 1 01), and As of Date (8/18/2015). The report title is 'Students without Schedules for School: Senior High - Detail'. The data is as of 8/29/2015 4:16:12 PM. The table shows the following data:

District ID	Last Name	First Name	Middle Initial	Grade Level	School Term	Entry Date	Exit Date
00000000	STUDENT	NAME					



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

3. Determine why students on the list are not scheduled to a class, then make the necessary corrections to the students' records. For example, if student has not been in school, process student as a No Show.
- D. Review the Statistical Report's Exception Report and make the necessary corrections to the students' records. Resolve the following exceptions as soon as possible: ER1, ER5, ER7, ER8, W7, and W8. See page 11 of this document for more information on the exception codes.
- E. The following tools are available to assist schools in reviewing their enrollment data to increase accuracy:
1. Norm Day Enrollment Dashboard – review the records of students presented in the following Adjustment tiles: Absences (possible No Show students), Enrolled in One Course (possible scheduling issues), and Duplicates. In addition, review the student records in the Special Day tile to make sure that students in this category are correctly placed. Correct information in MiSiS, as necessary.
  2. Certify – review the records of students identified in each of the Rules, and resolve accordingly by updating records in MiSiS.



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

## Exception Report

The Exception Report serves to alert school staff of student records with possible data issues which may need to be addressed in order for the classification report to have accurate data. The classification exception report is generated automatically with the elementary classification report. It is not currently available with the secondary classification report. However, secondary schools may run the statistical report to see the student records with exceptions.

This report lists each student with possible data issues and the applicable exception(s). For certain exceptions, the report will list each day to which the exception applies in the Date Range column. Below is a sample of the elementary classification Exception Report.

COST CENTER CODE: 1 01		ELEMENTARY CLASSIFICATION REPORT			LAUSD Budget Services Div			
Location Code:		M	Elementary		Local District: W			
As Of Date: 8/15/2017					Run Date and Time:			
EXCEPTION REPORT								
School Year: 2017-2018		LOS ANGELES UNIFIED SCHOOL DISTRICT						
Student ID	Student Name	Grade	Enrollment Date	End Date	Teacher	Exception	Date Range	Duplicate School
08 13M D		PK	8/15/2017	6/7/2018	C	ER2		
12 12F J		TK				ER4		
08 09M H		3				W14		
Exception codes								
Code	Description	Code	Description					
ER2	Pre-K in Non-Pre-K Courses	W5	Teacher assigned to an SDP & a regular section					
ER3	TK, K-6 in Non-TK, K-6 course	W6	No Show					
ER4	Ineligible, TK K-6	W8	No Schedule					

There are 2 types of exception codes—ER and W. Both of these types of exception codes may require action from school staff to resolve. The difference between these two codes lies in the manner in which student data is treated for the Classification Report or the Statistical Report. The exception code ER generally results in the exclusion of the student from the reports. The exception code W, on the other hand, generally does not.

Below is the list of Exception Codes—7 ERs and 12 Ws. These are the same exception codes that the statistical report's exception report uses. Note that not all exceptions apply to both Elementary and Secondary schools.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

Exception Code	Description <i>Remarks</i>	Effect on Classification Counts
ER1	Attendance Category is Non-ADA <i>If student is designated correctly as Non-ADA, ignore exception code. It is displayed for information purpose only; no action is required.</i>	excluded from counts
ER2	Grade level PK assigned to non-Pre-K course <i>Determine which is incorrect—the grade level or the course—then correct record accordingly. Contact MiSiS HelpDesk to remove/invalidate the incorrect section enrollment.</i>	excluded from counts
ER3	Elementary grade levels (TK-6) assigned to non-elementary course(s) <i>Check section assignments. Student may have been enrolled in a Pre-K course, a Homeroom, or other non-elementary course. Assign student to the correct course, then contact HelpDesk to remove/ invalidate the incorrect section.</i>	excluded from counts
ER4	Ineligible – student whose 5 <sup>th</sup> birthday is between December 3 and June 30, and is enrolled in grade level higher than TE. It is also a student whose 5 <sup>th</sup> birthday is after June 30. <i>Determine which is incorrect—date of birth or grade level—then correct record accordingly.</i>	included in counts
ER5	Continuation HS student enrolled in multiple programs <i>A student may be in one attendance-generating program only. A student may only be in Regular Education or Work Experience or Independent Study at any given date.</i>	excluded from counts
ER7	Grade level outside school's grade configuration <i>For example, a middle school with a student assigned to 9<sup>th</sup> grade, or a high school with a student assigned to 8<sup>th</sup> grade.</i>	excluded from counts
ER8	6 <sup>th</sup> grader of span schools assigned to incorrect course <i>Span schools decide whether to report their 6<sup>th</sup> grade cohort as elementary or secondary. If a 6<sup>th</sup> grade student is scheduled contrary to school's decision, the exception is assigned. For example: School decides that 6<sup>th</sup> graders are secondary students. If a group of 6<sup>th</sup> graders are scheduled as elementary with elementary course, these students will have an exception.</i>	excluded from counts
W1	Attendance outside allowed boundary of section enrollment <i>Attendance record exists before section enrollment start date or after section end date. This would require invalidation of the attendance record. Contact MiSiS HelpDesk for assistance.</i>	included in counts within section enrollment dates
W2	More than one school <i>Student has section enrollment(s) at the school of enrollment as well as at another school. Student is counted only at the school of enrollment.</i>	included in counts



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

Exception Code	Description <i>Remarks</i>	Effect on Classification Counts
W3	Student is scheduled for less than minimum day. <i>This exception is applied to each day that a student's class schedule does not meet the minimum day requirement.</i>	excluded from counts on days when exception applies
W4	Age-ineligible <i>TK-aged student enrolled in higher grade level.</i>	included in counts
W5	Teacher's class is assigned to SDP and non-SDP sections. <i>This is a scheduling error which needs to be corrected immediately as it results in the double counting of students.</i>	included in counts
W6	No Show <i>Student's E date is before first day of actual attendance. The exception applies to the absences before the actual first day of attendance. A new feature to be released in a few months will enable schools to change the cohort enrollment to the first record of attendance in the semester or school year, thereby resolving this exception..</i>	included in counts
W7	Secondary grade level with elementary course number. <i>Student's schedule includes a section assigned to an elementary course. Contact MiSiS HelpDesk to remove/invalidate incorrect section enrollment.</i>	included in counts
W8	No Schedule <i>Exception applies to the days when student is enrolled but has no assigned schedule in MiSiS.</i>	excluded in counts
W9	Schedule outside home school <i>Student does not have a schedule assigned at the school of enrollment, but section enrollment exists at another school.</i>	excluded in counts
W10	Student has overlapping enrollments in multiple sections <i>Begin and/or end dates of at least 2 sections overlap.</i>	included in counts
W11	Sections outside E and L dates <i>Section enrollment date(s) is before student's cohort enrollment (E) date or after withdrawal (L) date.</i>	included in counts only on days within cohort enrollment dates
W14	No schedule ever <i>Student has no section enrollment at all within the cohort enrollment start and end dates.</i>	excluded in counts

**INTEROFFICE CORRESPONDENCE**  
**Los Angeles Unified School District**  
**Budget Services and Financial Planning Division**

**TO:** K-12 Principals

**DATE:** August 16, 2017

**FROM:** Cheryl Simpson   
Director, Budget Services and Financial Planning Division

**SUBJECT: PRE-NORM TEACHER GROWTH PROCEDURES**

The District currently allocates pre-norm growth positions for general education teachers to support the instructional program prior to the finalization of Norm Day enrollment counts. Norm Day enrollment counts will be used to determine whether pre-norm growth positions will remain open or be closed. Pre-norm growth positions are not allocated for clerical, counseling, administrative, or any other enrollment-based allocations that are, by standard District practice, allocated after Norm Day enrollment counts are validated.

**Pre-Norm Growth Based On Week 4**

Pre-norm growth teacher positions will be allocated to schools based on Week 4 data. A manual review process for adjustments will be applied to the adjusted counts from the Norm Enrollment Dashboard. In addition, specific pre-norm growth criteria will need to be met before growth is allocated.

**Manual Review Process for Adjustments**

A manual review is required to implement adjustment counts for the following items:

- Special Day Program (SDP)
  - Elementary section assignments as SDP versus General Education
  - Secondary attendance category as SDP versus General Education
- Duplicate students between schools
- Students without academic schedules
- Retroactive no shows processed after the Norm Day classification enrollment capture

**Pre-Norm Growth Criteria**

- To allow for a margin of error, enrollment growth must be exceeded by at least 5 students for the applicable grade group (e.g., for grade group K-3, the 4<sup>th</sup> teacher position would require 102 students, 5 students above the minimum threshold of 97).
- A growth in one grade group is not offset by a decline in another grade group (e.g., a growth in grade group K-3 with a decline in grade group 4-6 would not warrant a growth position).
- Each fund center, that is, home school, magnet center, other learning center (OLC), or dual language center (DLC), is normed separately. However, growth is considered across fund centers (e.g., growth at the home school but decline at the magnet center would not warrant a growth position).
- Pre-norm growth positions will be reduced by the number of ECAST appeal or off norm teacher positions previously granted that are contingent upon Norm Day (e.g., growth of 2 teachers minus 1 ECAST appeal would net to 1 additional position only).

- No other data issues are identified which would change the numbers on the Classification Report once corrected.

#### **Pre-Norm Growth Prior to Week 4**

Prior to Week 4, if a school has a confirmed growth in teacher position, the school may use their General Fund School Program dollars in Program 13027 to pay for a contracted pool teacher. If any such growth is later substantiated based on Week 4 or Norm Day enrollment counts, the school will be reimbursed with a growth position.

#### **Reminders**

1. Schools may appeal their Norm Day classification counts. The submission deadline for the appeal is September 22, 2017. See Reference Guide REF-1819.15, Norm Day and Classification Reports-Instructions and Schedules of Electronic Capture, for procedures.
2. Schools are only allowed to be one (1) teacher over by Week 4. Schools must be on norm by Norm Day.
3. Norm Day enrollment may be captured several times after September 15, resulting in multiple versions of the schools' Norm report (i.e., N, N1, N2, or N3). Schools should refrain from making retroactive changes until the final norm capture data is substantiated.

For questions regarding these procedures, please contact your Fiscal Specialist or Fiscal Services Manager.

c: Michelle King  
Scott Price  
John Walsh  
Local District Superintendents  
Administrators of Instruction  
Administrators of Operations  
Vivian Ekchian  
Sergio Franco  
Jose Cantu  
Frances Gipson  
Diane Pappas

INTEROFFICE CORRESPONDENCE  
LOS ANGELES UNIFIED SCHOOL DISTRICT  
Budget Services and Financial Planning Division

**TO:** K-12 Principals

**DATE:** August 16, 2017

**FROM:** Cheryl Simpson, <sup>CS</sup>Director  
Budget Services and Financial Planning Division

VK  
Vivian Ekchian, Associate Superintendent, Support Services  
Office of the Associate Superintendent, Support Services

**SUBJECT: NORM ENROLLMENT & STAFFING DASHBOARDS**

For the 2017-18 school year, two norm dashboards will be available to schools to monitor norm enrollment and norm staffing levels.

**Norm Enrollment Dashboard**

The Norm Enrollment Dashboard, which launched in 2016-17, helps schools monitor their enrollment and resolve data issues in a timely manner. For the 2017-18 school year, the upgraded dashboard enhances the user experience and improves data transparency. The dashboard displays enrollment counts from the first day of school through Norm Day and provides details of adjustments and warnings as follows:

- Adjustments:
  - Students with absences of 13 days or more
  - Age Ineligible students
  - Duplicated students
  - Students enrolled in one course
- Warnings:
  - Students with absences of 10 to 12 days
  - Unprocessed no shows

**Norm Staffing Dashboard**

New for this school year, the launching of the Norm Staffing Dashboard will help schools monitor their staffing levels. The dashboard will use adjusted norm enrollment counts from the Norm Enrollment Dashboard to calculate staffing allocations from the first day of school through Norm Day. Specifically, the dashboard will provide daily calculations for the following norm allocations:

- Teacher Positions (breakdown of teacher positions by enrollment grade group and the number of students to gain or lose a teacher position)
- Counselor Positions
- Administrator Positions (Principals, APSCS, and AP)
- Clerical Positions



Depending on the level of access, the Norm Enrollment and Staffing Dashboards will be accessible at the School Campus, Local District, Central Office, or Human Resources level.

**It is important to note that the Norm Enrollment and Staffing Dashboards data are preliminary until posted as Final 2017-18 Norm Data by Budget Services. In addition, the dashboards are for General Education Program school resources and does not include resources for the Special Education Program.**

Attached is a user guide to access and navigate the Norm Enrollment Dashboard and Staffing Dashboard at the school campus level. For assistance, please contact your Fiscal Specialist or Fiscal Services Manager.

c: Michelle King  
Alma Peña-Sanchez  
Scott Price  
John Walsh  
Frances Gipson  
Local District Superintendents  
LD Administrators of Instruction  
LD Administrators of Operations  
Diane Pappas  
Shahryar Khazei  
Jose Cantu  
Sergio Franco  
Karla Gould  
Fiscal Services Managers  
Fiscal Specialists

# **Quick Start Guide to the Norm Enrollment and Staffing Dashboards for School Users**



For the 2017-18 school year, two norm dashboards are available to schools to monitor norm enrollment and norm staffing levels:

- Norm Enrollment Dashboard** – The Norm Enrollment Dashboard was launched in 2016-17 to help schools monitor their enrollments and resolve data issues in a timely manner. For the 2017-18 school year, the dashboard has been upgraded to enhance the user experience and improve data transparency. The dashboard displays classification enrollment counts, adjustment counts, norm enrollment counts, and warning counts from the first day of school through Norm Day.
- Norm Staffing Dashboard** – New for this school year, the Norm Staffing Dashboard helps schools monitor their staffing levels. The dashboard uses adjusted norm enrollment counts from the Norm Enrollment Dashboard to calculate teacher, administrator, counselor, and clerical allocations from the first day of school through Norm Day.

Information from the Norm Enrollment and Staffing Dashboards is preliminary until posted as Final 2017-18 Norm Data by Budget Services.

This *Quick Start Guide to the Norm Enrollment and Staffing Dashboards for School Users* describes the components of the dashboards and how to navigate them, including these topics:

- **Access the Dashboards** .....2
- **Navigate the Norm Enrollment and Staffing Subject Page** .....4
- **How to Use the Navigational Bar**.....5
- **Icon Glossary** .....5
- **Navigate the Norm Enrollment Dashboard** .....8
  - **Norm Enrollment Dashboard Cont'd** ..... 9
  - **Norm Enrollment Dashboard Cont'd** .....10
- **Navigate the Norm Staffing Dashboard** .....11
- **Whom to Contact for Support** .....12

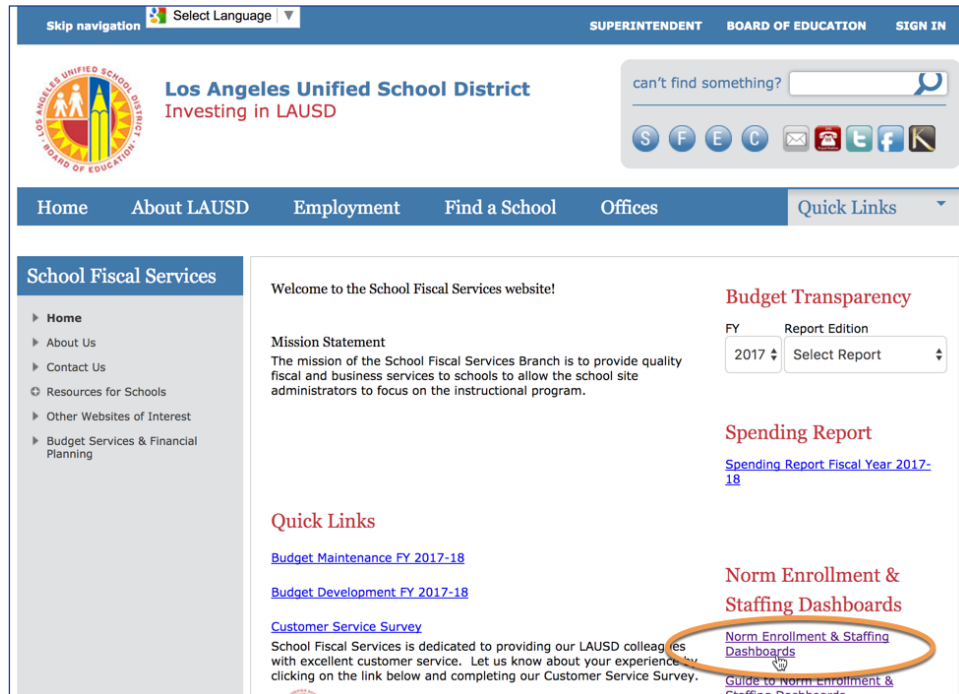
## Access the Dashboards

The Norm Enrollment and Staffing Dashboards can be accessed from the home pages of the following websites:

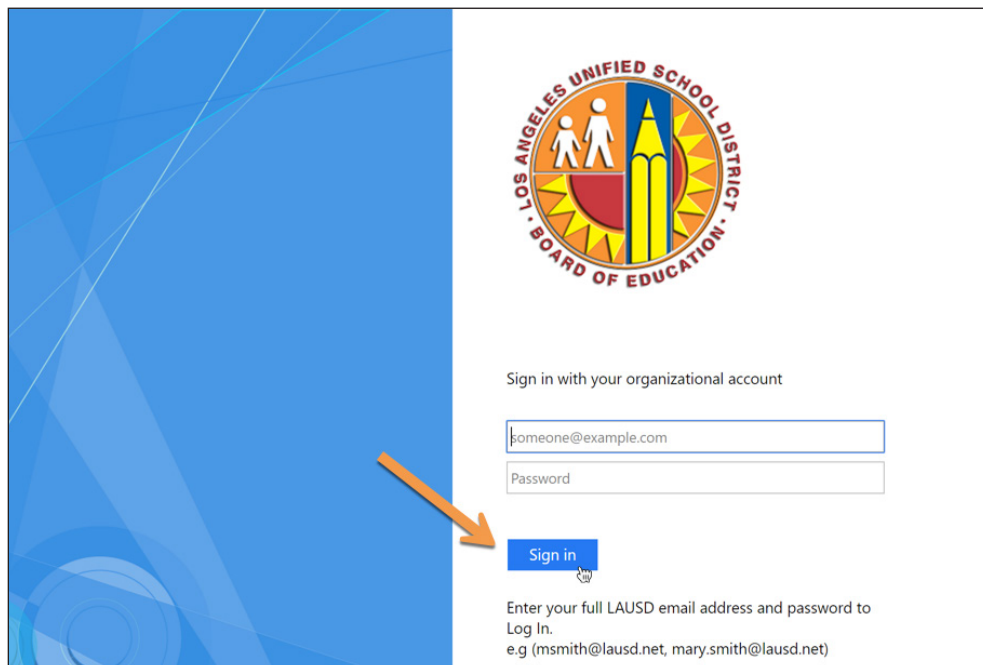
- Budget Services and Financial Planning Division - <https://achieve.lausd.net/Page/431>
- School Fiscal Services Division - <https://achieve.lausd.net/Page/794>
- Human Resources - <https://achieve.lausd.net/hr>

1. On the web page, click the link to the **Norm Enrollment and Staffing Dashboard**.

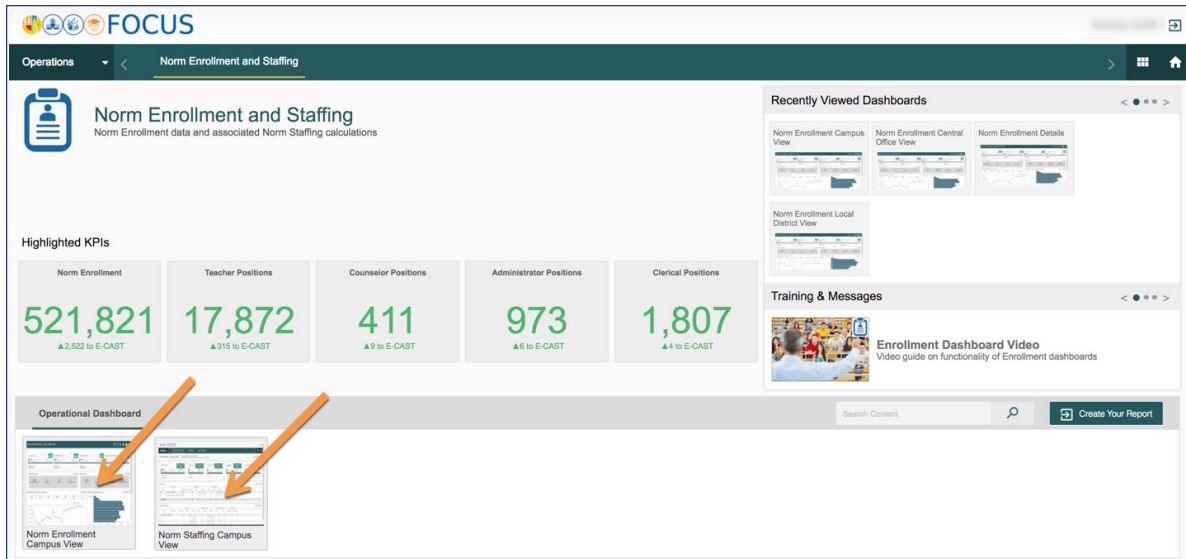
**Note:** The School Fiscal Services Division website is shown in the example below.



2. Log into Focus by entering your full **LAUSD email address** (including @lausd.net) and your single sign on (SSO) **Password**. Then, click **Sign In**.



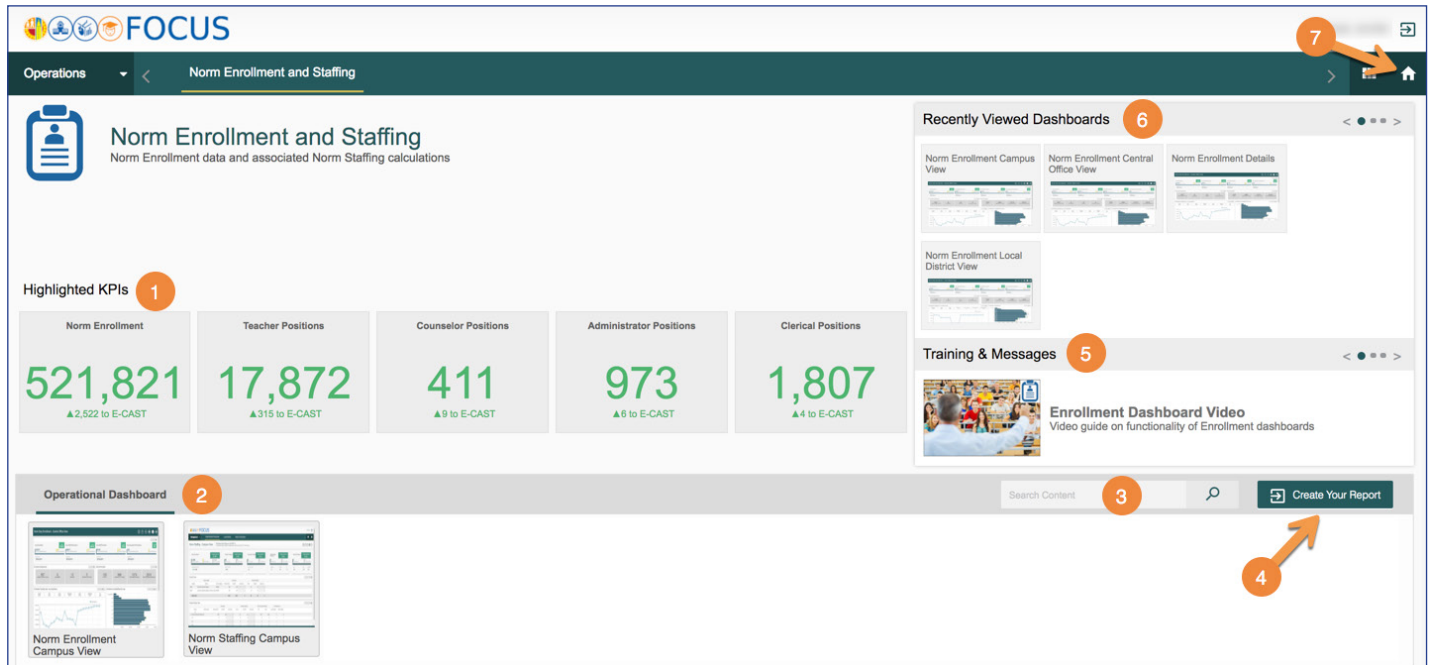
- After logging in, you will be taken to the Norm Enrollment and Staffing Subject Page. At the bottom of the page under **Operational Dashboards**, click the name of the dashboard to open it, either **Norm Enrollment Campus View** or **Norm Staffing Campus View**.





## Navigate the Norm Enrollment and Staffing Subject Page

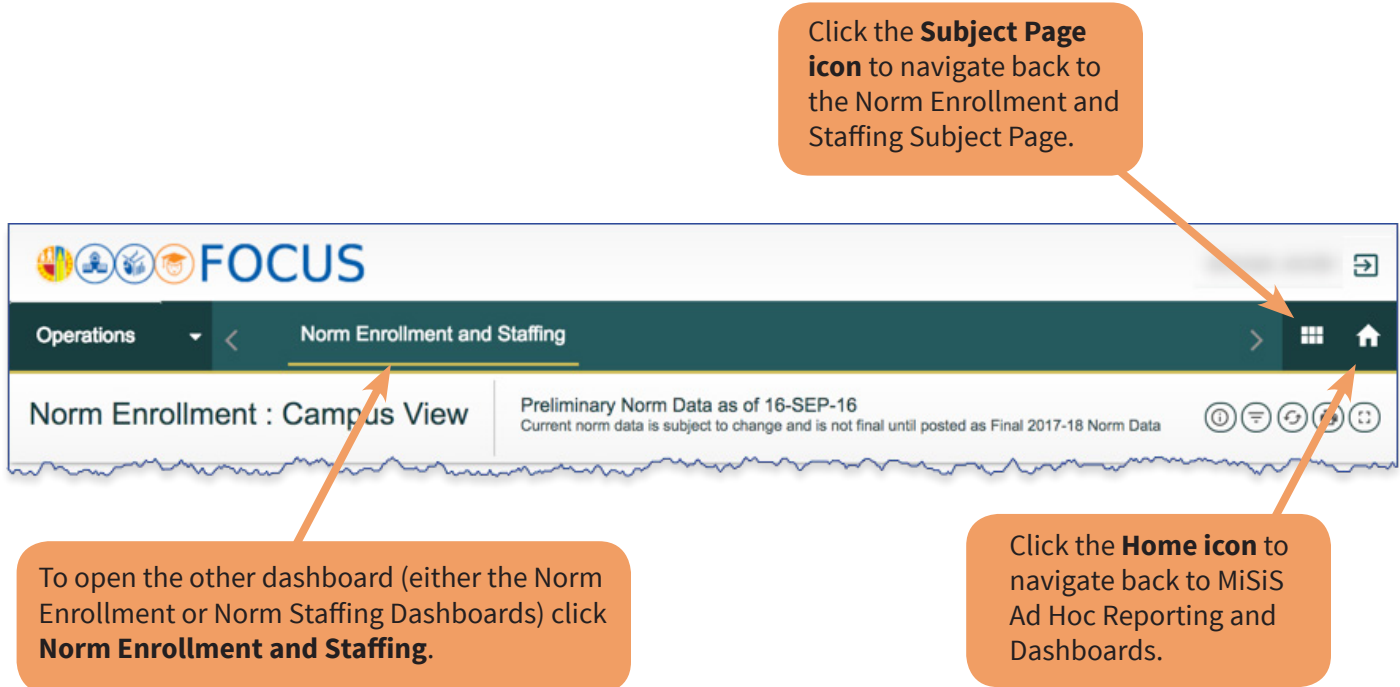
The purpose of the Subject Page is to provide a list of all available dashboards within the subject, as well as the related metrics to which users should pay attention.



#	DESCRIPTION
1	In the <b>Highlighted KPIs</b> section, review metrics related to the selected subject.
2	In the <b>Operational Dashboards</b> section, click <b>Norm Enrollment Campus View</b> or <b>Norm Staffing Campus View</b> to open the dashboards. (Note: Users will only see the dashboards to which their role grants access).
3	Use the <b>Search Bar</b> to search the entire application.
4	Click <b>Create Your Report</b> to create one from scratch.
5	Watch training videos or review job aids and release notes in the <b>Training &amp; Messages</b> section.
6	Access the dashboards you visit most often in the <b>Recently Viewed Dashboards</b> section. Click the arrows to scroll through the list. (Updated nightly)
7	Click the <b>Home icon</b> to return to MiSiS Ad Hoc Reporting and Dashboards.

## How to Use the Navigational Bar

The navigational bar can be found at the top of the screen on the Norm Enrollment and Norm Staffing Dashboards.



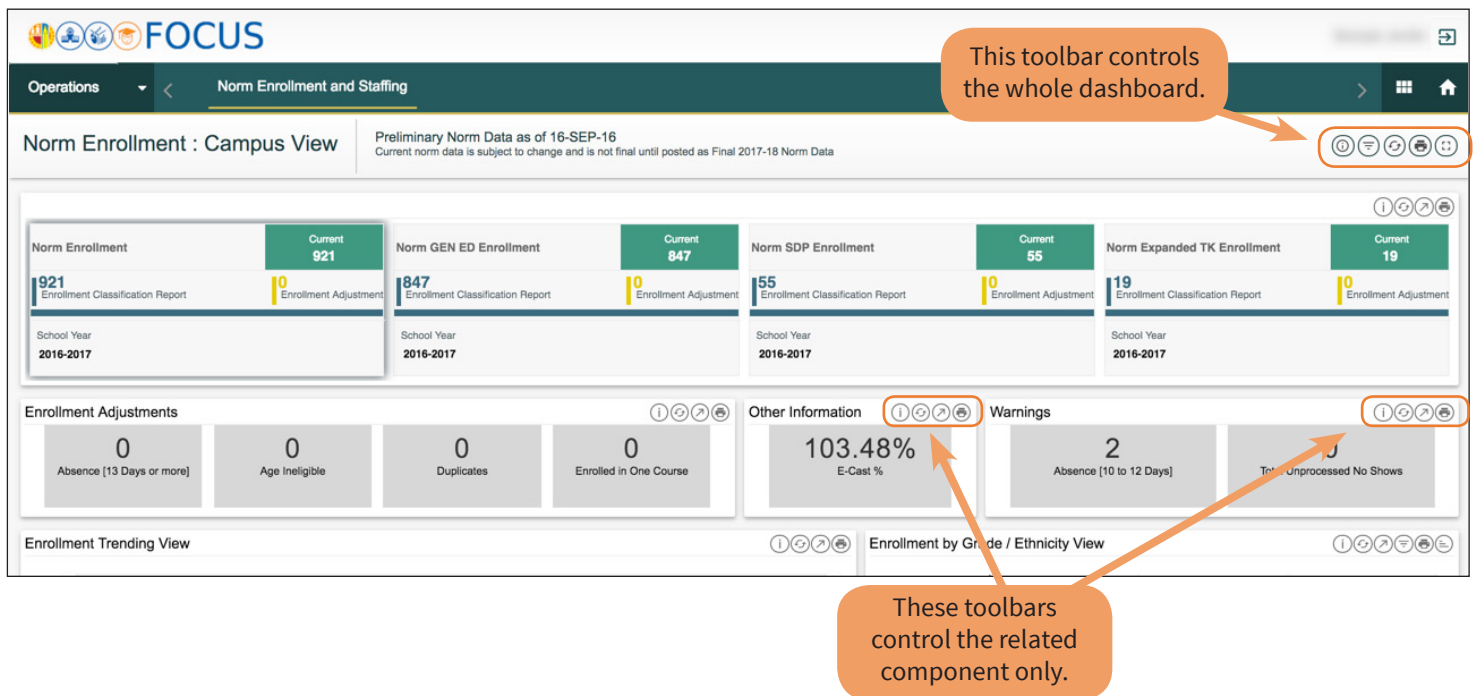
Click the **Subject Page icon** to navigate back to the Norm Enrollment and Staffing Subject Page.

To open the other dashboard (either the Norm Enrollment or Norm Staffing Dashboards) click **Norm Enrollment and Staffing**.

Click the **Home icon** to navigate back to MiSiS Ad Hoc Reporting and Dashboards.

## Icon Glossary

Focus displays many icons throughout the application, with the majority in toolbars. Both dashboards consist of multiple sets of toolbars. One toolbar controls the entire dashboard, located at the top right corner of the screen, and there are other toolbars throughout the dashboard that control each component individually. See the image below for an example, and refer to the next page for definitions of each tool icon on the dashboards.



















This toolbar controls the whole dashboard.

These toolbars control the related component only.

Norm Enrollment	Current	Norm GEN ED Enrollment	Current	Norm SDP Enrollment	Current	Norm Expanded TK Enrollment	Current
921	921	847	847	55	55	19	19
Enrollment Classification Report	0	Enrollment Classification Report	0	Enrollment Classification Report	0	Enrollment Classification Report	0
School Year		School Year		School Year		School Year	
2016-2017		2016-2017		2016-2017		2016-2017	

Enrollment Adjustments				Other Information	Warnings
0	0	0	0	103.48%	2
Absence [13 Days or more]	Age Ineligible	Duplicates	Enrolled in One Course	E-Cast %	Absence [10 to 12 Days]

ICON	HOVER TEXT	ACTION PERFORMED
	<b>Logout</b>	Logout of Focus.
	<b>Return to Subject Page</b>	Return to the Subject Page you were previously on.
	<b>Return to Welcome Page</b>	Return to the Welcome Page.
	<b>Info (Dashboard Toolbar)</b>	View help information related to the current dashboard.
	<b>Filter (Dashboard Toolbar)</b>	Reveal options for modifying the data displayed on the dashboard. Use the Filters to narrow the set of students displayed in the dashboard. Available filters vary by dashboard.
	<b>Refresh (Dashboard Toolbar)</b>	Refresh the data on the dashboard.
	<b>Print (Dashboard Toolbar)</b>	Print the dashboard as it is currently displayed on the screen.
	<b>Full Screen</b>	Remove the header and display the dashboard full screen.
	<b>Info (Component Toolbar)</b>	View help information for the component.
	<b>Refresh (Component Toolbar)</b>	Update the data in the component, retaining all filters applied.
	<b>Maximize</b>	Display the component on the entire browser screen.
	<b>Filter (Component Toolbar)</b>	Reveal options for modifying the display of the component; click a filter name to display the list in a different configuration. Available filters vary by component.

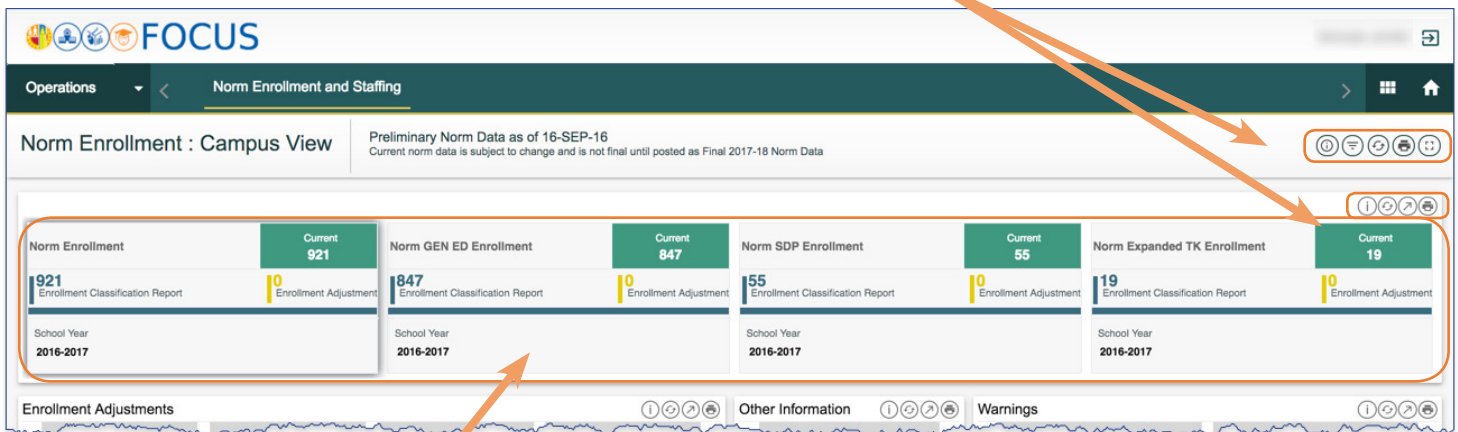
ICON	HOVER TEXT	ACTION PERFORMED
	<b>Export</b>	Export the component to an Excel, CSV, or PDF file.
	<b>Print (Component Toolbar)</b>	Print the component.
	<b>Sort</b>	Toggle between sorting the list in the component from best to worst or worst to best.
	<b>Minimize</b>	Minimize the component to display the full dashboard again.

## Navigate the Norm Enrollment Dashboard

The Norm Enrollment Dashboard captures daily enrollment data and applies adjustments to the data to arrive at the norm enrollment used for staffing schools.

**Note:** Data on the dashboard is defaulted to the latest capture date unless the dashboard is filtered for a different date. Use the dashboard toolbar to filter the dashboard for another capture date.

Use the **dashboard toolbar** at the top of the page to control the whole dashboard, or use a **component toolbar** to control only that component. For more info, see page 5.



Click a **performance summary** to filter the dashboard to display only the data in that summary. See below for descriptions of all performance summaries.

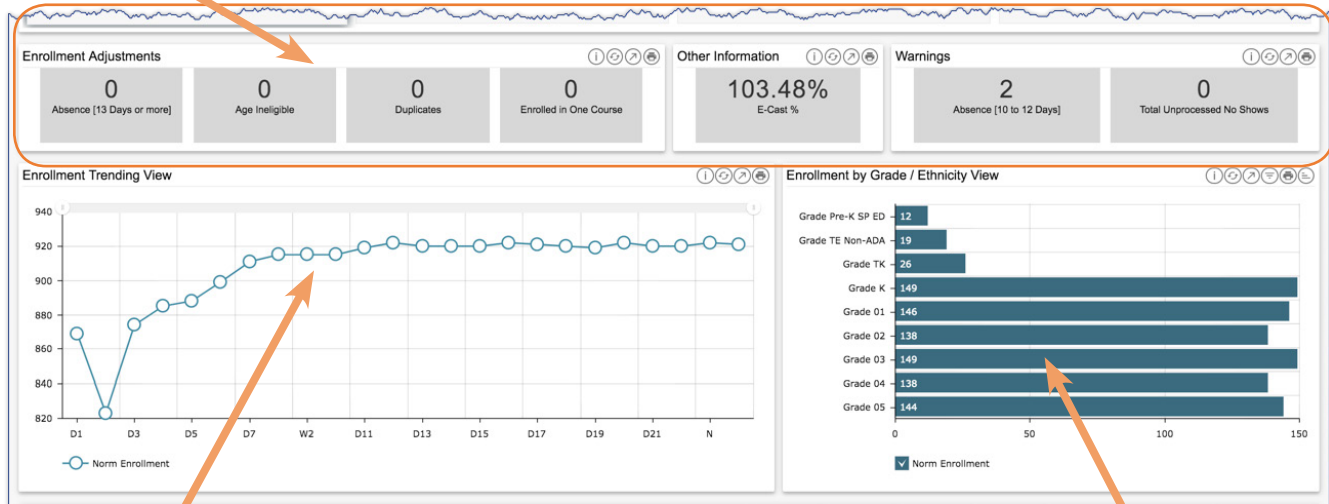
PERFORMANCE SUMMARY	DESCRIPTION
<b>Norm Enrollment</b>	Count of students enrolled from Grade TE (Expanded Transitional Kindergarten) to Grade 12, including Special Day Program (SDP) students.
<b>Norm GEN ED Enrollment</b>	Count of students enrolled from Grade TK to Grade 12, excluding Special Day Program (SDP) and Expanded TK students (TE).
<b>Norm SDP Enrollment</b>	For Elementary, this is the count of students enrolled in Special Day Program classes. For Secondary, this is the count of students whose "Percent Outside General Ed" is 50% or more.
<b>Norm Expanded TK Enrollment</b>	Count of students enrolled in Grade TE

Each tile has three components:

- Enrollment Classification Report** – Enrollment counts from the classification report
- Enrollment Adjustments** – Enrolled students to be deducted from Enrollment count. This is the sum of all adjustments: Duplicates, Absences, Enrolled in 1 course, and Age Ineligible
- Norm Enrollment** – Count of students enrolled from Grade TE to Grade 12, including Special Day Program students (SDP) minus total Enrollment Adjustments

## Norm Enrollment Dashboard Cont'd

See below for descriptions of all performance tiles.



The **Enrollment Trending View** displays the total norm enrollment from the first day of school through Norm Day.

The **Enrollment Grade/Ethnicity View** displays the ethnic breakdown by grade level for the selected capture date.

### Enrollment Adjustments

Enrollment adjustments are applied to the classification enrollment counts, which include the following:

PERFORMANCE TILE	DESCRIPTION
<b>Absence [13 Days or more]</b>	Students with absences of 13 days or more from the enrollment date through Norm Day
<b>Age Ineligible</b>	Students enrolled as Kindergarten (K) or Transitional Kindergarten (TK) but turn 5 years old after December 2, 2017 or students enrolled as Expanded Transitional Kindergarten (TE) but turn 5 years old after June 30, 2018
<b>Duplicates</b>	Students who have more than one enrollment record
<b>Enrolled in One Course</b>	Students enrolled in one course only

### Other Information

PERFORMANCE TILE	DESCRIPTION
<b>E-Cast %</b>	Percentage of total norm enrollment to total E-CAST enrollment

### Warnings

PERFORMANCE TILE	DESCRIPTION
<b>Absence [10 to 12 Days]</b>	Students with absences of 10-12 days from the enrollment date through Norm Day. These students are within 1-3 additional absences of being deducted from the enrollment count.
<b>Total Unprocessed No Shows</b>	Students flagged as no show in MiSiS by a school but the no show cannot be processed by the system because the students have a record of attendance, etc.



## Norm Enrollment Dashboard Cont'd

The **School Details Report** provides a summary of the classification enrollment, adjustments, and the net or norm enrollment for each school on the campus (that is, home school, magnet center, other learning center, or dual language center). School Details are available for each of the following performance items:

- Enrollment Details
- Absence Days 13 or More
- Age Ineligible
- Duplicate Enrollment
- Enrolled in One Course
- E-CAST %
- Warning: Absence [10 to 12 Days]
- Warning: Total Unprocessed No Shows

Click these buttons to switch between the different **performance items**.

School Details								
<div> <a href="#">Enrollment Details</a> <a href="#">Absence Days 13 or More</a> <a href="#">Age Ineligible</a> <a href="#">Duplicate Enrollment</a> <a href="#">Enrolled in One Course</a> <a href="#">E-CAST %</a> <a href="#">Warning Absence 10 to 12 Days</a> <a href="#">Warning Unprocessed No Shows</a> </div>								
Norm Enrollment								
LD	Campus Name	School Name	School Cost Center	School Number	School Type Description	Enrollment	Adjustment	Norm Enrollment
S	107th St El	107th Street Elementary	1585701	5857	Elementary School	836	0	836
S	107th St El	107th Street Elem Science/Tech/Engineering	1585702	5858	Magnet Center - Elementary	85	0	85
GRAND TOTAL						921	0	921

The **Student Details Report** provides a list of students enrolled at each school on the campus and displays any applicable adjustments or warnings for each student. The Student Details will only be displayed when a school is selected from the School Details. Student level details are available for each of the following performance items:

- Enrollment Details
- Total Adjustments
- Norm Enrollment
- Absence Days 13 or More
- Age Ineligible
- Duplicate Enrollment
- Enrolled in One Course
- Warning: Absence 10 to 12 Days
- Warning: Unprocessed No Shows

Click these buttons to switch between the different **performance items**.

Student Details																
<div> <a href="#">Enrollment Details</a> <a href="#">Total Adjustments</a> <a href="#">Norm Enrollment</a> <a href="#">Absence Days 13 or More</a> <a href="#">Age Ineligible</a> <a href="#">Duplicate Enrollment</a> <a href="#">Enrolled in One Course</a> <a href="#">Warning Absence 10 to 12 Days</a> <a href="#">Warning Unprocessed No Shows</a> </div>																
Norm Enrollment - (# of Students: 836)																
LD	Campus Name	School Name	School Cost Cent	District ID	Full Name(LNF)	Age	Grade Level	Master Plan Prog	Absent Days	Room Num Code	Teacher Employe	Teacher(LNF)	Student Primary F	Student Additiona	SDP Status Flag	Enrollment Date
S	107th St El	107th Street Elementary	1585701			9	02	El	1	41			White	No Data	N	8/16/2016
S	107th St El	107th Street Elementary	1585701			9	02	El	1	42			White	No Data	N	8/16/2016
S	107th St El	107th Street Elementary	1585701			9	02	El	0	42			White	No Data	N	8/16/2016
S	107th St El	107th Street Elementary	1585701			11	04	No Data	0	35			White	No Data	Y	8/16/2016
S	107th St El	107th Street Elementary	1585701			9	02	No Data	2	37			African American	No Data	N	8/16/2016
S	107th St El	107th Street Elementary	1585701			12	05	No Data	0	13			White	No Data	N	8/16/2016
S	107th St El	107th Street Elementary	1585701			7	00	No Data	5	46			African American	No Data	Y	8/16/2016
S	107th St El	107th Street Elementary	1585701			12	05	No Data	1	13			White	No Data	N	9/8/2016
S	107th St El	107th Street Elementary	1585701			12	05	No Data	0	13			White	No Data	N	8/16/2016
S	107th St El	107th Street Elementary	1585701			10	03	No Data	5	28			White	No Data	N	8/16/2016

Click **Next** and **Previous** to scroll through the pages on the report.

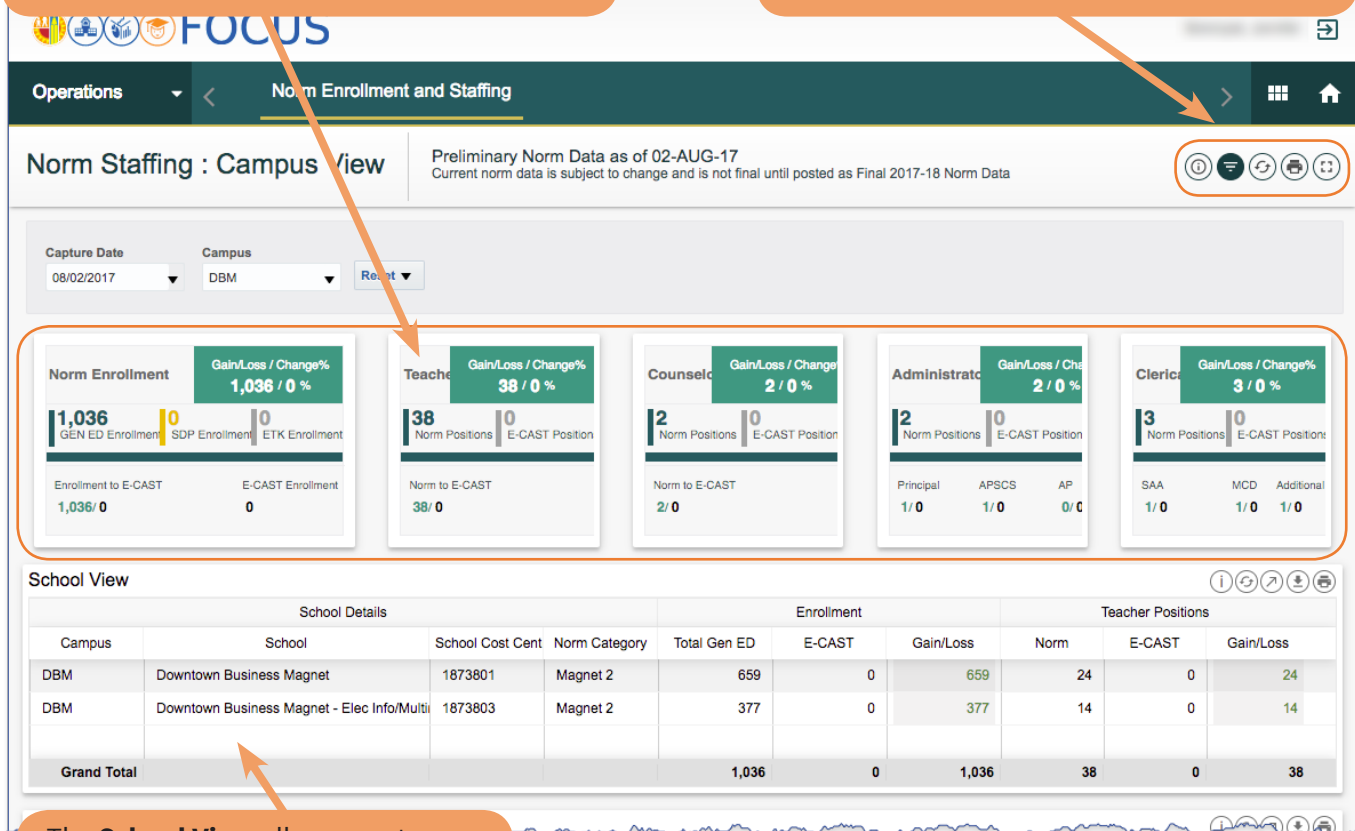
## Navigate the Norm Staffing Dashboard

The Norm Staffing Dashboard includes a comparison of ECAST with the selected capture date for student enrollment and staffing allocations. This dashboard uses adjusted norm enrollment counts from the Norm Enrollment Dashboard to calculate teacher, administrator, counselor, and clerical allocations from the first day of school through Norm Day.

**Note:** Data on the dashboard is defaulted to the latest capture date unless the dashboard is filtered for a different date. Use the dashboard toolbar to filter the dashboard for another capture date.

The tiles in the header of the dashboard provide the **Gain/Loss/Change data** regarding Norm Enrollment, Teacher, Counselor, Administrator and Clerical positions.

Use the **dashboard toolbar** at the top of the page to control the whole dashboard, or use a **component toolbar** to control only that component. For more info, see page 5.



The **School View** allows you to see the enrollment and teacher positions for all campuses to which you are assigned.

In the **Grade Groups View**, based on the type of school, Elementary, Middle, High School, you will be able to view the Grade Group enrollment for determining your norm teacher positions. In addition, there is a "Norm Enrollment Range" and "# of Students to" to determine if you are losing or gaining a position.

**Grade Groups View**

School	Grade Group	Enrollment			Teacher Positions			Norm Enrollment Range		# of Students to	
		Total Gen ED	E-CAST	Gain/Loss	Norm	E-CAST	Gain/Loss	Min	Max	Lose Position	Gain Positio
Downtown Business Magnet	9 to 12	659	658	1	24	24	0	657	665	3	:
Downtown Business Magnet - Elec Info/Multimedia Ma	9 to 12	377	377	0	14	14	0	374	401	4	:

Page 1 of 1

## Whom to Contact for Support

For questions about the **Norm Enrollment Dashboard**:

QUESTIONS OR ASSISTANCE NEEDED	WHOM TO CONTACT
Assistance on where to find the links and other information on Norm Enrollment Dashboard.	Fiscal Specialists assigned to your school
Age Ineligible students	Early Childhood Education - Telephone: (213) 241-0415: LD East      Ranae Amezcuita <a href="mailto:ramezqui@lausd.net">ramezqui@lausd.net</a> LD Northeast      Martha Borquez <a href="mailto:mlb6470@lausd.net">mlb6470@lausd.net</a> LD South      Ifetayo Ewing <a href="mailto:patricia.yeldell@lausd.net">patricia.yeldell@lausd.net</a> LD West      Dr. Cherise Roper <a href="mailto:cherise.roper@lausd.net">cherise.roper@lausd.net</a> LD Northwest      Desiree De Bond Vargas <a href="mailto:desiree.debond@lausd.net">desiree.debond@lausd.net</a> LD Central      Dr. Patricia Yeldell <a href="mailto:patricia.yeldell@lausd.net">patricia.yeldell@lausd.net</a>
Regarding % of program time outside General Education	Local District LRE Specialists assigned to your school
Secondary students enrolled in one course; Students enrolled but not scheduled in any classes	School Counselor

For questions about the **Norm Staffing Dashboard**, please contact the Specialist(s) in your Local District:

LOCAL DISTRICT	SPECIALIST	PHONE NUMBER	EMAIL ADDRESS
CENTRAL	WILLIAM MASIS	(213) 241-4580	<a href="mailto:william.masis@lausd.net">william.masis@lausd.net</a>
EAST	ELISE CHO	(213) 241-4193	<a href="mailto:esc8642@lausd.net">esc8642@lausd.net</a>
	EDWARD SALAZAR	(213) 241-4193	<a href="mailto:exs3827@lausd.net">exs3827@lausd.net</a>
NORTHEAST	DEBRA DILLARD	(213) 241-4950	<a href="mailto:debra.dillard@lausd.net">debra.dillard@lausd.net</a>
NORTHWEST	MIGUEL GARZA	(213) 241-6102	<a href="mailto:miguel.garza@lausd.net">miguel.garza@lausd.net</a>
SOUTH	CAROLYN CHANG	(213) 241-4550	<a href="mailto:cchang@lausd.net">cchang@lausd.net</a>
	DARVINA BRADLEY	(213) 241-2091	<a href="mailto:darvina.bradley@lausd.net">darvina.bradley@lausd.net</a>
WEST	KAREN CASTRO	(213) 241-5436	<a href="mailto:karen.castro@lausd.net">karen.castro@lausd.net</a>
	MICHAEL THOMPSON	(213) 241-2533	<a href="mailto:michael.a.thompson@lausd.net">michael.a.thompson@lausd.net</a>
SUPPORT SERVICES	OSCAR HERNANDEZ	(213) 241-6923	<a href="mailto:oherna2@lausd.net">oherna2@lausd.net</a>
SPECIAL ED/ ITINERANTS/PSA	CAROL SHIMIZU	(213) 241-2505	<a href="mailto:cms6440@lausd.net">cms6440@lausd.net</a>

For questions about technical issues, such as...

- School does not show in drop-down menu
- No data found
- Access denied to the dashboard

### **MiSiS Help Desk**

(213) 241-5200

Option 5, then option 2



# 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



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

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.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

### 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.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## POLICY BULLETIN

---

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
<b>Communication</b>	<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"><li>1. Contact family to offer support and obtain consent.<ol style="list-style-type: none"><li>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.</li><li>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.</li></ol></li></ol>



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

	<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 <a href="http://ccis.lausd.net">http://ccis.lausd.net</a>.</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>
--	--



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

<b>Logistics/ Operations</b>	<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"><li>1. Determine the number of crisis responders needed.<ol style="list-style-type: none"><li>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.</li><li>b. Consider the following factors when selecting crisis responders:<ol style="list-style-type: none"><li>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.</li><li>ii. Physical and emotional proximity to the event</li><li>iii. Recent trauma/loss or current coping skills being utilized by the affected individual(s).</li></ol></li><li>c. Language and cultural needs of the school community being served.</li></ol></li><li>2. Assess operational functions of the impacted school and implement temporary modifications to:<ol style="list-style-type: none"><li>a. Bell schedule</li><li>b. Transportation services</li><li>c. Food services</li><li>d. Substitutes for classroom coverage for impacted teachers</li><li>e. Safety/security - contact the Los Angeles School Police Department for additional support</li></ol></li><li>3. 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"><li>a. Incident Command Center</li><li>b. Communication Center</li><li>c. First Aid</li><li>d. Police Interviews/Investigations</li><li>e. Witnesses or others waiting to be interviewed</li><li>f. Triage/Crisis Counseling</li><li>g. Parent/Student Reunification</li></ol></li></ol>
----------------------------------	--



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

	<ul style="list-style-type: none"><li>h. Parent Center</li><li>i. Media Area/Center</li><li>4. Identify separate locations for triage and crisis counseling for students, staff and parents/guardians.</li><li>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.</li><li>6. Limit exposure to trauma by routing individuals away from crime scenes, managing media, and monitoring adult conversations.</li><li>7. Plan accommodations for students and/or staff who have access or functional needs (e.g., limited mobility, language, cognition or emotional challenges).</li></ul>
<b>Psychological Triage/Crisis Counseling</b>	<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"><li>1. Triage students, staff and other school community members to determine counseling needs.</li><li>2. Determine individual needs, based on physical and emotional proximity to the event, previous trauma/loss, or current coping skills.</li><li>3. Provide individual and group crisis counseling services, including Psychological First Aid, classroom interventions, and staff presentations.</li><li>4. Refer to District and/or community based resources, as needed. Use Attachment K, Parent Authorization for Release/Exchange of Information, as needed.</li><li>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 <a href="http://ccis.lausd.net">http://ccis.lausd.net</a> under Crisis Response).</li></ul>
<b>Incident Debriefing</b>	<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>





## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

	<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"><li>1. Review actions of the day.</li><li>2. Review the status of students and identify those who may need follow-up or additional services.</li><li>3. Identify effective components of crisis response and areas for improvement.</li><li>4. Plan for follow-up actions – next day/week/month.</li><li>5. Develop prevention/mitigation strategies for future incidents, including staff development/training.</li></ol>
<b>Documentation</b>	<ol style="list-style-type: none"><li>1. Document the incident in iSTAR as soon as practical. Update actions taken, as necessary.</li><li>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.</li></ol>
<b>Important Considerations</b>	<p>The following are important action items for consideration:</p> <ol style="list-style-type: none"><li>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"><li>a. Encourage parents/guardians to monitor Internet postings regarding the crisis.</li><li>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.</li><li>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).</li></ol></li><li>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</li></ol>



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

	<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"><li>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.</li><li>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.</li><li>Removing student work from the walls should be done when all the work is being replaced. Consider offering the work to the family.</li></ol> <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; <a href="#">BUL-1633 dated March 29, 2005</a>). The family of the</p>
--	---



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## POLICY BULLETIN

---

	deceased may choose to initiate a private fundraising activity, such as an online fundraising account.
--	--

### 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:



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

- 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.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

### 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



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

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.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

### 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





## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

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.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

### 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.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

[\*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.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

### **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](http://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 curriculum[www.redcross.org](http://www.redcross.org)
- Center for Mental Health Services, Substance Abuse and Mental Health Services Administration  
[www.samhsa.gov](http://www.samhsa.gov)
- U.S. Department of Homeland Security; educating the public on citizen preparedness in case of a national emergency  
[www.ready.gov](http://www.ready.gov)
- National Child Traumatic Stress Network  
[www.nctsnet.org](http://www.nctsnet.org)
- National Association of School Psychologists  
[www.nasp.org](http://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](http://www.aacap.org/publications/factsfam/disaster.htm)



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## POLICY BULLETIN

---

<b>BULLETIN INDEX:</b>	I.	Definitions	Page 1
	II.	Responsibilities of District Employees	Page 2
	III.	Multi-Tiered Crisis Response Team Model	Page 3
	IV.	Tier I: School Site Crisis Response	Page 3
	V.	Tier II: LD Crisis Response	Page 14
	VI.	Tier III: Central Office Crisis Response	Page 16
	VII.	Suspected Child Abuse	Page 17
	VIII.	Crisis Response in the Aftermath of a Death by Suicide	Page 18
	IX.	Threat Assessment and Management	Page 18
	X.	Confidentiality and Retaliation	Page 18
		Authority	Page 18
		Related Resources	Page 19
		Assistance	Page 22
		Bulletin Index	
		Attachment A – <i>Multi-tiered Crisis Response Flow Chart</i>	
		Attachment B – <i>School Site Crisis Team Chart (sample)</i>	
		Attachment C – <i>School Site Crisis Response Action Plan Checklist</i>	
		Attachment D – <i>Communication with Staff, Students, Parents/Guardians</i>	
		Attachment E – <i>Collaboration with Law Enforcement When a School Becomes a Crime Scene or Closed Area</i>	
		Attachment F – <i>Collaboration with Office of Communications</i>	
		Attachment G – <i>Crisis Counseling Referral Form</i>	
	Attachment H – <i>Student Sign-In Sheet</i>		
	Attachment I – <i>Confidential Crisis Counseling Log</i>		
	Attachment J – <i>Crisis Team Members/Responders Sign-In Sheet</i>		
	Attachment K – <i>Parent Authorization for Release/Exchange of Information</i>		
	Attachment L – <i>Crisis Management Spreadsheet Template (excel spreadsheet template on <a href="http://ccis.lausd.net">http://ccis.lausd.net</a>, under Crisis Response)</i>		
	Attachment M – <i>Local District Crisis Team List Template(excel spreadsheet template on <a href="http://ccis.lausd.net">http://ccis.lausd.net</a>, under Crisis Response)</i>		





LOS ANGELES UNIFIED SCHOOL DISTRICT  
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
<b>Incident Commander*</b> (Principal or designee)	Takes charge of crisis incident, verifies facts, contacts ESC, and coordinates all crisis response & intervention services.		
<b>Crisis Team Leader*</b>	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.		
<b>Public Information Officer (PIO)*</b> (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.		
<b>Psychological First Aid</b> (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.		
<b>First Aid/Medical</b> (School Nurse and assistants)	Triage and handles medical emergencies.		
<b>Security</b> (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.		
<b>Plant Manager</b> (Plant Manager & Custodial staff)	Secures school site.		
<b>Reunion Gate</b> (assign administrator/designee)	Organizes and inform parents of reunification procedures.		
<b>Logistics</b> (may include cafeteria manager, food services staff, & other staff)	Adjusts schedules and menus, as necessary.		
<b>Communications</b> (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](http://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
_____ Agency, Institution, or Department	Date of Birth: ____ / ____ / ____ Month      Day      Year
_____ Street Address	_____ Street Address
_____ City      State      Zip	_____ City      State      Zip

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

☐ Medical/Health      ☐ Speech & Language      ☐ Educational  
☐ Psychological/Mental Health      ☐ 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

\_\_\_\_\_ 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: \_\_\_\_\_

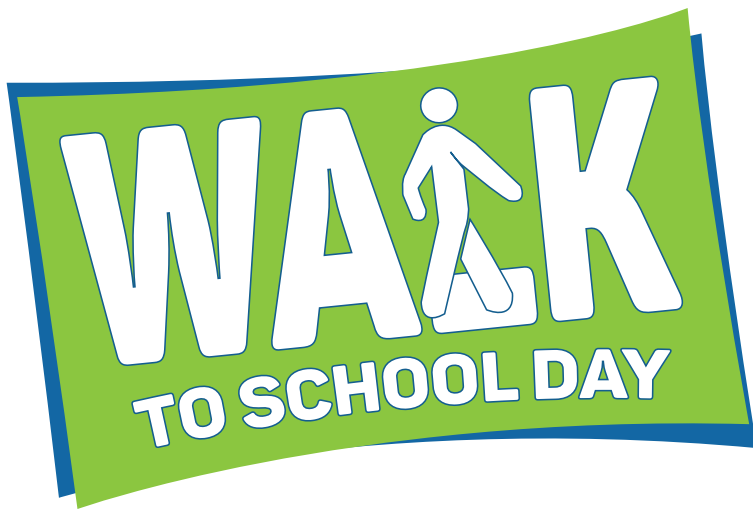
	DATE REFERRED	GRADE	LAST NAME	FIRST NAME	DOB	SEEN BY	DATE SEEN	F/U (Yes or No)	OTHER NOTES
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19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



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](http://www.walktoschoolday-la.org)

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

Find out more about Safe Routes to School at [www.saferoutes.lacity.org](http://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](http://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](http://www.walktoschoolday-la.org)

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

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

[www.saferoutes.lacity.org](http://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

