



Believe ♦ Behave ♦ Become

Calendar Dates

Principals' Meeting	12/13
Winter Break	12/18-1/5
Second Semester Begins	1/8
Martin Luther King Jr's Birthday	1/15

What's Due

Water Flushing Certification	12/1
On-line Metal Detection Certification	12/1
Uploading of ROI Evidence Extended	1/31

Friday Operation's Brief

Building on Our Collaborative Practices

This week Local District Central leadership teams had three opportunities to build their collaborative practices around Safe Passages, Crisis Team Response procedures, and Attendance Data Dialogues. Local District Central appreciates your attendance, participation, and willingness to reflect on current practices to build and improve on our culture of collaborative practices. Building collaborative practices begins with leadership. When teams engage in deep and deliberate work, it creates the opportunity for powerful communities of learners.



Whether leadership teams are collaborating with community partners to identify issues around safe passages to school or are clarifying the root causes to chronic absenteeism, our focus is clear: provide every student with an education in a safe, caring environment where every student will be college-prepared and career-ready.



Payroll Reminder

Just a reminder that payroll is due for all *classified*, *certificated*, and *semi-monthly* personnel on **Thursday, December 14, 2017**.

We strongly encourage you to closely read the detailed emails that will be sent to you from Payroll Services. The information provided in these emails, especially for your substitutes, will be beneficial to ensure that no one is left without pay.

Winter Break Pay Check Delivery

To ensure accurate delivery of pay check during the winter break, please check and update (if needed) your home address in Employees Self Service (ESS) through <http://ess.lausd.net> by December 14, 2017.

Securing School Sites for Winter Break

Just a reminder to close and secure all classroom windows and adjoining doors. Double check to make sure all technology is locked away and secured. Please refer to attached sample letter that can be duplicated and given to staff and BUL-5460 Secure Sites During Holiday Breaks (Attachment 1). Every effort to secure your school site is essential for school safety.



The Gift of Attendance



This holiday season, the best gift parents can give their children is a good education and the best place to get that education is in school...every day and on time. Every year, just before and after the winter holidays, we see school attendance take a plunge. This is why it is so important to communicate to parents and students that our teachers will be teaching every day. Students who do not attend will miss out on valuable learning opportunities. It is also important for schools to develop a seasonal theme and hold activities to promote attendance and add that extra layer of motivation.

Examples of activities:

- * Awards Assemblies
- * Class competitions with recognition for the classroom with the best attendance (before/after winter break).
- * Plan, promote and implement, "A Day without an Absence" campaign.

Examples of seasonal themes:

- * Celebrating a Season of Good Attendance
- * Giving the Gift of Attendance
- * Good attendance is Coming to Town
- * Stuffing our Stockings with Good Attendance

This holiday season, let's *all* spread the word, "Give your children the gift of an education and the habit of good attendance."



A Call to Action!



Recruit your students and their parents to join your school's efforts in reaching the goal of 96% attendance. You can use the "Attendance Slogan Flyer for Parents" (Attachment 2) as a tool to bring them on board the campaign. The parent flyer introduces the District's "**I Rise. I Attend. I Matter.**" new attendance campaign. Furthermore, it briefly states the attendance standards and provides parents tips on how they can meet the standards.

Restorative Justice: Building a Sense of Community (Part 1)

Restorative justice practices help build a sense of school community through opportunities for shared communication, each of which involves a teacher-led discussion and the rule that a student must hold a predetermined token before speaking.

Community circles, which can be used as young as kindergarten, allow students to bond while discussing a topic set by the teacher and can be used at any time to build a sense of community.

Teachers can use these circles proactively to call "class meetings" to address issues impacting classroom performance or comfort, and to call "restorative circles" to address specific acts of misbehavior that cause someone in the classroom to feel bullied, threatened or otherwise uncomfortable



Friday Operation's Brief

Page 3

LD Central School Crisis Team Trainings

Establishing a comprehensive crisis intervention plan at each school is vital. From November 28th through December 6th, 2017 all LD Central Schools had the opportunity to attend School Site Crisis Team Trainings specific to the following populations:

- ◆ Primary Centers and Early Education Centers
- ◆ Elementary Schools
- ◆ Middle and High Schools

A huge thank you to the following principals who hosted their trainings at their school sites:

- ◆ Principal Marilee Wood, Richard Riordan Primary Center
- ◆ Principal Elsa Mendoza, Belmont High School
- ◆ Principal Ruben Hernandez, Los Angeles Academy Middle School



Across the five trainings that were offered, there was 90% attendance of LD Central Schools.

The objectives of this year's crisis training were threefold:

- ◆ To build capacity of school site crisis teams and institute best practices when responding to crisis as outlined in the LAUSD BUL- 5800.0 Crisis Preparedness, Response and Recovery
- ◆ To increase knowledge on school site responsibilities pertaining to threat assessment which was facilitated by LAUSD Staff Attorney Robert Cuen
- ◆ To gain awareness and knowledge of the importance of staff wellness and self-care particularly as a school site crisis responder

The PowerPoint presentations for the training is attached for your use (Attachment 3).

Our collaborative LD Central Crisis Team is available to do specialized school site crisis team training and consultation for your school site. For more information, please contact your Operations Coordinator or the LD Central Crisis Team Co-leads Maria Chua, Coordinator, School Mental Health at maria.chua@lausd.net, or Ricardo Lopez, Organizational Facilitator at ricardo.l.lopez@lausd.net.

Prop 39 Charter School Co-Locations

Prior to Proposition 39, school districts were only required to provide charter schools with surplus space (i.e., facilities not being used by the school district for instructional or administrative purposes).

In November 2000, California voters approved Proposition 39, which amended California Code 47614. School districts must now provide "reasonably equivalent" facilities to accommodate all of the charter school's students who would otherwise attend district schools.

November 1	Charter Schools submit written requests for facilities including projected Average Daily Attendance ("ADA")
December 1	District reviews Charters' ADA projections and agrees, or objects and responds with projections the District considers reasonable.
January 2	Charter Schools respond to District's ADA projections.
February 1	District makes preliminary proposals to Charter Schools with eligible facilities requests.
March 1	Charter Schools respond to preliminary proposals.
April 1	District makes final offers to Charter Schools.
May 1	Charter School must notify the District in writing to accept or decline the final offer by May 1 or 30 days from its receipt of final offer.
10 Days	If final offers are accepted, Charter Schools occupy sites 10 working days prior to their first day of school instruction.

Friday Operation's Brief

Page 4



Schools Telephone Auto-Attendant

In an effort to provide personalized customer service, all secondary schools can call the ITD hot line at 213-241-5200 to open a ticket to have the school's telephone auto attendant removed.



More Than a Meal Household
Income forms are due year round. Should you need any blank forms, please contact Beatriz Campos at 213-241-0167.

Staff Relations Reminder

Principals are encouraged to periodically remind their staff of the following:

ABSENCES AROUND HOLIDAYS – NOTICE

Employees that are absent on days immediately preceding or following a holiday will need to provide acceptable verification of absence upon their return to work.

Employees should keep in mind that personal necessity days, for other than emergencies, must be approved by the administrator five days in advance and the employee must provide verification of the valid reason for the absence upon their return. This includes employees who plan to be absent for any religious observance.

A Friendly Reminder



Holiday Displays and Programs

Please refer to BUL-6204.2, *Holiday Displays and Programs* (Attachment 4). This bulletin provides guidelines, as well as, information for administrators and personnel who will be preparing holiday displays and planning holiday programs with regard to religious matters in public school settings.

2017–2018 Winter Recess District Shutdown Days

LD Central staff would like to offer school leaders guidance with scheduling the custodial staff during the winter recess (Attachment 5). December 25, 29, 2017 and January 1, 2018 are legal paid holidays for employees. District shutdown days are December 26, 27 and 28, 2017. Employees can use vacation time if:

1. They have enough vacation time
2. The site administrator approves vacation (employees must use vacation time on shutdown days)



December 18, 19, 20, 21, 22, 2017, January 2, 3, 4, 5, 2018 are working days for "A" basis employees. Custodial staff may request vacation time for these days. Should your custodial staff work on these 9 days, it is recommended that school leaders meet with their plant manager to and create a job list (deep clean restrooms, sweep and mop all classrooms, work on any special projects, etc.) to complete during those days. Feel free to call the LD Central Operations office should you have any questions.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Accessing and Securing Sites During School Hours, Non-School Hours, and Holiday Breaks

NUMBER: BUL- 5460.0

ISSUER: Michelle King, Deputy Superintendent, School Operations
Office of the Superintendent

DATE: April 22, 2011

ROUTING

Administrators
Chapter Chairs
School Administrative
Assistants
Facilities Personnel
Maintenance &
Operations
Personnel

MAJOR CHANGES: This Bulletin replaces Bulletin No. 2426.1 dated December 8, 2009, of the same subject. The content has been updated to include procedures and checklists for accessing and closing a school site.

GUIDELINES: The following guidelines apply.

I. INTRODUCTION

Non-school hours and holiday breaks are an opportunity for schools to be subjected to graffiti, tagging, vandalism, break-ins, and theft. Vandalism, burglary, arson, and other crimes committed against District property cost millions of dollars annually and cause disruptions of the educational process. In an effort to reduce the number of such incidents, intrusion alarm systems have been installed at many sites. These systems are monitored by the Los Angeles School Police Department (LASPD). When an activation is received, an LASPD officer is dispatched to the site. As necessary, the local police agency and/or fire department may also respond.

False alarm activations reduce the number of available patrol units and can cause a serious reduction in the level of available service at any given time. Further, city and county law enforcement agencies may charge the District for services when they respond to false alarms.

Data indicate that most false alarms are caused by employees accessing areas protected by an intrusion alarm system that is not deactivated/activated correctly. The protection of District facilities can be greatly improved if the number of entries to sites during non-school hours and holiday breaks were kept to a minimum and the alarm systems were managed properly.

II. ROUTINELY SECURING SITES FOR NON-SCHOOL HOURS AND HOLIDAY BREAKS (See Attachment A – Procedures for Accessing/ Closing a School Sites)

A. The administrator must ensure that all staff:



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

1. Close and secure all classroom windows at the end of the school day.
 2. Ensure that all interior doors to classrooms are locked.
 3. Ensure that valuable equipment (e.g. laptop computers, projectors, document readers, etc.) is secured in locked cabinets or closets in locked rooms that are alarmed.
 4. Lock desks and cabinets.
 5. Unplug any non-essential electronic devices in their classroom and workroom.
 6. Double-check to ensure that their doors are closed (including connecting classroom doors), locked and secure at the end of the day.
- B. The administrator must ensure that the custodial staff:
1. Turns off the HVAC system as moving flags, displays, and posters trigger false intruder alarms. These false alarms tie up limited LASPD resources that could protect other schools.
 2. Inspects the campus before it is secured at the end of the day or before the holiday break to ensure that all doors and windows are closed, locked, and secure thus reducing the opportunity for crime.
 3. Ensures that all exterior and interior gates are locked.
 4. Ensures that all perimeter lighting is functional and that timers are set to the appropriate times.
 5. Turns off the schools bells, so that the community and LASPD, can distinguish between the fire alarm audible bell and the passing period bells.
 6. Ensures that all interior doors to classrooms are locked and all perimeter gates are secure.
 7. For schools that have Team Cleaning Crews, the following procedures will be followed:
 - a. A member of the Team Cleaning Crew will call the Area Operations Supervisor (AOS) daily to confirm that each site is secured as they leave the site.
 - b. If the AOS does not receive a call regarding a given site, the AOS Supervisor/designee will go to the site and secure it. If an AOS designee goes to secure the site, the designee will call the AOS to confirm the site is secured.
 - c. The AOS will log daily the confirmation of site security.
- C. The administrator must ensure that the clerical and office staff:
1. Lock all desks and cabinets.
 2. Lock and secure all windows and interior doors.
 3. Ensure that all keys, radios and critical devices are locked in a secure cabinet or safe in a locked room.
 4. Double check to ensure that the alarm system is functional and properly set.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

III. ACCESSING SITES DURING NON-SCHOOL HOURS

Employees authorized to be on site when staff is not routinely assigned shall follow the two-step process outlined below.

- A. The site administrator must pre-approve a written authorization for employees to enter the facility during non-business hours. The authorization shall identify the employee by name, employee number, and position title and also indicate the date, time, purpose, and authorized building(s) or area(s) to be accessed. **The employee who is given permission to access the campus during non-school hours must be knowledgeable about how to deactivate the alarm upon entering the site and how to activate the alarm when leaving the site.** Use Attachment B – Authorization to Access Site during Non-School Hours for authorization. A copy of Attachment B shall be sent to the LASPD Watch Commander in advance of site use and the employee is to keep this attachment in his/her possession when on site.

Employees shall be trained and able to perform all of the tasks in the checklist on Attachment C – Checklist for Accessing/Closing a Site During Non-Business Hours. Employees shall have a copy of Attachment C in their possession when on site. The completed checklist will be returned to the authorizing administrator.

- B. Upon arrival and entry to the site, the authorized employee shall call the LASPD Watch Commander at (213) 625-6631 with notification that staff is on site. The alarm must be deactivated for all authorized areas to be used. At the conclusion of use, the authorized employee shall call the LASPD Watch Commander with notification that the site is secured and cleared. The alarm must be activated for the entire site.

IV. PROCEDURES FOR ACCESS TO SITES WITH CIVIC CENTER PERMITS AND/OR LEASES

Whenever a permit or lease to use a District site is issued, the Leasing & Space Utilization Unit or Civic Center Permit Office shall forward a copy of the document to the LASPD Chief at least two (2) days prior to the intended date of use.

An authorized school employee must be on-site for the duration of the activity. **The employee must be knowledgeable about how to deactivate the alarm upon entering the site and how to activate the alarm when leaving the site.**

V. EMERGENCY CONTACT INFORMATION



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Site administrators are to ensure that LASPD have accurate contact information for key personnel. The Safe School Plan Creator Volume 2 can be utilized to update the Emergency Contact Information. Specific directions on this process are found in REF-1242.6. Once updated, this information is automatically forwarded to LASPD. In the event of an incident, accurate contact information is essential to the timely and accurate notification of the appropriate school staff. Timely notification ensures that school site staff has sufficient time to react and respond to any event.

AUTHORITY: This is a policy of the Los Angeles Unified School District.

**RELATED
RESOURCES:** None

ASSISTANCE: For assistance please contact the LASPD Watch Commander at (213) 625-6631.

For further information, please call School Operations at (213) 241-5337.



<<INSERT SCHOOL NAME>>

ATTENTION

Parents & Students



Student Health &
Human Services

Please join us in reaching our goal of 96% attendance!

This means that students must have:

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

Attending school regularly helps children feel better about school and themselves. Creating a habit of good attendance is important. Good attendance will help children do well later in high school, college, and work.



*I Rise.
I Attend.
I Matter.*



Attendance Campaign

- Be sure to come to school every day
- Be in the gate by <<0:00>>am
- Stay healthy by washing your hands, going to bed on time and eating nutritious meals
- If your child has a doctor or dentist appointment, please bring him/her to school before or after the appointment

<<INSERT SCHOOL NAME>>



Atención Padres y Estudiantes



Student Health &
Human Services

¡Únete a nosotros para alcanzar nuestra meta de asistencia del 96%!

Esto significa que los estudiantes deben:

- No tener más de un día de ausencia por cada 5 semanas de clase (cada 25 días)
- No tener más de un TOTAL de SIETE ausencias en todo el año escolar.

Asistir a la escuela regularmente ayuda a los niños a tener mejor autoestima y a sentirse mejor en la escuela. Crear un hábito de buena asistencia es importante. Los buenos hábitos de asistencia les ayudará a tener éxito en la preparatoria, la universidad y en el trabajo.



*I Rise.
I Attend.
I Matter.*



Attendance Campaign

- Asistir a la escuela todos los días
- Llegar al portón de la escuela a las <<0:00>>am
- Mantenerse saludable lavándose las manos, yendo a la cama a tiempo y comiendo comidas nutritivas
- Si su hijo/a tiene una cita con el médico o el dentista, por favor asegúrese que la cita sea antes ó después de la escuela

Crisis Team Training Local District Central

2017-2018



Crisis Preparedness

Threat Assessment

Staff Wellness and Professional Self-Care

Crisis Team Training Local District Central 2017-2018

Eugene L. Hernandez
Administrator of Operations



LD Central Operations Team

School Mental Health and Wellness Programs



Objectives for Today

- **Engage** in learning about BUL-5800.0 Crisis Preparedness, Response, and Recovery
- **Gain** awareness and knowledge of the Importance of staff wellness and self-care
- **Increase** knowledge on school site responsibilities pertaining to threat assessment





INCLUSION ACTIVITY





Crisis Preparedness, Response and Recovery BUL 5800.0





Objectives for Today

- **Engage** in learning about BUL-5800.0 Crisis Preparedness, Response, and Recovery
- **Reflect** on ways that we can be effective while working within the Multi-tiered Crisis Response Team Model
- **Help Link** those students needing additional supports to campus and/or community resources





What is a School Crisis?

- A sudden, unexpected, or unanticipated critical incident that disrupts the school day
- May interfere with teaching, learning, attendance, and/or behavior
- Students, parents/guardians, staff, or other community members may experience crisis differently
- Can affect a single family, school site, and/or an entire district





Why is it Important to Respond to a School Crisis?

Providing effective crisis management and interventions can:

- mitigate negative social-emotional consequences
- reduce the period of school disruption
- restore safety and security to the school community to promote attendance, academic achievement, and wellness

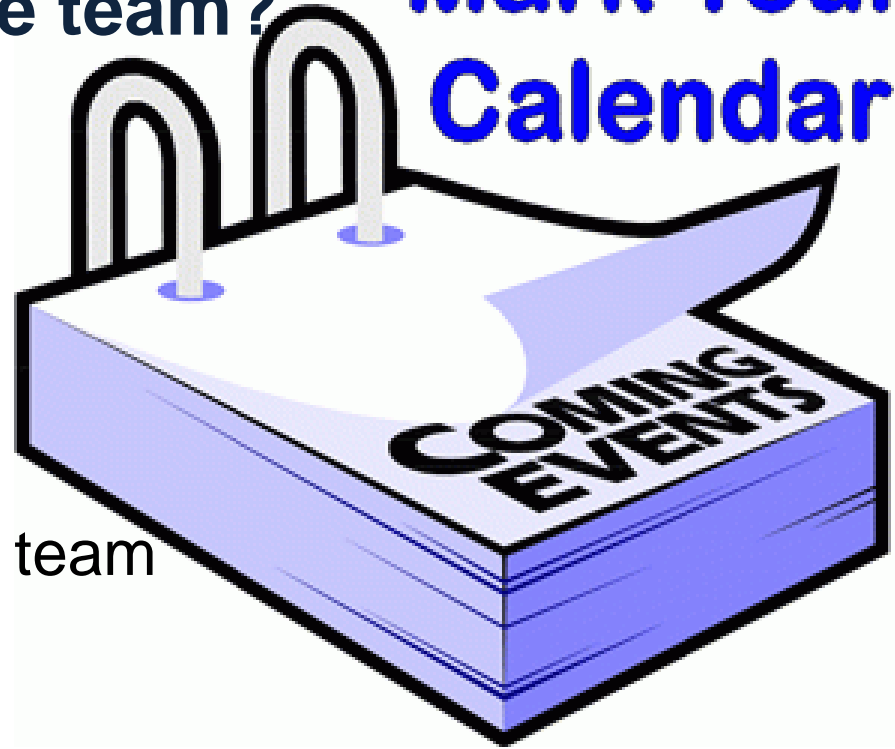


Preparedness

Establish a school site crisis team.

Who should comprise the team?

**Mark Your
Calendar**



Schedule regular school site crisis team meetings.

How often?

What should happen?



Multi-Tiered Crisis Response



Flow Chart (A)

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.

School Site Crisis Team Chart (B)



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

ATTACHMENT B

CRISIS COUNSELING & INTERVENTION SERVICES

SCHOOL SITE CRISIS TEAM CHART

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

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

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

School Site Crisis Response Action Plan Checklist (C)



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

ATTACHMENT C

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.

ATTACHMENT C

- ☐ 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



Pre-Planning Response

Participation in the initial school site crisis team briefing:



- School site crisis team convenes to determine steps



Communications with Staff, Students, Parents/Guardians

- Contact Family to Offer Support and Obtain Consent
- Know the Facts
- Share Information (Crisis Team, Staff, Students, and Families)
- Develop a Script
- Collaboration with Office of Communications
- Document on iStar



Communications with Staff, Students, Parents/Guardians

- **Talking to Staff in Preparation for Addressing Students**
(Share the Facts and Control Rumors, Educate Staff about Psychological First Aid Model, Script for Teacher)
- **Sharing with Students in the Classroom** (Read the Script, Help Support Students in the Classroom, Visit Specific Classrooms-as needed, Refer Students)
- **Sharing with Parents/Guardians** (Blackboard Connect, Letter home, Parent Meeting)
- **Collaboration with Office of Communications** (213.241.6766)

Crisis Counseling Referral Form (G)



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

ATTACHMENT G

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



ATTACHMENT H

STUDENT SIGN-IN SHEET

School: _____ Date: _____ Room: _____

[illegible]

Page 1 of 1

October 12, 2015

ATTACHMENT J

CRISIS COUNSELING & INTERVENTION SERVICES

CRISIS TEAM MEMBERS/RESPONDERS SIGN-IN SHEET

DATE: _____

[illegible]

Page 1 of 1

October 12, 2015

Confidential Crisis Counseling Log (I)



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

ATTACHMENT I

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			

ATTACHMENT I

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			

Crisis Management Spreadsheet Template (L)

[illegible]

Response: Debriefing

Participation in the school site crisis team debriefing:



- Assess effectiveness of interventions provided
- Determine the need for follow up with identified students and/or staff
- Address any issues requiring support/assistance



Recovery

- 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.



Resiliency



“Resilience” is the ability to bounce back from, or to successfully adapt to, adverse conditions such as:

Personal issues

Community problem

Loss or Adversity

Psychological First Aid (PFA)

General Guidelines for Addressing Mental Health Needs in the School Environment
PFA is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, or terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.



Responding to Crisis Incidents

1 LISTEN to what they say and how they act.

- Address the feeling(s)/behavior(s) as soon as possible.
- If a student wants to talk, be prepared to listen and focus on what s/he says and how you can be of help.
- Observe nonverbal communication. Remember that student(s) may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
- Express compassion and calmness in your statements as well as nonverbal behaviors.

2 PROTECT by maintaining structure, stability, and consistency.

- Maintain daily routines, activities, and structure with clear expectations and consistent rules.
- Provide supervision and consistency to encourage successful outcomes.
- Monitor conversations that students may engage in or hear.
- Give information that is accurate and age-appropriate.
- Keep the environment free of anything that could re-traumatize the student.
- Validate the student's life experience.
- Maintain confidentiality as appropriate.

3 CONNECT through interaction, activities and resources.

- "Check in" with student(s) on a regular basis.
- Become familiar with learning support staff at your school (e.g. Psychiatric Social Worker, PSA Counselor, School Psychologist,



Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student(s).

- Encourage interactions, activities, and team projects with friends and teachers.
- Keep communication open with others involved in the student(s) lives (e.g. parents, other teachers, coaches, etc.).
- *Note: Consult with DCFS if you suspect child abuse and/or neglect.*

4 MODEL calm and optimistic behavior.

- Model healthy responses by remaining calm, courteous, organized, and helpful.
- Pay attention to your thoughts, feelings and reactions about the event. In the midst of a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
- Take constructive actions to assure safety.
- Acknowledge the difficulty of the situation, but demonstrate how people can come together to cope after such an event.
- Practice self-care.

5 TEACH about normal changes that can occur when traumatized.

- Students may have different reactions even to the same event.
- Encourage students to identify and use positive coping strategies to help them after the event.
- Help your students to problem solve to get through each day successfully.
- Help students set small "doable" goals and share in these achievements as "wins."
- *Note: With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.*

Psychological First Aid (PFA)

Stabilize emotions and behaviors

Return in an improved mental and emotional state to engage in teaching and work



Protective Factors



Risk Factors
are not
Predictive Factors
because of
Protective Factors

Community Resource



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH / UNIDAD DE SALUD MENTAL

Community Resources

The community resources listed below are provided to assist parents or guardians in finding community services. The Los Angeles Unified School District does not assume responsibility for the services provided by the agencies nor for fees that may be charged to the parent or guardian.

Agency	Address	Telephone Number
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Recursos de la Comunidad

Los recursos de la comunidad que se describen en la lista que sigue, son proporcionados para ayudar a los padres o tutores a localizar los servicios disponibles en la comunidad. El Distrito Escolar Unificado de Los Angeles no se hace responsable por los servicios proporcionados por las agencias, ni por las cuotas que pudieran cobrar a los padres o tutores.

Agencia	Dirección	Telefóno
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Practice: Elementary Vignette

A well-liked 6th grade female student “Jeannette” died over the weekend. Cause of death is unclear. Mother of student suspects that Jeannette has history of substance use but was vague about details. Jeannette has three siblings; one is a 12th grade sister in high school and twin 2nd grade brothers at the same elementary school. Mother and father are divorced and do not communicate with each other. At this time, siblings have not been informed that their sister has died. There have been rumors on social media about the cause of death.

In your specific role (administrator, counselor, PSW, Nurse, School Psychologist, LASP Officer, PSA, etc.) on the school site crisis team, what steps would you take?



Practice: Secondary Vignette

A well-liked 12th grade female student “Jeannette” died over the weekend. Cause of death is unclear. Mother of student suspects that Jeannette has history of substance use but was vague about details. Jeannette has three siblings; one is a 7th grade sister in middle school and twin 2nd grade brothers in elementary school. Mother and father are divorced and do not communicate with each other. At this time, siblings have not been informed that their sister has died. There have been rumors on social media about the cause of death.

In your specific role (administrator, counselor, PSW, Nurse, School Psychologist, LASP Officer, PSA, etc.) on the school site crisis team, what steps would you take?

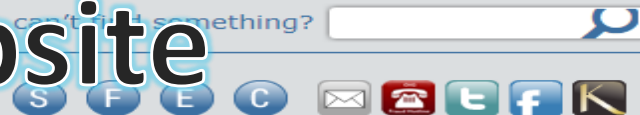


Crisis Counseling & Intervention



Los Angeles Unified School District
Investing in LAUSD

Services Website



Home About LAUSD Employment Find a School Offices Quick Links

Home About Us Centers/Clinics Staff Attendance Resources Publications Newsletter Media LAUSD



Student Health & Human Services

School Mental Health

We promote the mental health, well-being and academic achievement of all LAUSD students.



Community Partnerships and Medi-Cal Programs

District Nursing Services

Pupil Services

School Mental Health

Student Medical Services

[Crisis Response](#) | [Suicide Prevention, Intervention & Postvention](#) | [Threat and Workplace Violence Assessment & Management](#)
[Grief & Loss](#) | [Disaster Services](#) | [Letters, Templates & Handouts](#) | [LD & Central CCIS Staff](#)

Crisis Counseling and Interventions Services

Crisis Counseling and Intervention Services (CCIS), from the Office of Student Health & Human Services, School Mental Health, is dedicated to restoring and maintaining a safe and healthy learning environment for the students and staff of the Los Angeles Unified School District (LAUSD). CCIS staff provides crisis response and recovery services in collaboration with School Police, Educational Service Centers, and community resources.

For support and consultation, contact School Mental Health Crisis Counseling and Intervention Services at 213.241.3841, Monday through Friday, 8:00am-4:30am.

About us

Services

Trauma Informed Schools

Parents & Caregivers

Staff

A Big
THANK
you!

A large, stylized red heart outline is positioned to the left of the text "THANK you!". The text "A Big" is in a small, black, sans-serif font above "THANK". "THANK" is in a large, bold, white, sans-serif font with a black outline. "you!" is in a smaller, white, cursive font with a black outline.



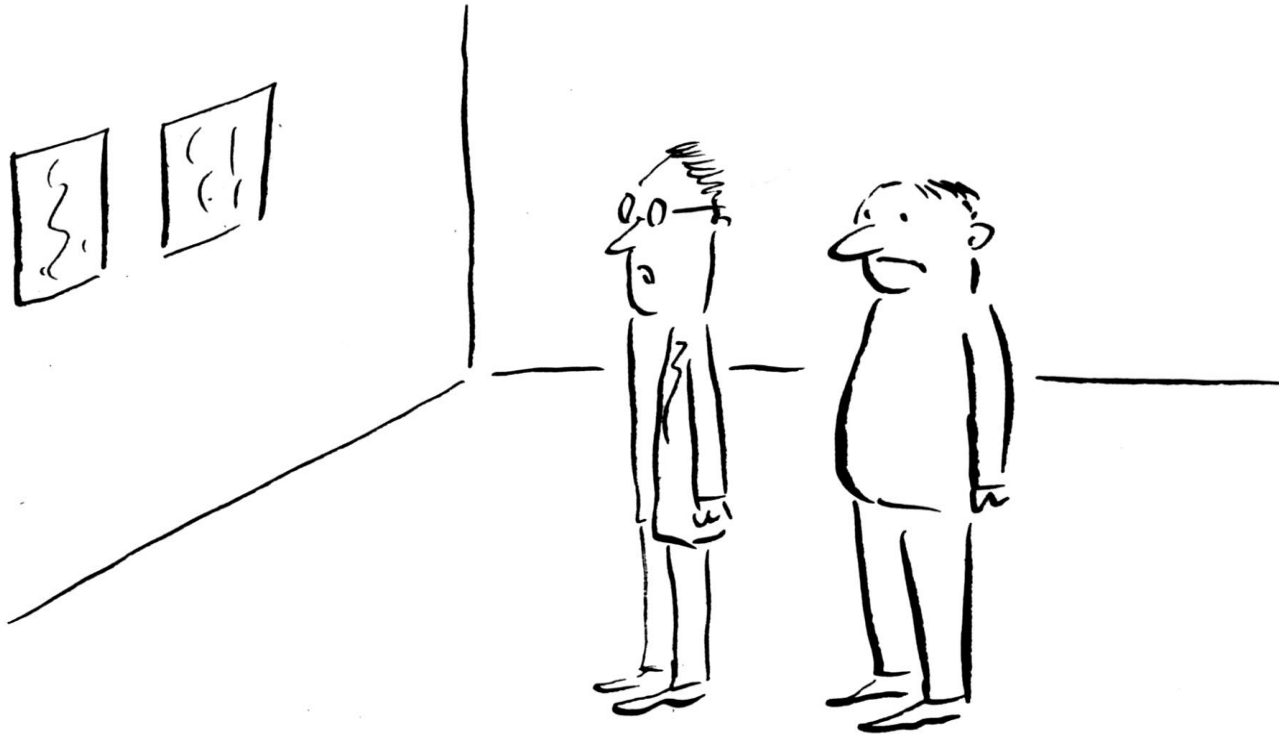
Threat Assessment and Management BUL 5799.0





Staff Wellness and Professional Self-Care





"Normally I would say something mildly encouraging, but right now I am having a bit of compassion fatigue."





*“Frank just up and exploded.
I hope I never get that burned
out.”*



Objectives for Today

- **Engage** in learning about and recognizing compassion fatigue, vicarious trauma and burnout
- **Reflect** on finding a balance between life and work
- **Assessing** your own Wellness Plan and Self-Care strategies
- **Learn** about resources for staff in need of mental health support
- **Reflect** on ways we can cope by incorporating self-care strategies that promote resiliency, and how to create a positive & safe school environment





Grounding

Take a moment to think about something you have done to take care of yourself in the last 24 hours.



Compassion Fatigue

- The experience of short-term exhaustion and traumatic stress reactions associated with exposure to the suffering of one's clients. (Boscarino, Figley, & Adams, 2004)
- The weariness that comes from caring. (Johnson, 1997)



Burnout/Compassion Fatigue

Burnout is a state of emotional, mental, and physical exhaustion...

Often with feelings of hopelessness and difficulty in dealing with work or doing your job effectively.





Knowing, Engaging, Vulnerability

➤ Secondary Traumatic Stress

- “The **natural** and consequent behaviors and **emotions resulting** from **knowing about** a traumatized event from another person, the **stress from helping** or wanting to help a traumatized or stressed person.”
(Charles Figley, 1995)

➤ Vicarious Traumatization

- – “. . .refers to the **cumulative effect** of working with survivors of traumatic life events. Anyone who **engages empathically** with victims or survivors is **vulnerable**.”
(Pearlman & Saakvitne, 1995)



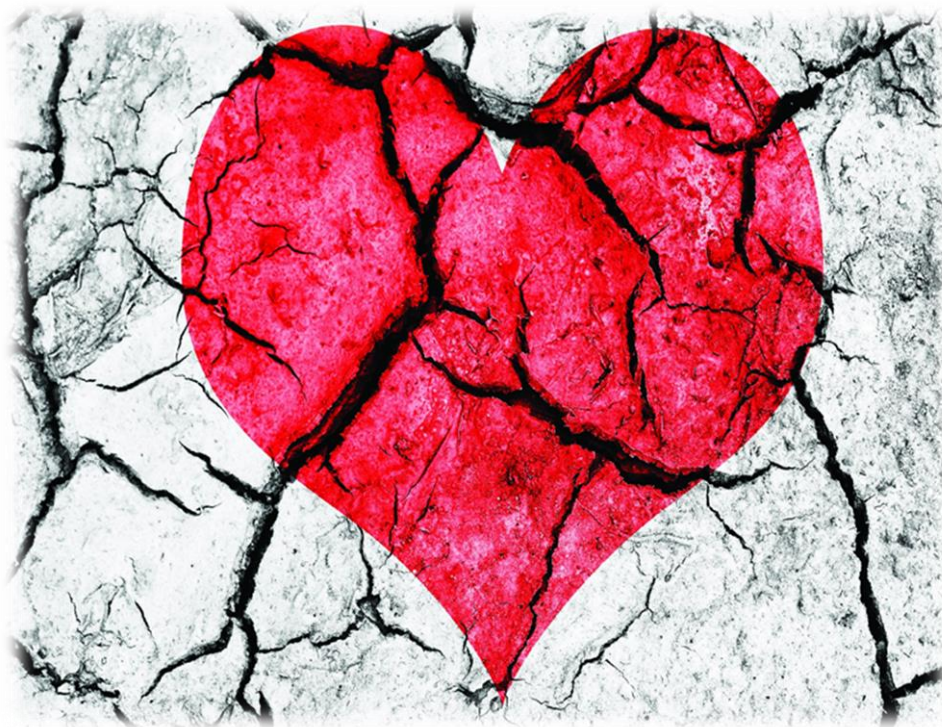
Who is Most Vulnerable to Compassion Fatigue?

Those

- who work in emergency/crisis settings
- new to the field
- new to trauma work
- who work in agency settings
- who have more than 50% trauma clients
- work with children or in situations involving children
- who in addition to working with traumatized children work in distressed systems



Compassion Fatigue as an Occupational Hazard



- When we approach individuals with an open heart and a listening ear, Compassion Fatigue can develop.
- Compassion Fatigue is not a sign of weakness or incompetence; it can be thought of as the cost of caring.



Compassion Fatigue Signs and Symptoms



Physical

- Low energy, fatigue
- Upset stomach
- Rapid heartbeat
- Breathing difficulties
- Sleeping difficulties
- Dizziness
- Impaired immune system
- Physical illness (absence from work)



Emotional

- Numb, detached
- Emotional roller coaster
- Denial
- Fear, anxiety
- Guilt
- Hopelessness
- Sadness, depression, grief
- Hypersensitivity
- Minimization
- Irritability, anger, rage



Behavioral

- Changes in routine
- Changes in appetite
- Withdrawal, isolation
- Sleep disturbances, nightmares
- Emotional outbursts
- Elevated startle response
- Maladaptive coping behaviors
- Accident prone/absent mindedness
- Self-injury/suicidal behaviors



Compassion Fatigue Signs and Symptoms



Cognitive

- Confusion
- Difficulty concentrating, decision-making
- Decreased self-esteem
- Rigidity
- Self-doubt
- Thoughts of harm
- Hyper-vigilance/alertness
- Memory loss
- Trauma imagery (seeing events repeatedly)



Interpersonal

- Physically withdrawn
- Emotionally unavailable
- Decreased interest in intimacy or physical touch
- Mistrust
- Social isolation (friends, family, supports); loneliness
- Impact on parenting (protectiveness, abandonment, shame)
- Impatience
- Cynicism



Spiritual

- Questioning the meaning of life
- Loss of purpose
- Lack of self-satisfaction
- Hopelessness
- Anger at Higher Power or God
- Questioning prior religious or spiritual beliefs

Self-Care Inventory

Self-Care Inventory

Rate the following areas in frequency:

- 5** = Frequently
4 = Occasionally
3 = Rarely
2 = Never
1 = It never occurred to me

Physical Self-Care

<input type="checkbox"/>	Eat regularly (e.g. breakfast, lunch and dinner)
<input type="checkbox"/>	Eat healthy
<input type="checkbox"/>	Exercise consistently
<input type="checkbox"/>	Get regular medical care for prevention
<input type="checkbox"/>	Get medical care when necessary
<input type="checkbox"/>	Take time off when sick
<input type="checkbox"/>	Dance, swim, walk, run, play sports, sing or do some other physical activity that is enjoyable to self
<input type="checkbox"/>	Take time to be sexual
<input type="checkbox"/>	Get enough sleep
<input type="checkbox"/>	Take vacations
<input type="checkbox"/>	Wear clothes you like
<input type="checkbox"/>	Take day trips or mini-vacations
<input type="checkbox"/>	Make time away from telephones
<input type="checkbox"/>	Other _____

Psychological Self-Care

<input type="checkbox"/>	Make time for self-reflection
<input type="checkbox"/>	Engage in personal psychotherapy
<input type="checkbox"/>	Write in a journal
<input type="checkbox"/>	Read literature that is unrelated to work
<input type="checkbox"/>	Do something in which you are not an expert or in charge
<input type="checkbox"/>	Cope with stress in personal and/or work life

Child Welfare Trauma Training Toolkit: Self-Care Inventory | January 2013
 The National Child Traumatic Stress Network
www.NCTSN.org

13-1

<input type="checkbox"/>	Notice inner experience (e.g., listen to and recognize thoughts, judgments, attitudes and feelings)
<input type="checkbox"/>	Communicate with others with different aspects of self (e.g., communicate needs and wants)
<input type="checkbox"/>	Express your feelings
<input type="checkbox"/>	Receive support from others
<input type="checkbox"/>	Have the ability to say "no" to extra responsibilities

Self-Care

<input type="checkbox"/>	Spend quality time with others whose company you enjoy
<input type="checkbox"/>	Maintain contact with valued others
<input type="checkbox"/>	Give yourself affirmations and praise
<input type="checkbox"/>	Read your favorite book or review favorite movies
<input type="checkbox"/>	Engage in comforting activities, objects, people, relationships and places
<input type="checkbox"/>	Express your feelings (laugh, cry, etc...)

Self-Care

<input type="checkbox"/>	Set aside time for reflection
<input type="checkbox"/>	Spend time with nature
<input type="checkbox"/>	Participate in a spiritual community
<input type="checkbox"/>	Seek inspiration
<input type="checkbox"/>	Practice your own optimism and hope
<input type="checkbox"/>	Appreciate nonmaterial aspects of life
<input type="checkbox"/>	Identify what is meaningful and its place in personal life
<input type="checkbox"/>	Meditate/pray
<input type="checkbox"/>	Believe in causes in which you believe
<input type="checkbox"/>	Read inspirational literature (lectures, music etc...)

Child Welfare Trauma Training Toolkit: Self-Care Inventory | January 2013
 The National Child Traumatic Stress Network
www.NCTSN.org

13-2

Workplace or Professional Self-Care

Allow for breaks during the workday

Complete tasks that are exciting and rewarding
 Interact with colleagues
 Take time for consultation
 Address issues, raise, etc...
 Set up

Identify areas of strengths while making positive changes in
 Improve balance in life.

Copyright © 2013, by the National Child Traumatic Stress Network, Inc. (NCTSN), Cleveland, OH. Used with

Toolkit: Self-Care Inventory | January 2013
 Child Traumatic Stress Network
www.NCTSN.org

13-3





Physical

Recognizing the need for physical activity, diet, sleep, nutrition



Psychological

Recognizing the need for engaging in activities that contribute to mental wellness, such as meditation, self-reflection, boundary setting



Emotional

Developing skills and strategies to cope with stress



Financial

Satisfaction with current and future financial situations



Social

Developing a sense of connection and a well-developed support system



Spiritual

Search for meaning and purpose in the human experience



Occupational

Personal satisfaction and enrichment derived from one's work

A large, light blue arrow pointing from left to right, with the word "Continuum" written in the center.

Continuum



What is our Professional Protective Gear? (Protective Factors)

- Self-Care
- Competent consultation and mentorship
- Training
- Sense of control
- Spirituality
- Exercise
- Humor
- Satisfying personal relationships





Put your oxygen mask on first. If you run out of oxygen how will you be able to help anyone else?



Maintaining



SMH LD Central
Individual Self-Care Plan
2017-2018



Actions I will take this year individually to make improvements for my own professional quality of life, morale, and wellness.					
Action	What success looks like in Dec/Jun	By when or frequency I will do this	Anticipated challenges	Support I need from my school team	Support I need from my coordinator





Developing a Wellness Plan





Challenges to Practicing Self-Care

- Making time when those around you need your help
- Feeling guilt and shame for taking time to yourself
- Believing those around you are doing fine, so you should be fine too
- Lack of modeling or support from supervisors for self-care activities



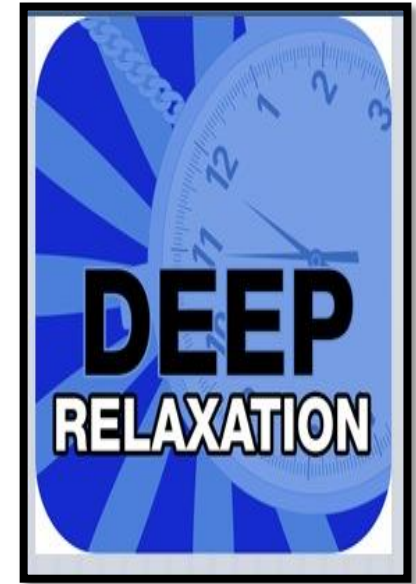
APPS



GPS4Soul



**iChill
Trauma
Resource
Institute**



**“Deep Relaxation
Hypnosis, Guided
Meditation &
Subliminal” from
Erick Brown**

What are some ways you can maintain your commitment to Self-Care?

- Make it part of your daily routine
- Find a self-care buddy
- Advocate for self-care as part of your professional development
- Encourage sharing of self-care ideas
- Continue to monitor your compassion fatigue
- Recognize commitment to self-care actions





Benefits Navigation

For more information or to make a health/mental health appointment through your health provider:

Provider	Telephone Number
Anthem Blue Cross: Customer Service 24/7/ Nurseline	800-700-3739 800-597-0156
Health Net	888-654-9821
Kaiser Permanente	800-464-4000
CVS Caremark	888-752-7229

“Rest and self-care
are so important.
When you take time
to replenish your spirit,
it allows you to serve
others from the overflow.
You cannot serve from
an empty vessel.”

~ Eleanor Brownn





Reflections & Evaluations

Maria Chua, LCSW
Coordinator, LD Central

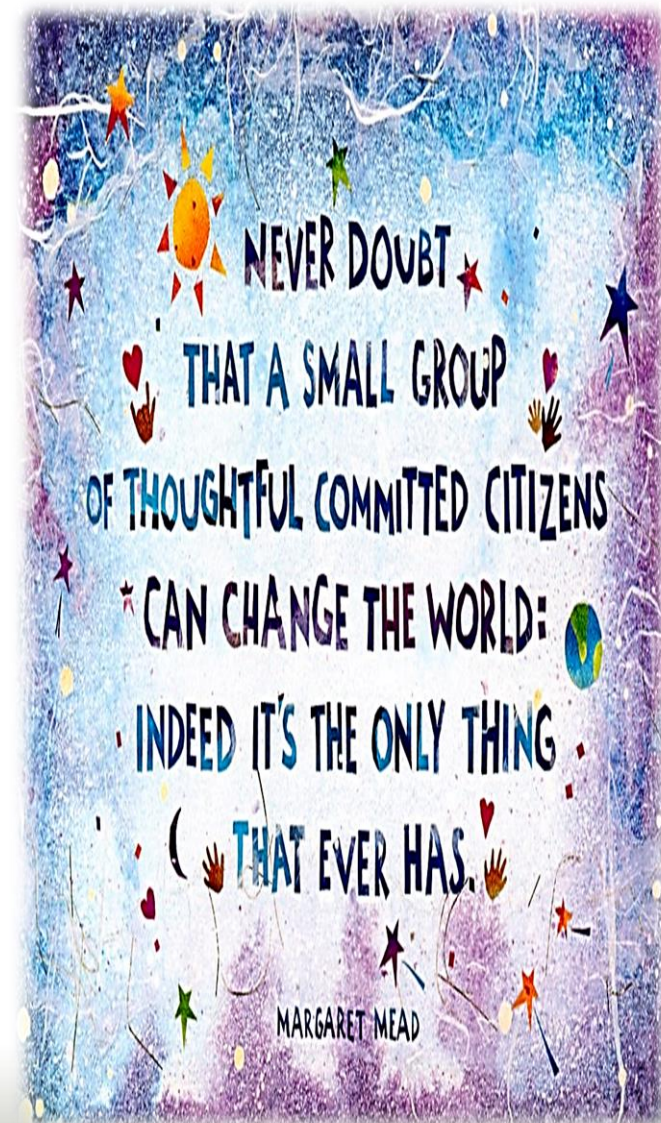
Ricardo Lopez, MSW
Organization Facilitator

Veronica Real, LCSW
Mental Health Consultant

Monica Topete, LCSW
Crisis Counselor, CCIS PSW

Teresa Temores, LCSW
Resilient School Community Consultant

Gustavo Sagredo, LCSW
Mental Health Consultant





LOS ANGELES UNIFIED SCHOOL DISTRICT BULLETIN

TITLE: Holiday Displays and Programs

NUMBER: BUL-6204.2

ISSUER: Darneika Watson-Davis, Ph.D., Executive Director
Division of District Operations

Diane H. Pappas, Chief Executive Officer
Division of District Operations & Digital Innovation

DATE: November 21, 2017

PURPOSE: The purpose of this Bulletin is to update and clarify procedures for holiday displays and programs at schools, District offices, and worksites.

MAJOR CHANGES: This Bulletin replaces BUL-6204.1, “Holiday Displays and Programs”, dated December 7, 2015, issued by the Office of the Superintendent, and reflects recent organizational changes.

BACKGROUND: This Bulletin provides guidelines regarding holiday displays and programs. Respect for humankind is increased by recognizing and understanding the beliefs, values, and customs of others. School programs designed to improve comprehension and acceptance of differences have educational significance. This Bulletin provides information for administrators and personnel who will be preparing holiday displays and planning holiday programs. With regards to religious matters in public school settings, section 51511 of the California Education Code provides, as follows:

“Nothing in this code shall be construed to prevent, or exclude from the public schools, references to religion or references to or the use of religious literature, dance, music, theatre, and visual arts, or other things having a religious significance when such references or uses do not constitute instruction in religious principles or aid to any religious sect, church, creed, or sectarian purpose and when such references or uses are incidental to or illustrative of matters properly included in the course of study.”

GUIDELINES: The following guidelines apply:

- I. The demographics of the District emphasize the need to provide inclusive education and information about the rich cultural traditions and heritage of the many groups that are represented in our communities. Care needs to be exercised in developing the content of these programs to respect diversity and the separation of church and state in a prudent and objective manner, and to ensure that sectarian doctrine is avoided. A multitude of faiths and beliefs are

ROUTING
All Employees
All Locations



LOS ANGELES UNIFIED SCHOOL DISTRICT BULLETIN

represented within the District. There is no expectation that students and staff be shielded from content that differs from their own faith or belief.

Guidelines for holiday displays are applicable to schools, District offices, and worksites. Displays that include holiday symbols such as Christmas trees or menorahs would not be a violation of federal or state law. A program that includes a song that references religion among other holiday or seasonal musical selections, would similarly not violate law.

The court recognizes Santa Claus, Christmas trees, and menorahs as relevant to holidays that have a secular, as well as religious significance, and has upheld their decorative usage, as long as they neither advance nor inhibit religion. Nevertheless, schools, offices, and worksites are encouraged to exercise sensitivity and inclusion so that all students and staff feel welcome in their school community or work location.

II. Administrative, Multicultural, and Curricular Implications

- A. Students benefit from programs that increase awareness of the variety of beliefs in a pluralistic society and that teach mutual understanding, fellowship, and respect for group differences. They also benefit from programs that increase their awareness of how holidays are observed by different cultures and nationalities. Emphasis should be placed on cultural learning.
- B. Staff members, advisory councils, members of the Parent Teacher Student Association (PTSA), leadership councils, and other appropriate advisory personnel should participate in planning and developing holiday programs that reflect respect for the sensibilities of staff and students of all faiths. Programs should be consistent with the policies of the Board of Education and the laws of the State of California.
- C. Holiday programs require careful planning so that no student or staff member will be prevented from participation, nor compelled to participate. At all times, students and staff must be provided the privilege of excuse from participation in any holiday program because of firmly held personal convictions without penalty, bias, or retaliation.
- D. The quality of content and the length of time spent in the preparation and presentation of any program must be educationally justifiable. Programs prepared under the jurisdiction of the school are a part of the curriculum, and administrators are expected to assess and supervise the educational value of all programs that are developed.



LOS ANGELES UNIFIED SCHOOL DISTRICT BULLETIN

- E. Sectarian scenes, displays, and tableaux whose purpose is to create a religious tone or sacred atmosphere are not to be included.
- F. Religious exhibits, displays, or symbols such as crosses, crèches, and menorahs may be used when they are a necessary and integral part of the study of subjects in the curriculum, such as art or history. However, such exhibits, displays, and symbols may not be used as decorations unless they are part of a display that includes other holiday symbols.
- G. The District Memorandum on the "Calendar of Commemorative Dates and Observances" is issued annually and offers opportunities for a variety of school programs. Some of these include recognition of persons who made significant contributions to American life, events that influenced development as a nation, and activities that highlight cultural and religious heritages.

AUTHORITY: United States Constitution, First and Fourteenth Amendments
California Education Code, section 51511
County of Allegheny v. Greater Pittsburgh ACLU (1989) 492 U.S. 573
Okrand v. City of Los Angeles (1989) 207 Cal App. 3d 566
School Dist. of Abington Township, Pa. v. Schempp, 374 U.S. 203 (1963)
Floreay v. Sioux Falls School Dist., 619 F. 2d 1311 (8th Cir. 1980)

RELATED RESOURCES: BUL-5479.2, "Guidelines for Teaching About Religions," dated April 11, 2016, issued by the Office of the Superintendent.

Memorandum on the Calendar of Commemorative Dates and Observances, issued annually

ASSISTANCE: For assistance, please contact your Local District Operations Coordinator. For further information, please call the Division of District Operations at (213) 241-5337.



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

TITLE: 2017-2018 Winter Recess and District Shutdown Days

NUMBER: MEM-043382.0

ISSUER: Jose R. Cantu, Ed.D., Assistant Chief Human Resources Officer
Human Resources Division

DATE: November 17, 2017

PURPOSE: The purpose of this memorandum is to provide information to all schools and offices regarding the 2017-2018 winter recess and District shutdown days.

MAJOR CHANGES: None

INSTRUCTIONS: I. Background

ROUTING
All Employees
All Locations

The winter recess includes a shutdown period for most District staff. The District shutdown period will be from December 25, 2017 – January 1, 2018 which includes three holidays and three shutdown days. This memorandum informs A-Basis employees who are assigned to school sites and employees assigned to non-school sites (offices) and their administrators/supervisors on how this shutdown period is to be treated.

A. Schools will not be in session during Winter Recess as follows:

NOTE: Dates listed below are based on the instructional calendars only. Refer to the appropriate payroll calendar for various calendar options for each basis.

1. Single-Track Schools: December 18, 2017 – January 5, 2018

2. Early Education Centers: December 25, 2017 – January 1, 2018

B. Holidays

December 25, 2017 (Christmas Day), December 29, 2017 (alternate Lincoln Day), and January 1, 2018 (New Year's Day) are paid legal holidays for regular employees.

C. Shutdown Days

December 26, 27, and 28, 2017 (three days)



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

II. Schedule for A-Basis School Site Employees

A. December 26, 27, and 28, 2017 (Shutdown Days)

1. All schools and Early Education Centers will be closed on these days. Employees must use vacation on December 26, 27, and 28, 2017 (shutdown days), except as noted below.
2. All Early Education Centers will reopen on January 2, 2018.

- B. To the extent operationally feasible, A-Basis school based employees are encouraged to use vacation during additional non-holiday times that schools are not in session.

III. Schedule for A-Basis, Non-School Site Employees

- A. All District offices will be closed from December 25, 2017 through January 1, 2018, and will reopen on January 2, 2018.

- B. Offices will be closed or will operate with skeleton crews on shutdown days (December 26, 27, and 28, 2017), as determined by the site administrator. Except as noted below, unless needed to work as part of a skeleton crew, employees must use vacation on shutdown days.

NOTE: Unit D A-Basis employees who are not needed at their assigned work site may use vacation, take unpaid time, or request in writing, to work at a site that is in operation on these days. Administrators should ensure that Unit D A-Basis employees are notified of their options, and that these employees inform their administrators of the option selected (especially in the case of request to work) no later than December 8, 2017. *Note: Most school-based Unit D clerical employees are E-Basis.*

Unit A (School Police) employees are not required to use vacation during the shutdown period.

Unit E employees with accrued vacation earned *in prior years, inclusive of 1994 vacation hours*, must utilize these hours during the shutdown period. Employees with only *the current year's* vacation accrual may choose to use vacation during the shutdown period; or may be assigned to work, only to the extent that work is available at a maintenance area; or otherwise be unpaid.



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

RELATED RESOURCES: More detailed information regarding the various vacation provisions can be found in the applicable collective bargaining agreements, Board Rule 1990, and Personnel Commission Rule 812.

ASSISTANCE: Employees should contact their time reporter or supervisor/administrator for assistance with payroll matters (e.g., calendar configurations for different bases, time reporting procedures, etc.).

Administrators should contact their Staff Relations Field Director for assistance with certificated employee questions, or Senior HR Representative for assistance with classified employee questions.

For all other inquiries contact Personnel Research and Analysis Section at (213) 241-6356.