



Believe ♦ Behave ♦ Become

### Calendar Dates

SAA Meeting	3/15
Principals' Meeting	3/21
Safe Passages	3/22
Spring Break	3/26- 3/30
Cesar Chavez Day Observed	4/2



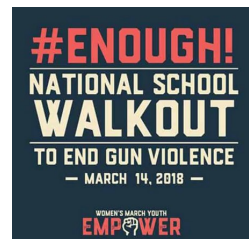
### What's Due

February Water	3/1
February On-line Metal	3/1
Budget Development	3/14- 4/18

# Friday Operation's Brief

## Potential Student Protests and Walkouts

In anticipation of potential student protests and/or walkouts on March 14th, the District has provided school leaders with resources to plan safe and peaceful on campus activities to empower students. Employees are asked to remain alert and report any suspicious behaviors, including those found on social media. Local District Central will be sending information regarding potential walkouts and the activation of the EOC. Please refer to attachments for resources school leaders may use to plan on campus activities (Attachment 1). BUL -6320.1 Procedures for Handling Disturbances, or Demonstrations on or Adjacent to School Sites (Attachment 2) provides school leaders with guidelines and procedures. Please ensure that it is reviewed with administrative and support teams at schools. Please contact your operations coordinator with any questions you might have or call the Operations office directly at 213-241-0167.



## Spring Break/School Cleaning—March 26—March 30, 2018

Before your Spring Break, please take the time to meet with your plant manager to schedule the work for your school. This is an opportunity to catch up on special projects. These projects could include deep cleaning of restrooms, sweeping and mopping of all classrooms.

In addition, please discuss rescheduling of hours if needed (i.e., regular B & G worker's hours 2:00 pm–10:30 pm. Spring break—10:00 am–6:30 pm). Feel free to email me at [eugene.hernandez@lausd.net](mailto:eugene.hernandez@lausd.net) with any questions you might have.

## Vacation Procedures

A procedure, found in the bargaining agreements, has been established for vacation-earning employees (A-basis and all classified employees, excluding Teacher Assistants) to schedule vacation for the following academic year. The process begins with a communication from the administrator to A-basis staff, by **March 15th**, which should list the following:

- \* Dates that employees **must** take vacation (for most employees, this includes winter and spring breaks, and for C-basis classified employees, this will utilize most of their vacation accrual).
- \* Dates that **no** employee may take vacation. [e.g., you may not want employees on vacation at the beginning or end of the school year]
- \* Dates that certain employees may or may not take vacation, including limits on number of days or the number of employees who will be approved at the same time.

By **April 15th**, employees shall provide the administrator requested vacation dates, taking into account the administrator's guidelines and their own vacation availability as well as the need to stay below their vacation cap. Within 15 calendar days, the administrator shall provide a written acknowledgment either approving or disapproving requested days. The reason for any denial shall be included on the explanation line of the request form.

## Campus Security During Spring Break

As you prepare your schools for Spring Break, it is important to consider the safety and security of the technology on your campuses (Attachment 3).

- Make sure that storage carts are locked and secured and that the wheel lock is in place.
- If there are alarmed areas on your campus, use these areas for storage.
- Double check that alarms are turned on before the closing of school prior to the long week off.

## Random Metal Detector Searches



This is a reminder that Random Metal Detector Searches are to be conducted daily at all secondary schools. Certification of the Random Weapons Searches is required monthly. A Review Process to ensure consistency with the implementation is to occur each semester. All secondary schools must participate in the review process.

Local District Central will collect Attachment A of the Administrative Search Bulletin for the next 4 consecutive Mondays (Attachment 4). Please refer to the table on right for weeks and due dates.

**Logs should be emailed every Monday by 10:00 am to their respective Local District Operations Coordinator.**

Week of Log	Due
March 12-16	March 19
March 19-23	April 3
April 3-6	April 9

## Consolidated Charitable Campaign

The 2018 Consolidated Charitable Campaign is going strong! We can make this year's Campaign more successful by bringing awareness regarding the various charities that benefit from our fundraising efforts. With that in mind, we are including additional resources that can be shared with students' parents and LAUSD staff, to generate interest, and hopefully more donations (Attachment 5). Please refer to Attachment 6 for: parent letter in English and Spanish and Summary of services for each of the eleven agencies. Please do not hesitate to contact LD Central CCC Coordinators, Veronica Real, at (213)241-3906 or Ricardo Lopez, (213) 241-0137. Go Local District Central!



## Chemical Safety Coordinator Training

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. Chemical Safety Coordinators (CSCs) are required to attend two meetings each fiscal year and complete all required duties outlined in REF-1563.4 in order to qualify for the stipend payment. For the 2017-18 school-year, meetings will be held on the dates listed to the side. Please contact OEHS at (213) 241-3199 for more information.

### All Meeting Times: 4:00 pm to 5:15 pm

<u>West</u>	<u>South</u>
Wednesday, March 14 <sup>th</sup> , 2018 Wright Middle School (Library) 6550 W. 80 <sup>th</sup> Street Los Angeles, CA 90045	Thursday, March 22, 2018 Gardena High School (Social Hall) 1301 W. 182 <sup>nd</sup> Street Gardena, CA 90248
<u>North</u>	<u>Central &amp; East</u>
Wednesday, March 21, 2018 Monroe High School (Courtroom) 9229 Haskell Avenue North Hills, CA 91343	Thursday, March 15 <sup>th</sup> 2018 Cortines School of Visual & Performing Arts (Student Dining Hall) 450 N. Grand Avenue Los Angeles, CA 90012

## Attendance Awareness Week March 19-23, 2018

The "I Rise. I Attend. I Matter." Attendance Campaign was launched in September 2017 to increase awareness of school attendance and dropout prevention and recovery to all students, family and staff. As part of the Attendance Awareness Campaign, schools are encouraged to participate in the first **Attendance Awareness Week beginning March 19th and culminating on March 23rd, 2018**. The goal is to engage school stakeholders, including teachers and out of classroom staff, in personal phone calls and home visits to discuss student attendance and provide resources to address barriers to regular attendance. During this week, schools may access tools to assist them in planning with their staff by visiting the Pupil Services, Attendance Campaign website: <https://lachieve.lausd.net/Page/13776>.

In addition, Student Health and Human Services, Pupil Services, in collaboration with Local District leadership teams, identified Belmont High School to participate during the Attendance Awareness Week. The school was selected based on current attendance data. Further details of the specific activities that will be implemented at each school during Attendance Awareness Week will follow. Attendance Awareness Week is an opportunity for schools to build a culture of attendance with the support of all stakeholders.

For more information regarding Attendance Awareness Week, please contact Erika Torres at (213) 241-3840 or at [erika.torres@lausd.net](mailto:erika.torres@lausd.net).

## Spring Break Attendance Reminders

Historically, we have seen a drastic spike in absences of both staff and students in the weeks before and after spring break. As we approach spring break, it is recommended that school take multiple approaches to communicate laws and LAUSD expectations around attendance to employees, students, and families. An employee can be reminded of the attendance policy via email or memos; students and families can be notified by sending a Blackboard Connect message, creating and displaying spring break flyer reminders throughout the school's entrance, office, hallways, classrooms, and website. Staff can coordinate incentive activities on the days of expected high absences and teachers can talk to students about the importance of showing up in the days before and after the spring break. Below is an example of a reminder that can go out to families, weeks before spring break:

### Happy Spring Break! Attendance Reminder

As you make plans for Spring Break, we would like to remind you of [INSERT SCHOOL NAME] expectations regarding attendance. State law and policy requires that all students attend school every day. Every year, absences spike in the weeks before and after spring break. Having too many absences can affect your student chances for academic success and graduation; it takes an average of three days for a student to catch up for each day of school missed. Students, who are absent must provide a note with an excused reason for their absences.

#### Excused absences (valid)

Illness or injury  
Quarantine  
Medical, dental, or vision appointment  
Funeral of an immediate family member

#### Non-excused absences (non-valid)

Extended vacation or trip  
Baby Sitting  
Illness with no note  
Running errands for the family

\*Spring Break 3/26/18-3/30/18 **All students are expected to return to school on Tuesday, 4/3/18**

If you have any questions contact [Insert School Staff] at [School Number]

## Staff Relations Update

All LD Central administrators are encouraged to contact their Staff Relations Field Director or their Senior HR Representative directly when contractual or discipline issues arise with their staff.



Please contact your Field Director regarding UTLA or AALA matters:

Isaias Martinez, Staff Relations Field Director (213) 241-0184 / [isaias.martinez@lausd.net](mailto:isaias.martinez@lausd.net)

Veronica Moscoso, Staff Relations Field Director (213) 241-8257 / (323) 224-3120

[mxm6767@lausd.net](mailto:mxm6767@lausd.net)

Please contact your Senior HR Representative for Unit D (clerical staff) and for Units B, F, G and S (paraprofessional, campus supervision employees, and the SAA).

Chrysanthemum (Chrys) Nguyen, Senior Human Resources Representative, (213) 241-6056 / [c.nguyen@lausd.net](mailto:c.nguyen@lausd.net)

## CLASSIFIED PERSONNEL PERFORMANCE

It's never too early to start preparing for classified employees annual performance evaluations due May 11, 2018. It is recommended that classified employees receive a warning prior to receiving a performance evaluation with ratings lower than "meets standards" and be given an opportunity to improve. The warning should be issued no later than March 23, 2018 to give at least 30 days to improve. Reviewing time cards for attendance and obtaining feedback regarding employee performance now will provide information to assist you in counseling problem employees prior to their end-of-year evaluations. Providing a midyear evaluation can allow employees the opportunities to improve their performances or to acknowledge your high performers. Please contact Chrys Nguyen, Senior Human Resources Representative for assistance at [c.nguyen@lausd.net](mailto:c.nguyen@lausd.net) or 213-241-8227.



**More than  
a Mea**

The District continues efforts in collecting Household Income Forms (HIF). All CEP and Provision 2 schools are highly encouraged to collect these forms from families who are newly enrolled to the District. Forms not submitted between November and June of this school year will have a direct impact on the October 2018 count for Targeted Student Population funding and potential funding opportunities for the next two years. At this time, Local District Central has over 350 missing HIF forms! Our goal is to have every single HIF form in! Call your Operations Coordinator should you have any questions or would like an update of school's status.

## Mandated 2018 Spring Child Abuse Training Resources

Spring semester is here! All schools and offices are required to complete the 2018 Spring Child Abuse Training by March 17, 2018. The revised Child Abuse Training materials are posted at <http://caat.lausd.net>. It is recommended that Firefox or Chrome browsers are used to access them. Prior to your professional development session, please review MEM-6338.3, Child Abuse Awareness Training and Resources to plan your session (Attachment 7).







# 17+ WAYS TO STAND OR KNEEL FOR SAFE SCHOOLS

1. Surround your school with love! Variations on a theme...
  - If there is a large open space, form two circles – students on the inside; staff on the outside.
  - Create a paper chain with names of students, staff, loved ones, families... surround the school.
  - Use solo cups in chain link fence to write a message
2. Plant 17 trees in honor of those who died
3. What Would Marjory Do? Research Marjory Stoneman Douglas. Douglas was “outspoken and politically conscious of the women’s and civil rights movement. She was a relentless reporter and fearless crusader. [https://en.wikipedia.org/wiki/Marjory\\_Stoneman\\_Douglas](https://en.wikipedia.org/wiki/Marjory_Stoneman_Douglas)
4. Make a mural or art pieces
5. Create posters
6. Do spoken word performances – skits, poems, raps...
7. Set up 17 empty chairs in a public space as a statement.
8. Write a Bill of Rights asserting your fundamental beliefs about expectations about being safe from gun violence, at school and in the community
9. Identify politicians on who advocate for gun reform and those who are endorsed by the NRA. Write letters.
10. 16-year olds can pre-register to vote. Have a voter registration drive. See <http://www.lwvlosangeles.org/> and <http://www.sos.ca.gov/elections/pre-register-16-vote-18/>
11. Research the debate on what the Second Amendment really means. See lesson plan <http://www.annenbergclassroom.org/Files/Documents/LessonPlans/Second%20Amendment%20Lesson%20Plan.pdf>
12. Submit editorials or articles of your school’s efforts to your school newspaper or your local newspaper.
13. Write their future: Choose a victim of gun violence and write about what they might have been doing in five/ten years etc.
14. Create a montage using pictures of the victims. Use only positive pictures, no guns or violence or pictures from the scene on the day of the shooting.
15. Create 17 altars/memorials with offerings (e.g., flowers and candles) for those who died.
16. It’s very important to counter the narrative that persons with mental illness are dangerous. Advocate for respectful mental health care.
17. Douglas High School had an enrollment of 3000 students. There were dozens of injured in addition to the 17 killed.. Write letters or send messages to the heroes and survivors who must find ways to go forward.
18. Be aware that many of our students have been personally affected by gun violence. Use the tools of Psychological First Aid <https://achieve.lausd.net/Page/8184>
19. ADL has excellent resources for schools and families on talking about gun violence. <https://www.adl.org/education/resources/tools-and-strategies/table-talk/gun-violence-mass-shootings>
20. How does this movement compare to the 1968 Student Walkouts for Educational Justice? <https://achieve.lausd.net/vision2068>
21. Visit LAUSD Student Health and Human Services, Human Relations, Diversity, and Equity website regularly for additional ideas and materials [achieve.lausd.net/human-relations](https://achieve.lausd.net/human-relations)

[achieve.lausd.net/shhs](https://achieve.lausd.net/shhs)





# CLASSROOM ACTIVITIES IN THE AFTERMATH OF THE BROWARD COUNTY SHOOTING

## 1. Unity Circles

Unity circles/discussions may be facilitated in classrooms to give students a voice on campus. Depending on the age and interest of the students, the circles can be created within a classroom setting or in a larger discussion forum. The link below includes an article that was written for families. However, the basic principles of how to talk to students about the topic of gun violence is addressed and can be easily adapted for use in schools. The article includes background information, questions to use as discussion starters geared for students age 13 and up, and a brief mention of the alternative view of the topic.

<https://www.adl.org/education/resources/tools-and-strategies/table-talk/gun-violence-mass-shootings>

## 2. Create a public awareness campaign that includes social media

There are many ways to develop or participate in a public awareness campaign. Educating people about an issue, in order to inspire change, can take place in school, in the community and online. Creating signs and posters using art and photography can be very effective as can videos and live speeches; these are all useful skills that young people can learn. In recent years, the use of social media to raise public awareness has been largely driven by young people and is a useful vehicle for raising issues and effecting change. The use of blogs, social networking sites such as Facebook, Instagram and Tumblr, videos, memes and online petitions are just a few examples of how words travel fast online and can promote quick and effective action.

## 3. Write

Students may be encouraged to reach out to agencies or organizations that they feel support or promote unsafe practices. This is a small act but can be an important experience for them in making a difference. For example, if students want to change laws and policies on gun ownership, they may write letters to members of the legislature as well as organizations who influence them, such as the NRA. In crafting a well-written letter with evidence and a clear statement of what needs to change, students learn useful skills in persuasion and at the same time can make a difference.

*Agencies/organizations that appear on this page do not constitute an endorsement of the Los Angeles Unified School District (LAUSD), Student Health & Human Services or Human Relations, Diversity and Equity, nor should an exclusion of other websites be considered intentional. Opinions expressed are solely those of the host website and not necessarily those of LAUSD, SHHS or HRDE. Any advertising presented is solely the responsibility of the host website and not LAUSD. Additionally, references, links, products or services displayed by the websites are not to be considered endorsements of LAUSD.*

[achieve.lausd.net/human-relations](https://achieve.lausd.net/human-relations)

[achieve.lausd.net/shhs](https://achieve.lausd.net/shhs)

## **BLACKBOARD CONNECTS FOR STUDENT WALKOUTS**

### **SISTEMA AUTOMATICO DE LLAMADAS REFERENTE A SALIDA DE ESTUDIANTES DEL PLANTEL**

#### **Before:**

Good afternoon. This is Principal \_\_\_\_\_ with an important message for parents and guardians of \_\_\_\_\_ School. As our students continue to mourn the victims of the tragic shooting in Parkland, Florida, some of them have expressed an interest in participating in activities related to gun control. We respect and support the right of our students to advocate for causes that are important to them, and we have planned [Insert specific activity here.] Students may also participate in peaceful dialogue and activities on campus, during non-instructional time, within parameters set by administrators. They are not permitted to leave school, and doing so could result in disciplinary action. Please talk to your child about these sensitive issues, and encourage them not to leave campus or take other actions that could derail their education or endanger their safety. If you have any questions, please call me at xxx-xxx-xxxx. Thank you.

#### **Antes**

Buenas tardes: Soy \_\_\_\_\_ director/directora de la escuela \_\_\_\_\_ con un mensaje importante para los padres y tutores legales de nuestros estudiantes. Mientras nuestros estudiantes continúan elaborando el duelo por las víctimas de la tragedia en Parkland, Florida, algunos de ellos han expresado interés en participar en actividades relacionadas con el control de armas. Respetamos y apoyamos el derecho de nuestros estudiantes de abogar por causas de su interés, de tal manera que hemos planeado [ingrese aquí la actividad específica]. Los estudiantes igualmente participarán en diálogos y actividades pacíficas dentro del plantel educativo, fuera de las horas de clases, siguiendo los parámetros establecidos por los administradores. No se les permitirá salir de la escuela, y de hacerlo, podría dar lugar a la toma de medidas disciplinarias. Por favor, hable con su hijo(a) sobre estos temas sensibles e indíquele no salir del plantel, o participar en otro tipo de acción que pueda afectar su educación o poner en riesgo su seguridad. Si tiene alguna pregunta, por favor comuníquese conmigo en el xxx-xxx-xxxx Gracias.

\_\_\_\_\_

#### **On-campus protest:**

Good afternoon. This is Principal \_\_\_\_\_ with an important message for parents and guardians of \_\_\_\_\_ School. Since last month's tragic school shooting in Parkland, Florida, we have provided [specific programs here] so our students could express their support for the victims, survivors and families. Today, some of our students participated in peaceful activities on campus that included [specific activity]. We respect and support the right of our students to advocate for causes that are important to them, and we consider this as an empathetic and teachable moment for our future leaders. We thank our students for the way they conducted themselves while creating a dialogue toward action. If you have any questions, please call me at xxx-xxx-xxxx. Thank you.

Protestas dentro del plantel educativo.

Buenas tardes: Soy \_\_\_\_\_ director/directora de la escuela \_\_\_\_\_ con un mensaje importante para los padres y tutores legales de nuestros estudiantes. Desde el trágico acontecimiento del mes pasado en Parkland, Florida, les hemos brindado a los estudiantes [ingrese los programas específicos aquí], de tal manera que puedan expresar su apoyo a las víctimas, los sobrevivientes y sus familias. Hoy, nuestros estudiantes participaron en actividades pacíficas dentro del plantel educativo, las cuales incluyeron [actividad específica]. Respetamos y apoyamos el derecho de nuestros estudiantes de abogar por causas de su interés. Consideramos esta, una oportunidad de enseñanza y demostración de empatía para nuestros futuros líderes. Les agradecemos a nuestros estudiantes la manera como se han comportado, creando simultáneamente un diálogo que conduzca a la acción. Si tiene alguna pregunta, por favor comuníquese conmigo en el xxx-xxx-xxxx Gracias.

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Off-campus protest:

Good afternoon. This is Principal \_\_\_\_\_ with an important message for parents and guardians of \_\_\_\_\_ School. Since last month's tragic school shooting in Parkland, Florida, we have provided [specific programs here] so our students could express their support for the victims, survivors and families. However, some of our students participated today in an off-campus activity. This is in violation of District policy, and could result in disciplinary action. Our staff and School Police responded quickly and monitored the students' actions to ensure their continued safety. Please talk to your child about the importance of expressing themselves in appropriate ways while at school. If you have any questions, please call me at xxx-xxx-xxxx. Thank you.

Protestas fuera del plantel educativo.

Buenas tardes: Soy \_\_\_\_\_ director/directora de la escuela \_\_\_\_\_ con un mensaje importante para los padres y tutores legales de nuestros estudiantes. Desde el trágico acontecimiento del mes pasado en Parkland, Florida, les hemos brindado la oportunidad a los estudiantes de [ingrese los programas específicos aquí], de tal manera que puedan expresar su apoyo a las víctimas, los sobrevivientes y sus familias. Sin embargo, algunos de nuestros estudiantes participaron hoy en una actividad fuera del plantel educativo. Este acto va en contra de las políticas del Distrito y podría resultar en la toma de medidas disciplinarias. El personal y la policía escolar respondieron con rapidez y supervisaron las acciones de los estudiantes para garantizar su seguridad. Por favor, hable con su hijo(a) sobre la importancia de expresarse de manera adecuada mientras se encuentra en la escuela. Si tiene alguna pregunta, por favor comuníquese conmigo en el xxx-xxx-xxxx Gracias.





## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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**TITLE:** Procedures for Handling Disturbances, or  
Demonstrations on or Adjacent to School Sites

**NUMBER:** BUL-6320.1

**ISSUER:** Earl R. Perkins, Associate Superintendent  
Division of District Operations

**DATE:** January 17, 2017

**ROUTING**  
All Schools  
All Offices  
Local Districts

**MAJOR CHANGES:** This revision updates BUL-6320.0, dated July 21, 2014, issued by School Operations, to reflect current organizational structure and operational guidelines. It also provides clarifying language in sections III. D and IV. A.

**INTRODUCTION:** Emergency guidelines and procedures outlined in this Bulletin are for administrators to use in planning for and dealing with disturbances, disorders, and demonstrations which might occur on or immediately adjacent to the school site. These guidelines apply to situations involving students, District employees, or community members. The final decision for determining the nature of the assistance needed is the responsibility of the school principal. The Local District (LD) Administrator of Operations shares this burden of responsibility and should be immediately available to the principal for consultation.

The plan and organization established for each school shall be combined with the Safe School Plan and shall be placed on file in the LD operations office.

**GUIDELINES:** The following guidelines apply:

1. GUIDELINES

A. Students have a right to freedom of speech and may participate in free speech activities, including political or religious speech, while on school campus. Students may distribute literature reflective of their views and opinions, and assemble on campus during non-instructional time to discuss their views and opinions. Students may participate in peaceful demonstrations on campus during non-instructional periods. Students may exercise these rights as long as their speech, expression, or conduct is not obscene, lewd, libelous, slanderous, does not incite students to destroy property or inflict injury upon any person, or does not cause a substantial disruption to the operations of the school.

B. California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights



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on campus or during the school day. School site administrators can impose restrictions on the time, place, and manner of the speech or activity in order to maintain a safe and peaceful campus for all students and District employees. Students who fail to follow the directive of school site administrators or District policy concerning demonstrations, assemblies, sit-ins, or walkouts, may be subject to disciplinary action.

- C. Students who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or classroom. A student's refusal to adhere to this directive may result in disciplinary action against that student. Once students are off campus, school site administrators do not have a legal obligation to protect the safety and welfare of the students. If the student demonstration or walk-out causes a disruption to the general public, local law enforcement may respond to the situation. The District has no control over how local law enforcement will handle the situation.
- D. While the District recognizes and respects a student's freedom of speech rights, District employees shall not promote, endorse, or participate in any student demonstration, distribution of materials, assembly, sit-in, or walk-out during work hours or while serving as an agent or representative of LAUSD.

### II. RESOURCES AND ROLES

#### A. School District

- 1. In anticipation of, or during, a disturbance, disorder, or demonstration, key school personnel must be released and made available to assist the principal in class coverage and to implement the school emergency plans. Further, the principal (or designee) may contact other resources for additional assistance.
- 2. The principal shall contact the LD operations coordinator and determine what additional resources will be necessary to address the situation.
- 3. The LD operations coordinator, in consultation with the Office of Division of District Operations, will contact additional District resources, such as: School Police, Office of Communications, Transportation and/or Food Services.

#### B. Law Enforcement Agencies

- 1. The school administrator shall establish an ongoing working



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relationship with law enforcement personnel who service the school and make them aware of contingency plans which may necessitate their involvement.

2. If a disturbance, disorder, or demonstration should occur that is beyond the capacity of the site administration to control, the resources of the District, community, and local law enforcement agencies must be utilized to safeguard the welfare of students and school personnel and to protect District property.
3. When law enforcement is called, the administrator must:
  - a. Recognize that the law enforcement agency will be in charge when it responds to the call for assistance.
  - b. Ensure all school resources are available to law enforcement personnel if their assistance is requested.

### III. COMMUNICATION

- A. To ensure open lines of communication and collaboration with faculty, students, parents, media, and community, the principal shall:
  1. Maintain an awareness and understanding of the issues and concerns prevalent in the school community.
  2. Express a willingness to listen to requests and concerns.
  3. Contact the Office of Communications for assistance in working with representatives of the news media and preparing outgoing messages to parents.
  4. Ensure availability, if appropriate, for contact with news media representatives.
  5. Provide a room, if possible, which can be used for press conferences/briefings.
- B. The principal should enlist the support of stakeholders to develop and implement solutions to problems and address concerns.
- C. The principal should provide opportunities for students to dialogue and engage in activities such as:
  1. Classroom discussions facilitated by approved speakers who are supervised by school personnel.
  2. Participate in small group discussions with clubs or campus organizations.
  3. Informational assemblies with adequate supervision.





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4. Letter writing campaigns.
5. Structured research projects.

D. The school administrator (or designee) must collect materials distributed on and adjacent to the school campus and make every attempt to secure the following information.

1. Who distributed the materials?
2. Where and when was the material distributed?
3. Who received the material?

If after collecting the material, the school administrator (or designee) determines that a lawful action occurred during non-working times and involved employees who were raising concerns about their wages, hours or working conditions, then the administrator (or designee) shall not retain the information collected.

### IV. CAMPUS SECURITY

A. It is the responsibility of the school administrator to maintain adequate safeguards to ensure the safety and welfare of students, school personnel, and school property. If necessary, the site administrator must ensure that the school initiates a lockdown and, if a lockdown is initiated, the administrator should take the following steps as appropriate:

1. Designate only one entrance and one exit for all persons entering or leaving the school site.
2. Do not allow the public or any unauthorized individuals or groups, including parents, to enter the campus.
3. Require each person entering the campus to sign his/her name and record his/her address, telephone number, and the time entered and departed.
4. Remind teachers to keep classroom doors locked and not release students for any reason.
5. Assign staff members to receive and direct all telephone calls related to the emergency. Provide designated persons with a script containing all information to be released.
6. Communicate and update staff using the school public address system, email, Blackboard Connect, or other means as appropriate.
7. Provide written updates or utilize faculty meetings to keep staff informed of developments. Also identify key faculty members to help keep staff informed.



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8. Maintain a “log” to record the date, time, and nature of each incident, names of the persons involved, reliable witnesses to the event, and description of the action taken.
  9. Make plans for the school schedule and supervision program for the following day.
- B. If disturbances occur near administrative offices, plans should provide for keeping doors locked and admitting only authorized personnel.

The school principal shall:

1. Take security measures to safeguard files and records.
2. Determine in advance who will grant permission to enter the administrative offices.

### V. PROCEDURES REGARDING STUDENTS

The school administrator shall:

- A. Inform students in the presence of adult witnesses that they should attend classes.
- B. Notify individual students that they risk disciplinary action if they remain on campus but do not attend classes or if they attempt to leave campus. Note: No physical effort shall be made to prevent students from leaving the campus.
- C. Remind students that if they persist in unlawful activities following ample warning and notice of suspension, they may be subject to citation or arrest.
- D. As soon as possible, prepare a letter to notify parents of what occurred.

### VI. CLOSING OF SCHOOL

- A. The closing of school can only be authorized by the Superintendent of Schools. If, in the principal’s opinion, the school should be closed, the principal shall confer with the LD Administrator of Operations (AOO). The AOO shall contact the Division of District Operations. In the event a closing of school is authorized, the Office of District Operations shall notify the appropriate offices, including School Police, Transportation, and the Office of Communications.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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- B. The site administrator or operations coordinator shall notify other schools in the complex and community agencies, as appropriate, of the school closure. School police personnel and other law enforcement officers at the site shall be notified immediately if the request to close school is approved.
- C. Prior to the dismissal of students, the principal shall:
  - 1. Inspect the entire site to determine the extent of the problem prior to any approved dismissal of students.
  - 2. Release students only to parents or to other properly authorized adults during regular school hours. Maintain a log of students who are released.
  - 3. Ensure that only necessary exits are open before students are dismissed.
  - 4. Instruct members of the school staff, including nurses, school psychologists and other traveling personnel, to:
    - a. Supervise students who are not released until the regular time for dismissal. Note: Do not authorize the release of students at any time unless it is safe to do so.
    - b. Allow students who feel safer at school to remain on campus.
    - c. Remain on school premises until the safety of all students is ensured. (Government Code, Chapter 8, Oath or Affirmation of Allegiance for Disaster Service Workers and Public Employees, Section 3100, Declaration; public employees as disaster service workers.)

### VII. PROCEDURES REGARDING DISTRICT EMPLOYEES

If after reporting for duty and during assigned hours of service, a certificated, classified, or unclassified employee of the District (1) leaves his/her assigned responsibilities to participate in a sit-in, a walk-out, picketing, or any demonstration in any school building or upon any school ground, street, sidewalk, or public way adjacent thereto, or (2) directs or advises any student to participate in any of the aforementioned activities or to absent himself/herself from class or to leave school for these purposes, the principal or his delegated representative shall, in the presence of an adult witness:

- A. Direct each employee to desist from his/her participation in the particular activity and immediately return to his/her designated place





## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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of assignment or duty. Failure to comply may result in disciplinary actions.

- B. Notify each employee, who, after a reasonable amount of time (not to exceed two or three minutes), has failed to comply with the directive issued in “A” above and continues to remain on school property, or upon any street, sidewalk, or public way adjacent thereto, or continues to participate in or to encourage those activities described above, that he/she is guilty of insubordination and that he/she is subject to disciplinary action of the District and that, if his/her presence or acts continue to interfere with the peaceful conduct of the school or disrupts the school or its students or school activity, he/she is subject to arrest in accordance with Section 626.8, California Penal Code, and Section 3221, California Education Code, and proceed to cause the arrest to be made by a police officer.
  - 1. School employees who have not reported for duty but who take part in the activities described above are considered to be acting as independent citizens, even though employees of the District, and are subject to procedures described in Section VIII, Procedures Regarding General Public.
  - 2. School employees not reporting for duty are required to give notice of intended absence in accordance with the appropriate collective bargaining agreements.

### VIII. PROCEDURES REGARDING GENERAL PUBLIC

If an adult who is not an employee of the District, while in any school building or upon any school ground, street, sidewalk or public way adjacent thereto, directs or advises any student to leave school or stay out of class, or if his/her presence or acts interfere with the orderly process or peaceful conduct of the school or disrupts the school or school activities or its students, the school administrator shall warn him/her in the presence of an adult witness that he/she is in violation of California Penal Code, Section 626.8, 32210, and is subject to arrest if he/she continues any of the aforementioned activities.

**ASSISTANCE:** For information, please contact your LD operations coordinator or the Division of District Operations at (213) 241-5337.



## **Safety First!**

### **Keep your devices safe over the Spring Break**



With the storage of extra technology on your campus, the concern for security of the devices, and of your school arises. Here are a few tips to remember when securing your devices for Spring Break:

- ✚ Make sure that storage carts are locked and secure and that the wheel lock is in place.
- ✚ Double check to assure that the classroom or designated storage room is securely locked (door is latched, lock is intact). Secure any windows and inspect security grates to ensure that they are properly affixed to the window.
- ✚ If using classrooms for storage, store carts out of sight (i.e.; push cart up against a wall that does not have windows, or cover windows)
- ✚ If there are alarmed areas on your campus, use these areas for storage
- ✚ Double check that alarms are turned on before the closing of school each day and prior to going on long school breaks.
- ✚ Speak with your staff about properly securing their class room devices inside of the storage carts, and properly securing the carts (i.e.; checking that lock is secure and affixing wheel lock)
- ✚ Itemize the Serial Numbers of each device contained in each storage cart and place a copy of the inventory inside the cart
- ✚ When possible utilize your designated "Safe Room" to secure devices.
- ✚ If you decide your Safe Room should be relocated, contact LASPD to arrange for a site survey.
- ✚ Please use only your approved Safe Room for storage.

Please share these tips with your staff to ensure that theft is minimized and that the safety of your campus is optimized.



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT A

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Office of Educational Services

Random Metal Detection Search Log for: \_\_\_\_\_ School Month: \_\_\_\_\_

Search Team Members:

A. \_\_\_\_\_ B. \_\_\_\_\_ C. \_\_\_\_\_ D. \_\_\_\_\_  
E. \_\_\_\_\_ F. \_\_\_\_\_ G. \_\_\_\_\_ H. \_\_\_\_\_

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



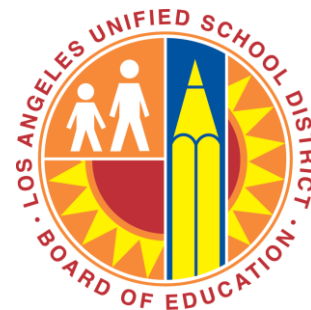


## 2018 Campaign: Overview

CAMPAIGN WINDOW	February 6 – April 8, 2018
<b>About the Campaign</b>	<p>Since 1992, LAUSD has invited 11 of Los Angeles' most diverse and respected charitable agencies to participate in its consolidated charitable employee-giving campaign, <b>Sharing Brings Hope</b>. All 11 agencies are licensed, fiscally responsible organizations who together, <b>raise funds for over 400 charities</b>.</p>
<b>2018 Campaign Goal</b>	<p>Exceed 2017's total donations (both cash and payroll deductions) of \$551,000 to \$600,000 and increase participation.</p>
<b>Charitable Agencies</b>	<div>  <b>ASIAN PACIFIC</b> Community Fund         </div> <div>  <b>BROTHERHOOD</b> <i>Crusade</i> <small>Sowing Seeds and Growing a Strong Community</small> </div> <div>  <b>COMMUNITY</b> HEALTH CHARITIES         </div> <div>  <b>EarthShare</b> California         </div> <div>          Give. Connect. Help.®         </div> <div>  <b>KURKA</b> CHILDREN'S HEALTH FUND         </div> <div>  <b>LAUSD Employee-Sponsored Scholarship Fund</b> </div> <div>  <b>The L.A.</b> <b>Trust</b> <small>STUDENT HEALTH = STUDENT SUCCESS</small> </div> <div>  <b>UNITED LATINO FUND</b> </div> <div>  <b>UNCF</b> <small>A mind is a terrible thing to waste®</small> </div> <div>  <b>United Teachers Educational Foundation</b> </div> <div>  <b>United Way</b> <small>CREATING PATHWAYS OUT OF POVERTY</small> </div>



**All donations in any amount help to provide services to those who need it most! Our students, staff, neighbors, families and our LAUSD community thank you for Sharing and Giving Hope!**



## 2018 Campaign: Overview

<b>Plan Your Campaign</b>	<ul style="list-style-type: none"> <li>• Campaign materials are delivered to your school/site</li> <li>• Choose a week or several weeks for your school/site to push the campaign during <b><u>February 6 – April 6, 2018</u></b> – use Poster to publicize</li> </ul>
<b>Involve Students &amp; Parents</b>	<ul style="list-style-type: none"> <li>• Give Student Coin Envelopes to Students for contributions (<b><i>pg. 13 of Handbook</i></b>) along with Letter to Parents with Student Envelope (<b><i>pg. 11 of Handbook or download from website - FORMS section</i></b>)</li> <li>• Give Thank You Stickers to Elementary &amp; Early Education Students</li> <li>• Give Classroom Envelopes to Teachers to collect contributions (<b><i>pg. 14 of Handbook</i></b>)</li> </ul>
<b>Involve Teachers, Faculty &amp; Administrators</b>	<ul style="list-style-type: none"> <li>• Payroll Giving Card (<b><i>see pg. 15 of Handbook</i></b>)</li> <li>• Payroll Deductions – donations can be designated to one, some, or all of 11 Charitable Agencies (<b><i>see Section 1 of Payroll Card</i></b>)</li> <li>• One-Time Gifts accepted as Checks (<b><i>see Section 3 of Payroll Card</i></b>)</li> <li>• Option of designating Donation to any 501(c)(3) nonprofit (<b><i>see Section 2 of Payroll Card</i></b>)</li> <li>• How to Complete the Payroll Giving Card (<b><i>see pgs. 16-17 of the Coordinator Handbook</i></b>)</li> </ul>
<b>Need More Materials? Request Speakers?</b>	<ul style="list-style-type: none"> <li>• Download from our Website: <a href="http://sharingbringshope.org/forms.html">http://sharingbringshope.org/forms.html</a></li> <li>• Materials Request Form &amp; Speaker Request Form: <ol style="list-style-type: none"> <li>1) Submit Online through Website, or</li> <li>2) Fax/Email to Your Charitable Agency Liaison</li> </ol> (<b><i>see pgs. 8 &amp; 10 of Handbook</i></b>) </li> </ul>
<b>Coordinator's Envelope</b>	Instructions on <b><i>pg. 18 of Handbook</i></b>
<b>Questions?</b>	<p><b>Visit our Website <a href="http://www.SharingBringsHope.org">www.SharingBringsHope.org</a></b></p> <p><b>Call our Hotline (888) 492-4738</b></p>



Dear Parents / Guardians,

Allow me to take this opportunity to thank the students and parents who participated in last year's LAUSD Sharing Brings Hope Campaign. Parents, students, faculty and staff in LAUSD raised over \$551,000 for our community. The Student Donation Envelopes, like the one sent home with your child, brought in over \$258,000. Congratulations!

On behalf of our students and families and in the continuing tradition of **YOUR SCHOOL** spirit, I am asking for your support for the 2018 LAUSD Sharing Brings Hope Campaign. This year's campaign continues to consolidate all of our District's fundraising efforts to a single annual appeal. The charities listed below are reputable and effective partners, and your donations support their efforts in the community:

- |   |                       |   |                         |
|---|-----------------------|---|-------------------------|
| > Asian Pacific Community Fund                | > Brotherhood Crusade | > Community Health Charities                | > EarthShare California |
| > Kathryn. Kurka Children's Health Fund, Inc. |                       | > LAUSD Employee Sponsored Scholarship Fund |                         |
| > The L.A. Trust for Children's Health        | > United Latinx Fund  | > United Negro College Fund                 |                         |
| > United Teachers Educational Foundation      |                       | > United Way of Greater LA                  |                         |

Please consider giving to the charity of your choice. No amount is too small because together, sharing does bring hope. Again, thank you to everyone who has donated in the past. Your gifts help to make a difference in the lives of thousands of families. By working together, we can make our communities a better place to live for everyone.

Sincerely,

PRINCIPAL

\* \* \* \* \*

Estimados Padres,

Quiero aprovechar esta oportunidad para darles las gracias a todos los estudiantes y padres del Distrito (LAUSD) por apoyarnos el año pasado en nuestra campaña de caridad, El Compartir Trae Esperanza (Sharing Brings Hope). Los padres, estudiantes, maestros y empleados recaudaron mas de \$551,000 para nuestra comunidad. Mediante los sobrecitos blancos como el que se envió a su hogar con su hijo/a, se logró recaudar más de \$258,000! ¡Felicidades!

Siguiendo con la tradición del espíritu escolar en nuestra escuela, les pedimos su apoyo de nuevo para nuestra campaña caritativa de 2018 El Compartir Trae Esperanza. La campaña seguirá consolidando los esfuerzos de recaudación de fondos dentro del Distrito en una sola petición anual. Todas estas organizaciones están autorizadas y se denominan organizaciones de caridad efectivas y con fines benéficos.

- |   |                       |   |                         |
|---|-----------------------|---|-------------------------|
| > Asian Pacific Community Fund                | > Brotherhood Crusade | > Community Health Charities                | > EarthShare California |
| > Kathryn. Kurka Children's Health Fund, Inc. |                       | > LAUSD Employee Sponsored Scholarship Fund |                         |
| > The L.A. Trust for Children's Health        | > United Latinx Fund  | > United Negro College Fund                 |                         |
| > United Teachers Educational Foundation      |                       | > United Way of Greater LA                  |                         |

Por favor considere el hacer una donación a la agencia de su elección. Cualquier cantidad por más pequeña nos ayuda, ya que al compartir juntos y de forma auténtica se genera la esperanza. Nuevamente, gracias a todas las personas que ofrecieron donaciones en el pasado. Sus donativos marcarán notablemente la diferencia en las vidas de miles de familias. Al trabajar juntos podremos lograr que nuestras comunidades sean un mejor lugar para todos.

Atentamente,

DIRECTOR/A



# LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

**TITLE:** Child Abuse Awareness Training (CAAT)  
and Resources

**NUMBER:** MEM-6338.3

**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:** July 24, 2017

**ROUTING**  
All Employees

**PURPOSE:** One of the District's top priorities is to ensure the safety of our students. It is the policy of the Los Angeles Unified School District that all employees shall report instances of suspected child abuse or neglect. Child Abuse Awareness Training (CAAT) is aimed to assist employees to better identify and report suspected child abuse. The District has resources available to address reporting of suspected child abuse and conducts trainings throughout the school year to reinforce these resources and comply with legal mandates. In addition, the Division of District Operations works with school principals, unit supervisors, division heads, and local district staff to ensure all employees complete their child abuse trainings by the required due dates.

These trainings are part of the District-wide initiative to ensure that all District employees clearly understand their duty to protect our students, their individual responsibility as mandated reporters of suspected child abuse and serve to certify that employees understand their responsibilities in reporting suspected child abuse.

After completing these trainings, employees will be aware of their suspected child abuse reporting requirements which include, but are not limited to:

- How to file a report of suspected child abuse and with what agency
- How they are protected when filing a report
- What happens after filing a report

**MAJOR CHANGES:** This Memorandum provides an overview of the mandated fall and spring District Child Abuse Awareness Trainings and resources. This Memorandum replaces Memorandum 6338.2, "Child Abuse Awareness Training (CAAT) and Resources," issued on September 16, 2016, by the Division of District Operations.

**INSTRUCTIONS:** I. Fall Child Abuse Awareness Training





# LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

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All LAUSD employees are auto-enrolled and are required to complete the Fall CAAT and assessment annually between July 1 and no later than September 30. Substitutes who have completed the hiring process are also auto-enrolled in the Learning Zone class. New employees hired after September 30 are required to complete the Fall CAAT by the end of the month following the month of their hire.

Employees who fail to complete this mandatory training shall be subject to disciplinary action. Updates will be provided regularly to the local district superintendents, administrators of operations, District leadership and school principals regarding employee training completion.

Note: New contractors hired after July 1, 2017, are automatically enrolled in the Learning Zone class. All other contractors can self-enroll in the class and take the assessment by following the instructions on the Learning Zone home page. A valid LAUSD single sign-on (SSO) account is required to self-enroll.

The Fall CAAT consists of a customized District training video followed by an assessment. The training video is available online on the Child Abuse Awareness Training link under “Offices” in the District home page and the assessment is accessible through the Learning Zone. Employees will have the ability to start and stop the online video at various points and continue the training at their convenience.

## II. Spring Child Abuse Awareness Training

### A. Schools and Offices

All schools and offices are to conduct the Spring CAAT between January 2 and March 17 annually. The spring training, *titled Breaking the Silence*, consists of a presentation and scenario based discussion. All materials required to facilitate this training are available for download at the Child Abuse Awareness webpage under “Offices” in the District home page. Supervisors are to certify completion of this training via the online Administrator’s Certification Form. Office supervisors who do not have access to the online Administrator’s Certification Form are to download and complete the Facilitator’s Form from the Child Abuse Awareness webpage and forward the form to their immediate supervisor. A copy should be retained on file at the work location for three school years.



## LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

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### B. Substitutes

For the Spring CAAT, please note that all substitutes, classified and certificated, are auto-enrolled in an online class created specifically for substitutes. The training consists of a presentation which is also available on the Child Abuse Awareness webpage under “Offices” in the District home page. The content of the training is similar to the spring discussion based training facilitated at schools and offices. All substitutes are required to take the assessment via the Learning Zone.

### III. Accessing the Assessments

After reviewing the Fall CAAT video, all employees must pass the assessment with a 100% completion percentage to demonstrate their knowledge and comprehension. To access the assessment, employees should log in to the Learning Zone at <https://lz.lausd.net>, select the “My Assessment” tab and click on the Start link to begin the assessment.

For the Spring CAAT, all substitutes, classified and certificated, are to follow the steps above to access the assessment in the Learning Zone. School and non-school based office employees will participate in the onsite training described in Section II.1 above, and are not required to complete the online assessment for the Spring CAAT training.

### IV. Printing Certificates of Completion

Employees may print a Certificate of Completion once they have passed the assessment with a score of 100% and provide a copy to their immediate supervisor, who will keep them on file. If employees are not immediately prompted to print a certificate, they should follow these steps:

1. From the Learning Zone home page, click the “My History” tab
2. Click the “Print Certificate” link next to the course name.

### V. Principal Certifications

Principals are to certify, once every semester, via the online Administrator Certification Form, that they have provided training to employees on suspected child abuse, reporting procedures, and prohibitions against corporal punishment. In addition, principals are to develop a child abuse reporting plan for the site.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## MEMORANDUM

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### VI. Training Resources

A complete Child Abuse Awareness Training Kit, *Breaking the Silence*, is available for download at the Child Abuse Awareness webpage under "Offices" in the District home page. The kit includes a facilitator guide, necessary materials and many vignettes that staff can use throughout the school year to reinforce the trainings referenced above.

#### **RELATED RESOURCES:**

MEM-6128.5 Administrator Certification On-Line System 2017-18 for School  
Sites and Offices  
BUL-1347.3 Child Abuse and Neglect Reporting Procedures  
BUL-4748.0 Ethics Policies  
BUL-5167.0 Code of Conduct with Students

#### **ASSISTANCE:**

For assistance or further information regarding navigating or accessing the Child Abuse Awareness Training (CAAT), school-based employees should contact the corresponding operations coordinator. Non-school based employees should contact the District Service Center in Beaudry at (213) 241-1000.

For technical difficulties, please call the ITD Helpdesk at (213) 241-5200.