



Local District Central

Friday's Operation's Brief

BELIEVE • BEHAVE • BECOME

VOLUME 4, ISSUE 32

MARCH 31, 2017

IMPORTANT DATES TO REMEMBER

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



Budget, meetings, textbook roadshow, classroom observations,.....March madness is almost over! Now is the time to stop, breathe., and remember self care. During our this season, Local District Central highly encourages you to take care of yourselves.

One of the most effective ways of combating compassion fatigue is by taking care of ourselves, emotionally and physically, connect with colleagues, ask for support when needed, take time to reflect. Caring for ourselves is something we must do on a regular basis so that compassion fatigue does not lead to burnout. Please refer to the Self-Care for Educators Tip sheet (Attachment I) from The National Child Traumatic Stress Network for tips to address education fatigue. Enjoy your three day weekend!

Black History Month: Alexander Science Center

Every February, Alexander Science Center Elementary School commemorates African American History Month by organizing various events by students and staff. This year, Alexander Science Center Psychiatric Social Worker (PSW) Janise Escobar organized a special recognition ceremony to honor Elaine Carr, a local African America artist. During the event, Ms. Carr presented one of her paintings to the entire school community and donated the painting to the school. Special dance and song performances from classes at all grade levels on African American heritage were also a part of the event.



Consolidated Charitable Campaign—Week 8



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

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

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

WHAT'S DUE

Weapons Log	3/27
March Water Flushing Certification	4/1
March Metal Detection Certification	4/1

Motivating our Students to “Attend ‘til the End” of the School Year

The time frame between spring break and the last day of school is typically a period of decreasing attendance. Even students, who have attended school regularly, from the beginning of the academic year, will begin to take a few days off. Prevention is key to maintaining our student’s motivation to attend school right up to the last day. School leaders can motivate their students by consistently talking about attendance and implementing a themed campaign and supporting events and activities to promote attendance in fun and exciting ways through the last stretch. For example, schools can hold events to mark the 150th day of school (April 27th); hold contests between homerooms for the best attendance for the months of April and May; post promotional flyers and posters throughout campus; make PA announcements, hold attendance pledging events for students and/or parents; and award certificates to recognize attendance achievers and improvers. Follow the link for resources to motivate your students: <http://achieve.lausd.net/Page/9448>. How will your school keep their students motivated to “Attend ‘til the End?”



The tables below show LAUSD’s and Local District Central’s overall cumulative attendance data in three areas, students attending at 96%, chronically absent students and attendance submittal.

LAUSD		
LCAP Targets	2016-2017 School Year As of February 2016	2015-2016 School Year As of June 2016
73% of Students Attending at 96%	70.2%	70.4%
10% of Students with Chronic Absenteeism*	14.2%	14%
100% Attendance Submittal	93.4%	99.3%

Local District Central Monthly Comparison					
LCAP Targets	2016-2017 School Year				
	October 2016	November 2016	December 2016	January 2017	February 2017
73% of Students Attending at 96%	77.9%	77.9%	72.4%	72%	70.5%
10% of Students with Chronic Absenteeism*	11.3%	12.2%	13.2%	13%	14.8%
100% Attendance Submittal	99.1%	99.4%	99.7%	98.5	99.2%

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

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

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

Attached are the instructions for entering the contest, a flyer you may post at your school, and copies of the Elementary and Secondary School Climate Bill of Rights (Attachment 2). If you have any questions, please contact Jhamed Babatunde-Bey or Paul Gonzales at (213) 241-5337.





Student Health and Human Services Extended Support Sites

Since the presidential inauguration, many of our students and their families have had many questions and concerns about the possible impact the new administration may have on them. As part of the District's continuing commitment to provide a safe and positive learning environment, the following resources are available:

- ✓ Student Health and Human Services (SHHS) has Extended Support Sites at each of the six Local District offices and the field office of School Board President Steve Zimmer. These sites provide families with emotional support, enrollment, health referrals and attendance information and will link them to resources, as needed.
- ✓ LD Central SHHS employees are available to answer questions from 8 a.m. to 4:30 p.m. weekdays at (323) 373-2561.
- ✓ Information regarding these services is on the District's website with a list of resources for students, parents and employees. For details about these and other resources, please visit <http://achieve.lausd.net/Page/11959>.
- ✓ The Student Enrollment Placement and Assessment Center is a District resource available to ensure that students are provided all services required to enroll and connect family with additional supports needed for academic, social and emotional success.

Restorative Justice: Throwback Thursday

Restorative Justice

Restorative justice is an evidence-based practice effectively used to reduce suspensions, expulsions, and disciplinary referrals. Restorative justice focuses on righting a wrong committed and repairing harm done. The goal is to place value on relationships and focus on repairing relationships that have been injured. The harmed and the harmer have the opportunity to share with one another how they were harmed, as victims, or how they will work to resolve the harm caused, as wrongdoers.



Circle Process

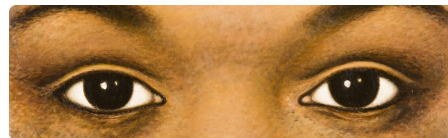
A circle is a versatile restorative practice that can be used proactively, to develop relationships and build community, or reactively, to respond to wrongdoing, conflicts, and problems. Circles can be used as a tool to teach social skills such as listening, respect, and problem solving. Circles provide people an opportunity to speak and listen to one another in a safe atmosphere and allow educators and students to be heard and offer their own perspectives. Circles can also be used to celebrate students, begin and end the day, and discuss difficult issues.

Informal Restorative Practices

Informal restorative practices are small ways educators and other school personnel can influence a positive environment. Examples include the use of *affective statements*, which communicate people's feelings, and *affective questions*, which cause people to reflect on how their behavior has affected others; proactive engagement with students and families; mentor relationships; community service; and lunchtime table talks.

Evenings for Educators—*Art and Social Justice*

Next week concludes the 2016–17 season of Evenings for Educators with **Art and Social Justice on Tuesday, April 4, 2017**. It is a unique opportunity to look, learn, create, and connect with colleagues!



Artists have long used their work to inspire dialogue, raise questions, and comment on injustices in their community. Looking at art from LACMA's permanent collection, discover the many ways in which art can be used as a tool for social justice and a catalyst for change, and learn how to encourage your students to use art as a means of getting involved and addressing injustices in their community. For more information about Evenings for Educators, call 323 857-6093 or visit lacma.org. Complimentary parking and dinner are included with admission. Individual program tickets are \$15 in advance and \$20 on the day of the session.

Extended Leaves of Absence (Workers Comp or Illness)



It is the responsibility of the school-site administrator to follow up on any employee leave, whether Workers' Compensation or Illness. For Workers' Comp, you should be in contact with the Workers' Comp Specialist to keep apprised of the employee's claim status, any work restrictions and/or possible return to work date. If an employee reports to work after a work related injury or surgery with medical restrictions, you can speak to a Return to Work

Specialist to assist you with the Interactive Process. Please see the information below for Protected Leaves & Staff Attendance, Reasonable Accommodations and Workers' Compensation:

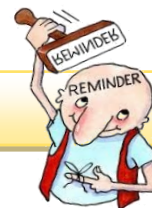
Location	Protected Leaves & Staff Attendance	Reasonable Accommodations	Workers' Compensation
Central (LD)	Cindy Looney 213-241-3079	Rima Vosghanian 213-241-2213	Sandra Hornback 213-241-3966
Early Education	Based on Local District Locations	Patty Prince 213-241-3978	Margie Topp-San Jose 213-241-3965

Computer Lab Augmentation Grant Program

The Computer Lab Augmentation Grant Program is a way to help support school recipients of new technology donations - either donated computers or financial assistance toward their purchase - by addressing interior improvements of spaces used as computer labs. For further detailed information, please see attached Informative and Participation Form (Attachments 3 & 4).



Reminders



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.

- 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.

Please refer to the attached tip sheet to assist you (Attachment 5).

Spring Break—April 10—April 14, 2017

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 with any questions you might have.



Athletics: Concussion Symposium Reminder

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

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

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

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.

All secondary schools are to submit the daily Metal Detection Search Log, Attachment A, on a weekly basis (Attachment 6). Logs are due the following Monday to the respective Local District Operations Coordinator.

Logs are to be submitted by the following Monday of each work week.

Week of Log	Due
March 6-10	March 13
March 13-17	March 20
March 20-24	March 27
March 27-31	April 3

“There is a cost to caring.” - Charles Figley

Trauma takes a toll on children, families, schools, and communities. Trauma can also take a toll on school professionals. **Any educator who works directly with traumatized children and adolescents is vulnerable to the effects of trauma**—referred to as *compassion fatigue* or *secondary traumatic stress*—being physically, mentally, or emotionally worn out, or feeling overwhelmed by students’ traumas. The best way to deal with compassion fatigue is early recognition.

TIPS FOR EDUCATORS:

- 1. Be aware of the signs.** Educators with compassion fatigue may exhibit some of the following signs:
 - Increased irritability or impatience with students
 - Difficulty planning classroom activities and lessons
 - Decreased concentration
 - Denying that traumatic events impact students or feeling numb or detached
 - Intense feelings and intrusive thoughts, that don’t lessen over time, about a student’s trauma
 - Dreams about students’ traumas
- 2. Don’t go it alone.** Anyone who knows about stories of trauma needs to guard against isolation. While respecting the confidentiality of your students, get support by working in teams, talking to others in your school, and asking for support from administrators or colleagues.
- 3. Recognize compassion fatigue as an occupational hazard.** When an educator approaches students with an open heart and a listening ear, *compassion fatigue* can develop. All too often educators judge themselves as weak or incompetent for having strong reactions to a student’s trauma. Compassion fatigue is not a sign of weakness or incompetence; rather, it is the cost of caring.
- 4. Seek help with your own traumas.** Any adult helping children with trauma, who also has her own unresolved traumatic experiences, is more at risk for compassion fatigue.
- 5. If you see signs in yourself, talk to a professional.** If you are experiencing signs of compassion fatigue for more than two to three weeks, seek counseling with a professional who is knowledgeable about trauma.
- 6. Attend to self care.** Guard against your work becoming the only activity that defines who you are. Keep perspective by spending time with children and adolescents who are not experiencing traumatic stress. Take care of yourself by eating well and exercising, engaging in fun activities, taking a break during the workday, finding time to self-reflect, allowing yourself to cry, and finding things to laugh about.

Resource: Figley, C.R. (1995). *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized*. New York: Brunner/Mazel, Inc.

This project was funded by the Substance Abuse and Mental Health Services Administration, US Department of Health and Human Services.

Established by Congress in 2000, the National Child Traumatic Stress Network (NCTSN) is a unique collaboration of academic and community-based service centers whose mission is to raise the standard of care and increase access to services for traumatized children and their families across the United States. Combining knowledge of child development, expertise in the full range of child traumatic experiences, and attention to cultural perspectives, the NCTSN serves as a national resource for developing and disseminating evidence-based interventions, trauma-informed services, and public and professional education.

Instructions for Entering

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

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

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

Poster & Video Contest

Theme: Relationships Matter



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

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

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



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INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Facilities Services Division

INFORMATIVE

TO: Members, Board of Education
Michelle King, Superintendent

DATE: March 15, 2017

FROM: Mark Hovatter, Chief Facilities Executive



SUBJECT: COMPUTER LAB AUGMENTATION GRANT PROGRAM: A FACILITIES GRANT PROGRAM TO SUPPORT TECHNOLOGY AT SCHOOLS

In support of the District's vision to integrate technology into teaching and learning, and to provide incentives for school partners to make valuable donations to benefit District students, the Facilities Services Division has established the Computer Lab Augmentation Grant Program ("Program"). The Program provides funding for facilities-related improvements to spaces for use as computer labs at District schools that have received donations for new technology.

This Informative provides background and guidelines for the Program, and how eligible District schools may participate.

Background

District schools are increasingly using technology to personalize instruction, promote active learning and equip students to be digital learners with 21st-century skills necessary for college and career success. A well-equipped learning space can help with these important efforts. Community members and organizations have demonstrated their support of the District's vision by donating computers and equipment, and/or financial assistance toward such purchases. Challenges facing administrators at schools that receive such donations include operating in facilities that are not sufficiently equipped to properly function as computer labs. The Program was developed to help mitigate these challenges. The Program will provide facilities-related improvements for computer labs at District schools that receive technology donations.

Program Guidelines

All District K-12 schools are eligible to participate in the Program, provided the following criteria are met:

1. School receives a donation of computers, or financial assistance towards such purchases, that would result in at least 20 computers (existing and/or newly donated) in a computer lab;
2. Donated computers meet the specifications and approval for use of the Information Technology Division (ITD); and
3. Compliance with District policy regarding donations (BUL-5895.1).

Examples of the types of benefits provided by the Program include but are not limited to the following:

- Security enhancements for computer lab;
- Electrical upgrades, including power and data support;
- Improvements to flooring systems;
- New interior paint;
- Upgraded permanent classroom fixtures, such as window treatments/blinds;
- Other projects as approved.

Proposed projects will be managed by the Maintenance & Operations Branch, and should not require Division of State Architect approval.

The Principal will work with the school's Complex Project Manager ("CPM") to develop the proposed scope of work. The Complex Project Manager will determine the appropriate funding strategy (e.g., Routine Repair and General Maintenance, bond funds, or other funding sources). As proposed projects are developed, the scopes will be reviewed in consultation with the Office of the General Counsel to determine appropriate funding eligibility. If any bond funds are proposed to be expended for a project, District staff would follow the existing protocol, including presentation to the LAUSD School Construction Bond Citizens' Oversight Committee, and the Board of Education for approval.

Program Participation Form

Attached is a participation form for eligible District schools. To participate, the Principal must work with the CPM to complete the form, and submit it to ITD for review. If ITD confirms the donated computers meet its specifications, the CPM will work with the Principal to develop a preliminary scope of work and cost estimate. Once the proposed project is finalized by the Principal, the CPM will submit the form to the Local District Superintendent, and then Facilities Services Division leadership, for approval.

Should you have questions about the Program, please contact me at 213.241.4811.

Attachment: Sample Participation Form

c: Alma Peña-Sanchez
Nicole Elam-Ellis
Jefferson Crain
Shahryar Khazei
Kenneth Bramlett
David Holmquist
Frances Gipson
Local District Superintendents
Members, Bond Oversight Committee
Facilities Leadership



LOS ANGELES UNIFIED SCHOOL DISTRICT
Facilities Services Division

**COMPUTER LAB AUGMENTATION GRANT PROGRAM
PARTICIPATION FORM**

To: **Complex Project Manager** **DATE:** _____
 Maintenance and Operations

FROM: _____ **(LAUSD PRINCIPAL NAME)**
 _____ **(SCHOOL NAME) ("District School")**

Below are the projects I am proposing for the Computer Lab Augmentation Grant Program. The District School has received a donation from _____ of the following (check all applicable):

[] ____ number of computers with the following specifications (provide add'l. pages, if necessary):

[] \$_____ for the acquisition of ____ number of computers with the following specifications:

PROPOSED PROJECT:

____ Interior Improvements. Potential options include, but are not limited to, the following:

- Provide security enhancements for computer lab (e.g., secure hardware and skin door, security grilles, etc.)
- Electrical upgrades, including power and data support;
- Disconnect/dispose of existing computers and workstations
- Improvements to flooring systems (e.g., replace carpet with vinyl composition tile (VCT));
- New interior paint;
- Upgraded permanent classroom fixtures, such as window treatments/blinds;
- Other items, as may be approved.

Project Description (provide additional pages, if necessary):

COMPLEX PROJECT MANAGER RESPONSIBILITIES

Please provide as much information as possible when submitting this form for consideration regarding the proposed project(s). Information to be provided should include, but not be limited to: timing, scope, costs, location, size, make/brand, etc. Be sure to attach diagrams, cost estimates, and/or plans, as appropriate.

NOTE: Any alterations, additions, or improvements must not cause the District premises to be incompatible with the operation of a school within the public system of the City of Los Angeles, and must be made in compliance with all applicable laws and District policies. No proposed project(s) should require DSA approval.

Once completed, this form must be submitted via email to the Local District Superintendent and Director of Maintenance & Operations for review and approval. All approved projects will be managed by M&O.

APPROVALS

INFORMATION TECHNOLOGY DIVISION

Approved ☐

Date: _____

Denied ☐

Print Name: _____

Signature: _____

LOCAL DISTRICT SUPERINTENDENT

Approved ☐

Date: _____

Denied ☐

Print Name: _____

Signature: _____

DIRECTOR, MAINTENANCE & OPERATIONS

Approved ☐

Date: _____

Denied ☐

Print Name: _____

Signature: _____



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.

