



IMPORTANT DATES TO REMEMBER

School Administrator's Week	10/10-10/14
Safe Riding Practices Program	10/14
Great Shake Week	10/10-10/14
Unassigned Day	10/12
Principals' Meeting	10/20
SAA Meeting	10/27

WHAT'S DUE

September's Water Flushing Logs	10/1
September's Metal Detection Certification	10/1
October Weekly Random Search logs	weekly
Radio Check	10/18
Meal Applications Due	10/24

Local District Central

Friday's Operation's Brief

BELIEVE • BEHAVE • BECOME

VOLUME 4, ISSUE 11

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School Administrator Week

HAPPY FRIDAY! The week of October 9th has been designated by state law as the [Week of the School Administrator](#). Commendations to all administrators for their contributions made to ensure the academic achievements of all students.

Your job, as Administrator, is rewarding and at the same time tough. Maintain your sense of humor. Laughter is a wonderful way to build community. Continue to be courageous and lead with your heart. There were times when

I certainly thought there was too much work, and no support. Hang in there!

"It is not so much where we stand, as in the direction we are moving. To reach the port, we must sail sometimes with the wind and sometimes against it—but we must sail, and not drift, nor lie at anchor.—Author Unknown.

Local District Central has the Best Administrators! Thank you for all you do!

District Crisis Team Training

With the recent tragic incidents and unrest that have occurred in our communities, LD Central would like to reiterate that the importance of having a functioning safe school plan which includes a well-trained school site crisis team. Although we cannot predict crisis situations, our schools must be fully prepared to support our students and families as needed. LD Central will be having our school site crisis team trainings for elementary and secondary schools on November 30, 2016. An invitation will be sent to all LD Central Principals to designate three staff members to attend and train their individual school site crisis teams.

Additionally, the Annual District Crisis Team training is on November 4, 2016. A multidisciplinary team of staff are designated each year to respond to crisis situations throughout the LD Central. From responding to various traumatic incidents, the LD Central Crisis Team

has witnessed that school staff can be exposed to compassion fatigue, the emotional

residue of exposure of working with those suffering from the consequences of traumatic events. School staff contribute to our students' accomplishments and are also an integral support when our students may be feeling at their most vulnerable, such as after experiencing a serious loss. The LD Central Crisis Team can provide staff presentations on compassion fatigue and psychological first aid to all levels of staff at your school site. Please consider this valuable resource to support your schools. You can reach out to directly to your Operations Coordinator or LD Central School Mental Health for more information.



Engaging Parents to Reduce Chronic Absences

In 2014, the U.S. Department of Education, Office of Civil Rights found that 6.5 million students (13 percent) nationwide were chronically absent from school during 2013-14 school year. In addition, state by state analysis of national testing data demonstrated that students who missed more school than their peers consistently scored lower on standardized tests regardless of grade level, demographic group, state, and city.



Data indicates that the chronic absence rate in LAUSD was 14% for this past school year. LD Central shares the same percentage rate. As such, the LAUSD LCAP goal has been set to decrease the chronic absentee rate to **11%**. In order to meet this goal, it is imperative to identify schools and student populations who have the highest chronic absentee rates and develop a plan to improve students' attendance.

As a way to improve student attendance, **schools are encouraged to engage parents** through parent workshops to emphasize the importance of school attendance as well as the impact of absences on their children's academic success. Convening **Attendance Improvement Meetings (AIM)** with parents twice a year can serve to provide parents with resources available in the school or community agencies with the goal helping them get one step closer to our attendance goal of 96% or higher attendance.

The following resources can be utilized to engage parents at your schools:

- * Pupil Services/AIP toolkit; <http://achieve.lausd.net/>
- * Bringing Attendance Home Toolkit: Engaging Parents in Preventing Chronic Absence on the Attendance Work Web page at: <http://www.attendanceworks.org/tools/for-parents/bringing-attendance-home-toolkit/>
- * Principal's toolkit ; Attendance Works Web page at <http://www.attendanceworks.org/?p=11321>

Custodial Staff and Upcoming Holiday

All custodial staff at schools (PM, B & G Workers) are assigned "A" basis. Your custodial staff is scheduled to work on Wednesday, 10/12. This is a good time to have your custodial staff catch upon any projects. Please meet with your

Complex Project Manager to discuss hours and work that can be done when students and staff are not on campus.

Feel free to call your Operations Coordinator if you should have any questions.

School Mental Health Updates: Action Plans



An Action Plan was created by PSWs assigned to all Local District Central schools. Each Action Plan was specifically tailored to the individual school site, reviewed, and approved by the principal.

The Action Plans included data points such as the School Experience Survey, Four Year Graduation Rate, DIBELS, and suspension rates to develop specific clinical and macro-related interventions by the PSW for the specific school. The purpose of the Plan is to guide and document how School Mental Health services are connected to the following: District Goals of 100% Graduation, Proficiency for All, 100% Attendance, Parent, Student and Community Engagement, and School Safety.

Please see Attachments 1 and 2 on PSW Multi-tiered interventions at elementary and secondary for a menu of services that School Mental Health provides at the universal, targeted and intensive levels. For more information, please contact Maria Chua, School Mental Health Coordinator at (213) 241-2612 or maria.chua@lausd.net.

Random Metal Detector Search Log

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 occurs once every semester during the months of October and March. All secondary schools in Local District Central, including co-located charters, participate in this review process.

Beginning Monday, October 17, 2016 through Monday, November 7, 2016, all secondary schools are to submit the daily Metal Detection Search Log, Attachment A (Attachment 3), on a weekly basis to their respective Local District Operations Coordinator. Logs are to be submitted according to the schedule below:

Random Metal Detector Search Log for the week of:	Due
October 10-14	October 17
October 17-21	October 24
October 24-28	October 31
October 31-November 4	November 7

Recapture of Norm Day Enrollment Data

The final capture of Norm Day Enrollment Data can be accessed via the classification report or the Norm Day Enrollment Dashboard. As previously communicated, the final norm day data capture will be subject to manual review, validation, and adjustment. For instructions on the capture code and date options, as well as information on items that will generate adjustments, please see attached communication from Budget Services & Financial Planning (Attachment 4).

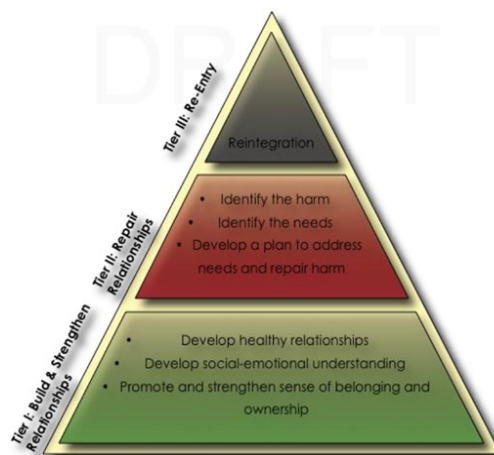
A Three-tiered approach to Whole-School Restorative Justice

One effective way to describe restorative justice in schools is to explain restorative justice as it applies to three different contexts.

- ♦ Tier I (universal) - Community Building circles through strengthening relationships among all stakeholders to create a thoughtful and caring school community
- ♦ Tier II (targeted) Harm Circles aim to repair relationships when misconduct happens and making things as right as possible for the harmed and harmer
- ♦ Tier III (intensive) Re-entry Circles aims to re-integrate students into the classroom and school after they have been excluded from the classroom through referrals out of classes, suspensions, expulsions and detention in Juvenile Hall

This three-tiered approach when integrated as a whole school approach will:

- ♦ Create healthy, relationship-based environments where harm and wrongdoing are minimized
- ♦ Repair relationships in which a harm or wrongdoing has been done while
- ♦ Strengthen and transform those relationships so future harm does not occur



National Arts and Humanities Month



Celebrate October as National Arts and Humanities Month! President Obama has already kicked things off by issuing an official White House Proclamation that articulates the importance of the arts and culture in our history and in our future. Promote the arts and culture by sharing the President's proclamation!

Reminders

What is Principal for a Day?

Educators have an opportunity to develop relationships with business and community leaders who are interested in investing time, energy, and resources into local schools.

Take the first step in developing partnerships that strengthen both the education system and tomorrow's workforce. Get involved with Principal for a Day, an exchange to share ideas, resources and a sense of responsibility for our schools.

For more information about the program or sponsorship opportunities, contact Geraldine Contreras-Jaimerena, 213.580.7552 or gcontreras@lachamber.com



Los Angeles Unified School District
Student Health and Human Services
School Mental Health

School-Based Multi-Tiered Service Delivery Menu – Elementary Level

2016-2017

GOAL 1: 100% Graduation

TIER 1 (UNIVERSAL)
<ul style="list-style-type: none">• Trauma Informed Schools professional development for staff• Parent workshops to support academic success (e.g., attendance, school adjustment, positive discipline, understanding report cards, parenting-teacher conferences, community resources for academic support A-G requirements in collaboration with the Title I coordinator, coaches and/or intervention teacher)• Families OverComing Under Stress (FOCUS) schoolwide classroom support• Schoolwide campaigns by grade level to promote study skills (e.g., time management week, organization skills week, study skills week; learning environment at school and home study habits)• Second Step (schoolwide classroom support middle school)• Resource Fair with information on programs that offer academic support services, such as tutoring, city library, YMCA, etc.• Abriendo Puertas Parent Curriculum (schoolwide)
TIER 2 (TARGETED)
<ul style="list-style-type: none">• Families Overcoming Under Stress (FOCUS) targeted classroom• Skills building groups (e.g., work habits, organization skills, study skills)• Abriendo Puertas Parent Curriculum for targeted parents• Cognitive Behavior Intervention for Trauma in Schools (CBITS)• Groups with targeted students to address topics such as school adjustment, stress management, skill-building groups (e.g., work habits, organization skills, study skills, etc.)• Small group interventions (anger management, social skills group, WHYTRY?)• Provide mental health consultation during Student Support and Progress Team (SSPT) and in IEP meetings.
TIER 3 (INTENSIVE)
<ul style="list-style-type: none">• Individual mental health services• Family and student-focused support to reduce barriers to learning• Referral/linkage to school and community based academic support services (e.g. libraries, tutoring, Boys and Girls Club, YMCA)• Mental health consultation with particular teachers, academic counselors, and other support staff• Individual mental health services

GOAL 2: PROFICIENCY FOR ALL

TIER 1 (UNIVERSAL)	
<ul style="list-style-type: none"> • Trauma Informed Schools presentation for targeted group (e.g., English Language Learners, Foster Youth, Homeless Education Students) • Second Step, school-wide • Trauma Sensitive 101 for staff regarding targeted populations (e.g. English Language Learners, Foster Youth Homeless Education students) 	
TIER 2 (TARGETED)	
<ul style="list-style-type: none"> • CBITS ; FOCUS classroom/group intervention • Participation in the SSPT/IEP meetings • FOCUS group or classroom interventions; CBITS 	
TIER 3 (INTENSIVE)	
<ul style="list-style-type: none"> • Linkage to community based educational and mental health support services as needed • Make referrals to Special Education Services 	

GOAL 3: 100% ATTENDANCE

TIER 1 (UNIVERSAL)	
<ul style="list-style-type: none"> • Promoting positive school climate that reinforces attendance(school-wide campus supervision: before/after school, nutrition/lunch time) • Parent workshops to support school attendance (e.g., school adjustment, positive discipline, CA attendance laws in collaboration with PSA, credit recovery , A-G Requirements in collaboration with counselors) • Assist with the School-wide implementation of absence and tardy policy • Professional development for staff regarding the effects on trauma on student attendance 	
TIER 2 (TARGETED)	
<ul style="list-style-type: none"> • Psychological First Aid presentations for targeted populations (e.g., staff) • Facilitate orientation for newcomers to school/country • Skill building groups (e.g., attendance, work habits, organizational skills, time management, healthy sleep patterns, etc.) • Targeted parent group regarding students with underlying mental health issues • Self-regulatory skills groups (school adjustment, stress management, anxiety, school refusal) 	

<ul style="list-style-type: none"> • CBITS; FOCUS classroom/group intervention
TIER 3 (INTENSIVE)
<ul style="list-style-type: none"> • Provide individual mental health interventions • Provide referrals to community based or SMH Clinics • Collaborate/participate in home visit to increase attendance • Safety plan/re-entry plan development

GOAL 4: PARENT, STUDENT, AND COMMUNITY ENGAGEMENT

TIER 1 (UNIVERSAL)
<ul style="list-style-type: none"> • School-wide parenting classes (e.g. Parents In Control, Abriendo Puertas) • Coordinate/participate in activities and workshops for parents (e.g., parent engagement activities, mental health awareness, English Language Acquisition Committee, Coffee with the Principal, etc.) • Trauma Informed Schools workshops for parents
TIER 2 (TARGETED)
<ul style="list-style-type: none"> • Parenting classes for targeted groups (e.g., Parents In Control, Abriendo Puertas) • Psychoeducation and Parent Support Groups (e.g., Domestic Violence, Grief & Loss, Trauma, Self-Esteem, etc.) • Families OverComing Under Stress (FOCUS) for parents
TIER 3 (INTENSIVE)
<ul style="list-style-type: none"> • Referrals to community based or SMH clinics • Referral/Linkage to School/Community Resources for individual families

GOAL 5: SCHOOL SAFETY

TIER 1 (UNIVERSAL)
<ul style="list-style-type: none"> • Trauma Informed Professional Development and Psychological First Aid for staff • Parent workshops/psychoeducation to support social-emotional development (e.g. relationship building, attachment, self-harm, suicide prevention, trauma, school adjustment, mental health awareness, substance use, etc.) • Family Resiliency Training

- Crisis Response Training for staff
- Second Step (school-wide)
- Child abuse prevention workshops for parents and staff
- Professional development workshops on alternatives to suspension and behavior management
- Participation in schoolwide positive behavior support planning
- Participate in Discipline Review Team meetings
- Drug/substance use prevention and awareness campaign (Red Ribbon Week)
- Collaborative with community stakeholders to promote school safety (e.g. participation in Safe Passage meetings with local law enforcement)
- Anti-Bullying Campaign (Kindness Week, Compassion Games, Cyberbullying/Sexting Campaign: Now Matters Later)

TIER 2 (TARGETED)

- Provide group services to address safety concerns on campus (e.g., substance abuse prevention, gang intervention services, anger management)
- Substance abuse workshops for targeted parents
- Facilitate second step in classrooms or with targeted groups
- Parents in Control group with targeted parents of students with safety concerns
- Families Overcoming Under Stress (FOCUS) for targeted classrooms or student populations
- CBITS for 4th or 5th grade students
- Participate in school-site crisis team planning meetings
- Peer mediation and conflict resolution services (e.g. start peer mediation/conflict resolution program, anger management group, coping skills group)
- Parents in Control with targeted parents
- Participate in School-wide Positive Behavior Intervention and Support (SWPBS) and Discipline Review Teams
- Coordinate workshops for parents regarding community safety matters

TIER 3 (INTENSIVE)

- Participate in threat assessment management meetings; Provide individual linkages to higher level of care
- Provide/ refer parents to family counseling services
- Self-injury/suicide assessments
- Crisis support services to students impacted by a crisis (e.g., linkages, brief counseling, safety planning)
- Intensive case management services



Los Angeles Unified School District
Student Health and Human Services
School Mental Health

School-Based Multi-Tiered Service Delivery Menu – Secondary Level

2016-2017

GOAL 1: 100% Graduation

TIER 1 (UNIVERSAL)
<ul style="list-style-type: none">• Trauma Informed Schools professional development for staff• Parent workshops to support academic success (e.g., attendance, school adjustment, positive discipline, understanding report cards, parenting-teacher conferences, community resources for academic support A-G requirements in collaboration with the Title I coordinator, coaches and/or intervention teacher)• Families OverComing Under Stress schoolwide classroom support• Schoolwide campaign by grade level to promote study skills (e.g., time management week, organization skills week, study skills week, learning environment at school and home study habits)• Second Step schoolwide classroom support (middle school)• Resource Fair with information on programs that offer academic support services, such as tutoring, city library, YMCA, etc.
TIER 2 (TARGETED)
<ul style="list-style-type: none">• Families Overcoming Under Stress (FOCUS) targeted classroom• Skills building groups (e.g., work habits, organization skills, study skills)• Cognitive Behavior Intervention for Trauma in Schools (CBITS)• Groups with targeted students to address topics such as school adjustment, stress management, skill-building groups (e.g., work habits, organization skills, study skills, etc.)• Small Group Intervention (anger management, social skills group, WHYTRY?)• Provide mental health consultation during Student Support and Progress Team (SSPT) and in IEP meetings• Targeted Parent Groups for failing students (e.g., academic support for parents of identified gifted children with failing grades, guardians of foster care students, parents/guardians of immigrant/newcomer students, etc.)
TIER 3 (INTENSIVE)
<ul style="list-style-type: none">• Individual mental health services• Family and student-focused support to reduce barriers to learning• Referral/linkage to school and community based academic support services (e.g. libraries, tutoring, Boys and Girls Club, YMCA)• Mental Health Consultation with particular teachers, academic counselors, and other support staff.

GOAL 2: PROFICIENCY FOR ALL

TIER 1 (UNIVERSAL)	
<ul style="list-style-type: none">• Trauma Informed Schools presentation for targeted group (e.g., English Language Learners, Foster Youth, Homeless Education Students)• Second Step, school-wide• Trauma Sensitive 101 for staff regarding targeted populations (e.g. English Language Learners, Foster Youth Homeless Education students)	
TIER 2 (TARGETED)	
<ul style="list-style-type: none">• CBITS• FOCUS classroom/group intervention• Participation in the SSPT/IEP meetings• Initiate support groups for targeted students, such as foster youth, homeless students, EL Students/Unaccompanied Youth, newcomers, etc.	
TIER 3 (INTENSIVE)	
<ul style="list-style-type: none">• Linkage to community based educational and mental health support services as needed• Make referrals to Special Education Services	

GOAL 3: 100% ATTENDANCE

TIER 1 (UNIVERSAL)
<ul style="list-style-type: none"> • Promoting positive school climate that reinforces attendance(school-wide campus supervision: before/after school, nutrition/lunch time) • Parent workshops to support school attendance (e.g., school adjustment, positive discipline, CA attendance laws in collaboration with PSA, credit recovery , A-G Requirements in collaboration with counselors) • Assist with the School-wide Implementation of absence and tardy policy • Professional development for staff regarding the effects on trauma on student attendance • Provide Psychological First Aid presentations to staff
TIER 2 (TARGETED)
<ul style="list-style-type: none"> • Facilitate orientation for newcomers to school/country Provide "More than Sad" Suicide Prevention Classroom intervention and other mental health awareness campaigns • Skill building groups (e.g., attendance, work habits, organizational skills, time management, healthy sleep patterns, etc.) • Targeted parent group regarding students with underlying mental health issues • Self-regulatory skills groups (school adjustment, stress management, anxiety, school refusal) • CBITS • FOCUS classroom/group intervention
TIER 3 (INTENSIVE)
<ul style="list-style-type: none"> • Provide individual mental health interventions • Provide referrals to community based or SMH Clinics • Collaborate/participate in home visit to increase attendance • Safety Plans/Re-entry plan development

GOAL 4: PARENT, STUDENT, AND COMMUNITY ENGAGEMENT

TIER 1 (UNIVERSAL)	
<ul style="list-style-type: none">• School-wide parenting classes (e.g. Parents In Control, Parent Project)• Coordinate/participate in activities and workshops for parents (e.g., parent engagement activities, mental health awareness, English Language Acquisition Committee, Coffee with the Principal, etc.)• Trauma Informed Schools Presentation	
TIER 2 (TARGETED)	
<ul style="list-style-type: none">• Parenting classes for targeting groups (Parents in Control, Parent Project, etc.)• Psychoeducation and Parent Support Groups (e.g., Domestic Violence, Grief & Loss, Trauma, Self-Esteem, etc.)• Families OverComing Under Stress (FOCUS) for parents	
TIER 3 (INTENSIVE)	
<ul style="list-style-type: none">• Referrals to community/ SMH Clinics• Referral/Linkage to School/Community Resources for individual families	

GOAL 5: SCHOOL SAFETY

TIER 1 (UNIVERSAL)
<ul style="list-style-type: none"> • Trauma Informed Professional Development and Psychological First Aid for staff • Parent workshops/psychoeducation to support social-emotional development (e.g., relationship building, attachment, self-harm, suicide prevention, trauma, school adjustment, mental health, substance use, etc.) • Family Resiliency Training • Crisis Response Training for staff • Second Step (school-wide) • Child abuse prevention workshops for parents and staff • Professional development workshops on alternative to suspension and behavior management • Participation in schoolwide positive behavior support planning • Participate in Discipline Review Team meetings • Drug/substance use prevention & awareness (Red Ribbon Week) • Collaborative with community stakeholders to promote school safety (e.g. participation in Safe Passage meetings with local law enforcement) • Anti-Bullying Campaign (Kindness Week, Compassion Games, Cyberbullying/Sexting Campaign: Now Matters Later) • Suicide awareness/prevention Professional Development for students and staff. • Denim Day: Rape and Sexual assault awareness event/campaign
TIER 2 (TARGETED)
<ul style="list-style-type: none"> • Provide group services to address safety concerns on campus (e.g., substance abuse prevention, gang intervention services, anger management) • Families Overcoming Under Stress (FOCUS) for targeted classrooms or student populations • Parents in Control group with targeted parents of students with safety concerns • Families Overcoming Under Stress (FOCUS): Targeted Classroom • CBITS • Participate in school-site crisis team planning meetings • Peer mediation and conflict resolution services (e.g. start peer mediation/conflict resolution program, anger management group, coping skills group) • Participate in School-wide Positive Behavior Intervention and Support (SWPBS) and Discipline Review Teams • Substance abuse workshops for parents • Coordinate workshops for parents regarding community safety matters

- More than Sad; Erika's Lighthouse classroom intervention
- Coping skills group for targeted students

TIER 3 (INTENSIVE)

- Threat assessment and management
- Participate in threat assessment management meetings; Provide individual linkages to higher level of care
- Provide/refer parents to family counseling services
- Self-Injury/suicide assessments
- Crisis support services to students impacted by a crisis (e.g., linkages, brief counseling, safety planning)
- Intensive Case Management Services
- Parent/Individual mental health services
- Help develop Behavior Contracts and Student Safety Plans

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Budget Services & Financial Planning

TO: K-12 Principals

DATE: October 4, 2016

FROM: Cheryl Simpson *CS*
Director, Budget Services & Financial Planning

SUBJECT: **RECAPTURE OF NORM DAY ENROLLMENT**

This communication is to inform schools of the final capture of Norm Day Enrollment data. This is for multi-track schools normed August 5, and single track schools normed September 16, 2016.

The final capture of Norm Day Enrollment can be accessed via the Classification Report or the Norm Day Enrollment Dashboard using the following selection criteria:

Classification Report:

- Date Option: Capture Date
- Capture Code: N1

Norm Day Enrollment Dashboard

- Classification Month: N1
- Capture Date: 09/16/2016
- Run Date: 09/22/2016

As previously communicated, the final norm day data capture will be subject to manual review, validation, and adjustment for the following items:

- Age-ineligible students
- Students with absences of 13 days or more from enrollment date to Norm Day
- Students with one (1) scheduled class only
- Students without academic schedules
- Duplicate students within or between schools
- No shows and withdrawals processed after the Norm Day classification enrollment capture
- Special Day Programs
 - Elementary teacher's section assignments as Special Day Program (SDP) versus General Education
 - Secondary student's attendance category as Special Day Program (SDP) versus General Education

INTEROFFICE CORRESPONDENCE

Los Angeles Unified School District Budget Services & Financial Planning

For fiscal questions, please contact your Fiscal Specialist or Fiscal Services Manager.

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