



Local District Central

# Friday's Operation's Brief

BELIEVE • BEHAVE • BECOME

VOLUME 4, ISSUE 8

SEPTEMBER 16, 2016

## IMPORTANT DATES TO REMEMBER

Local District Central Principals' Meeting @ Pickwick	9/21
Safe Passages	9/22
Central District Operation's Professional Development	9/26
Fall Census Day	10/5
Safe Riding Practices Program	10/14
Principals' Meeting	10/20

## WHAT'S DUE

August's Water Flushing Logs	9/1
August's Metal Detection Certification	9/1
Meal Applications Due	10/24

## E-CAR Deadline Fast Approaching

Due: September 29, 2016

The Capacity Assessment Review process verifies the number of classrooms at each school, calculates school operating capacities, and identifies available classrooms for future use. During The information gathered during E-CAR will be shared with Facilities Division staff for its use in identifying potential planning and development opportunities, options and solutions, and with the Proposition 39 Manager for potential Proposition 39 offers for the 2017-18 school year.

Currently, 71% of Local District Central schools have not completed their Capacity Assessments Review. Let's make Local District number one in completing E-CAR. The E-CAR website is [www.laschools.org/ecar](http://www.laschools.org/ecar) for complete details about E-CAR 2016 including training materials, timetable, FAQs, and the latest schedule for Assisted Preparation Workshops.

If you have any questions or need assistance, please contact your director.

## LD Central Operations Meeting

The LD Central Operations meeting scheduled for Monday, September 26, 2016 is **mandatory**. This meeting will be led by Central District Operations and the School Safety Investigation Team and will take place at Pickwick Gardens Recreational Complex. The meeting is scheduled from 8:00 am to 4:30 pm.



We are working closely with Central District Operations to get an agenda to share with you. Feel free to call your Operations Coordinator should have any questions.

## More Than a Meal Campaign

A Big Thank You for all your efforts to support the 2016 "More Than a Meal" Campaign. We have made tremendous progress toward our goal of 100% participation throughout Local District Central. Your continued, proactive, and enthusiastic support is needed in continuing towards 100% participation.

A few reminders:

- Campaign ends Monday, October 24, 2016, 2017-2018 LCFF funds will be impacted
- The grace period for pricing school students to use their prior year eligibility will expire the upcoming week. Meal applications must be submitted by September 23, in order to avoid a lapse. The More Than a Meal Dashboard is available at [www.mtam.lausd.net](http://www.mtam.lausd.net). Principals can use the Dashboard to check on the progress of their schools identify students missing forms.

# Student Recovery Day 2016

Local District Central Schools: West Adams Preparatory, Jefferson High School and Liechty Middle School participated in this year's Student Recovery Day.

Superintendent Michelle King, Local District Central Superintendent Roberto A. Martinez, LAUSD Board President Steve Zimmer, and Board Member Dr. George Mc Kenna kicked off this year's Student Recovery Day at West Adams Preparatory. Our District leaders addressed the West Adams and Local District Central Staff to impress on them the importance of their task for the day: recover students who have dropped out of school. As an added bonus, five students, former dropouts, described how Student Recovery Day efforts have helped turn their lives around. Through home visits, phone calls, and community outreach, Local District Central personnel conducted visits.



Glenda Abrego, current West Adams Prep student, shares her story at the press conference



Mayor Eric Garcetti and LAUSD Board President Steve Zimmer visit a student's home in a collaborative effort to motivate students to return to school.



**Jefferson High School** conducted their Student Recovery Day on Wednesday, September 7, 2016. With additional support provided by CSUDH MSW Interns, the Jefferson HS team successfully conducted 59 home visits. Additional "kudos" to the Jefferson team who began their tremendous effort in re-enrolling students by making 108 phone calls the previous week to the "No Show" students. Their hard work brought back many students who are now enrolled and attending Jefferson HS. Jefferson High School Attendance Team included: Letisia Alvarado, LCSW, Pupil Services and Attendance Counselor, Marine Kazangyan and Krystyn Mitchell, Diploma Program PSAC's; along with three interns (Lisete Gomez, Brenda

## Student Recovery Day 2016 (continued)

15 staff members from **John Liechty Middle School** including teachers, counselors, Communities in Schools, Healthy Start Navigator, and the principal contributed in Student Recovery Day by outreaching their community through phone calls and home visits to recover “No Show” students. A total of 72 phone calls were made and 19 homes were visited. In addition, the community outreach team provided 22 local businesses information about school hours. A truly amazing effort by the Liechty team; Kelly Martinez, Haesoon Lee, Teresa Hernandez, Maria Ceballos, Rocio Solorzano, Johanna Mendez, Mat Williams, James Alaniz, Al Vega, Vanessa De Leon, Isela Vega, Julie Corado, Rosario Gutierrez, Sunserae Keaton, and Rosa Castillo.



## Is Your School Gold?

22 days into the School Year School!!



ATTENDANCE SUBMITTAL			
Level	Submittal %	Number of LDC Schools through 09/02/16	Number of LDC Schools through 09/09/16
<b>Gold</b>	100%	66	70
<b>Silver</b>	98% - 99.99%	77	86
<b>Bronze</b>	96% - 97%	11	13
	< 96%	9	4

## Part 2: Another View of Restorative Justice

If restorative justice were a building, it would have four corner posts:

1. Inclusion of all parties
2. Encountering the other side
3. Making amends for the harm
4. Reintegration of the parties into their communities



### Encountering the other side

A restorative encounter has five interwoven elements: meeting, narrative, emotion, understanding, and agreement. Each of these elements contributes to the strength of the encounter. One that features all five elements will be most powerful in helping parties move toward healing.

in LAUSD

## Staff Relations: Teacher Evaluation

The Initial planning conference for certificated employees being evaluated this year in a single track school is due October 7, 2016. Please schedule the conference prior to the deadline so that you may address unforeseen circumstances without missing your deadline.



By now, administrators should have multiple informal observations of all teachers being evaluated this year, especially those that:

- Were issued a BSE last year;
- Have 13 or more unprotected absences during the 2015/2016 school year; and
- Probationary/non-permanent employees.

## September is Suicide Prevention Month

Suicide is a preventable public health problem that can take an enormous toll on students, families, co-workers and communities. Local District Central School Mental Health provides training for school site crisis teams to assist in identifying and providing support to students that may be exhibiting risk factors and warning signs. Please find the attached resources from School Mental Health on suicide prevention for staff as well as parents and guardians. (**Attachment I**). For more information, please contact Maria Chua, Local District Central School Mental Health Coordinator at (213) 241-2612 or [maria.chua@lausd.net](mailto:maria.chua@lausd.net).





## 2016-2017 Meeting Dates REVISED



Please refer to **Attachment 2** for a complete list of Operations meetings for the 2016-2017 school year. Please mark your calendars accordingly. While After the Bell meetings are optional, we highly encourage all administrators to attend.

## District-Wide 2016 Earthquake Exercise

The **2016 Fall Semester Earthquake Emergency Exercise** will be held on **Thursday, October 20**. Schools may choose an alternate day that week to hold the drill. The reference guide is available now on the [LAUSD Emergency Documents](#) page of the Emergency Services website.

In addition, as part of the District-wide emergency exercise, a Districtwide Blackboard Connect emergency message will be sent to all parents, guardians, and employees during ShakeOut week.

Principals and/or designees are to log in to <https://myapps.lausd.net/SchoolStatus> and complete one SESR at any time during Shakeout week, October 17 – 21, 2016. As this is a practice submission to gain familiarity with the tool, schools may create disaster data to submit.

Please refer to REF-5216.8 (**Attachment 3**) for more details.



## LD Central Principals Meeting

Next month's Local District Central's Principals' meeting is scheduled for Thursday, October 20, 2016. It is scheduled on the same day as the "Great Shake". Schools may choose an alternate day that week to hold the drill.



# Reminders

## Safe Passages

Safe Passages addresses safety concerns around the immediate perimeter of the school, specifically an hour before and after school. **Your** active involvement is important in continuing the effective collaboration with LAPD, LASPD, and other community stakeholders., including city council members' offices. Please refer to the dates below for this month's Safe Passages meeting. If you have any questions or concerns, please feel free to contact Gloria Velasquez at (213) 241-0167. We look forward to seeing you there.



9/22/16	Newton	9:00 am-10:00 am	Newton Police Station—Community Room
	Northeast	10:00 am-11:00 am	Hathaway Sycamore Family Resource Center
	Olympic	11:00 am – 12:00 pm	Olympic Police Station—Community Room
	Rampart	11:00 am – 12:00 pm	New Economics for Women—LTN Room



Operation School Bell on Wheels is a service of the Assistance League of Los Angeles. They provide at risk and underserved children with new clothing for school – backpack, sneakers, socks, underwear, white polos, uniform bottoms, jacket, grooming supplies, and a book. This year Operation School Bell on Wheels will dress 250 kids at Wadsworth Elementary School!

**School Bell** LD Central Primary Center and Elementary School Principals will be receiving the detailed information via e-mail by Monday, September 12, 2016. Should you have any questions, please contact Gloria E. Velasquez, LD Central Organization Facilitator at (213) 241-0137.

## Safe School Plans Due October 4, 2016

Safe School Plans are due in 2 weeks!!! LDC schools continue to work on completing their plans. Schools that have not logged in to the system are strongly encouraged to begin the process as soon as possible.

Friendly Reminder: The following Safe School Plan documentation must be submitted to your Operations Coordinator:

- ✓ Certification Page
- ✓ Chapter 7 of Volume I
- ✓ Public Meeting Announcement
- ✓ Agenda
- ✓ Sign In

Safe School Plan	Plan Status as of 9/16/16		
	Completed	Started	Not Logged In
Vol. I	13	55	87
Vol. II	23	65	67
Vol. III	21	2	132

Should you need assistance please contact your Operations Coordinator for assistance.

Help our Local District meet our 100% on-time completion rate. **Go team!**



# Suicide Prevention Awareness for Staff

**Suicide** is a serious public health problem that takes an enormous toll on families, friends, classmates, co-workers and communities, as well as on our military personnel and veterans. Suicide prevention is the collective efforts of local community organizations, mental health practitioners and related professionals to reduce the incidence of suicide through education, awareness, and services.

## SUICIDE IS PREVENTABLE.

### Suicide Warning Signs

Warning signs are observable behaviors that may signal the presence of suicidal thinking. They might be considered “cries for help” or “invitations to intervene.” These warning signs signal the need to inquire directly about whether the individual has thoughts of suicide. If such thinking is acknowledged, then suicide interventions will be required.



- Feelings of sadness, hopelessness, helplessness
- Significant changes in behavior, appearance, thoughts, and/or feelings
- Social withdrawal and isolation
- Suicide threats (direct and indirect)
- Suicide notes and plans
- History of suicidal ideation/behavior
- Self-injurious behavior
- Preoccupation with death
- Making final arrangements (e.g., giving away prized possessions, posting plans on social media, sending text messages to friends)

### Suicide Risk Factors

While the path that leads to suicidal behavior is long and complex and there is no “profile” that predicts suicidal behavior with certainty, there are certain risk factors associated with increased suicide risk. In isolation, these factors are not signs of suicidal thinking. However, when present they signal the need to be vigilant for the warning signs of suicide.

- Access to means (e.g., firearms, knives, medication)
- Stressors (e.g., loss, peer relations, school, gender identity issues)
- History of depression, mental illness or substance/alcohol abuse disorders
- History of suicide in the family or of a close friend
- History of mental illness in the family

### Here's What You Can Do:

#### LISTEN

- Assess for suicidal risk.
- Listen without judgement. Ask open-ended questions.

#### PROTECT

- Take action immediately.
- Supervise, do not leave the student alone.
- Consider developing a safety/re-entry plan, if needed.

#### CONNECT

- Collaborate with administration or crisis team personnel to determine level of risk.
- Contact Local District School Mental Health Coordinator or Mental Health Consultant for consultation and support.
- Contact Department of Mental Health, law enforcement or protective services, as needed.
- Inform the parent/guardian.
- Identify a staff member to monitor student.

#### MODEL

- Remain calm. Establish a safe environment to talk about suicide.
- Be aware of your thoughts, feelings, and reactions as you listen without judgement.

#### TEACH

- Provide information and education to parents/guardians about suicide and self-injury.
- Encourage help seeking behaviors and help them identify adults they can trust at home and at school.
- Provide options for school and community resources including referrals to professional mental health services, as needed.



# SMH Clinics and Wellness Centers

## North

### Valley Clinic

6651-A Balboa Blvd., Van Nuys, 91406  
Tel: 818-758-2300 | Fax: 818-996-9850  
Please indicate if you would like to be considered for services at a Valley Clinic Satellite Location: Kennedy HS (Granada Hills) Telfair ES (Pacoima) Sunland ES (Sunland)

## West

### Crenshaw Wellness Center

3206 W. 50th St., Los Angeles, 90043  
Tel: 323-290-7737 | Fax: 323-290-7713

### Hyde Park Clinic

6519 S. 8th Ave., Bungalow #46,  
Los Angeles, 90043  
Tel: 323-750-5167 | 323-759-2697

### Washington Wellness Center

1555 West 110th St., Los Angeles, 90043  
Tel: 323-241-1909 | Fax: 323-241-1918

## South

### San Pedro Clinic

704 West 8th St., San Pedro, 90731  
Tel: 310-832-7545 | Fax: 310-833-8580

### Locke Wellness Center

316 111th St., Los Angeles, 90061  
Tel: 323-418-1055 | Fax: 323-418-3964

### Carson Wellness Center

270 East 223rd St., Carson, 90745  
Tel: 310-847-7216 | Fax: 310-847-7214

## East

### Ramona Clinic

231 S. Alma Ave, Los Angeles, 90063  
Tel: 323-266-7615 | Fax: 323-266-7695

### Gage Wellness Center

2975 Zoe Ave., Huntington Park, 90255  
Tel: 323-826-9499 | Fax: 323-826-1524

### Elizabeth LC Wellness Center

4811 Elizabeth St., Cudahy, 90201  
Tel: 323-271-3676 | Fax: 323-271-3657

## Central

### Belmont Wellness Center

180 Union Place, Los Angeles, 90026  
Tel: 213-241-4451 | Fax: 213-241-4465

### Roybal Clinic

1200 West Colton St., Los Angeles, 90026  
Tel: 213-580-6415 | Fax: 213-241-4465

**For clinic referrals visit:**  
**[smh.lausd.net](http://smh.lausd.net)**

# Understanding Suicide: Myths & Facts

To understand why people die by suicide and why so many others attempt to take their own lives, it is important to know the facts. Please read the facts about suicide below and share them with others.

**Myth:** *Suicide can't be prevented. If someone is set on taking their own life, there is nothing that can be done to stop them.*

**Fact:** Suicide is preventable. The vast majority of people contemplating suicide don't really want to die. They are seeking an end to intense mental and/or physical pain. Most have a mental illness.

**Interventions can save lives.**

**Myth:** Asking someone if they are thinking about suicide will put the idea in their head and cause them to act on it.

**Fact:** When you fear someone you know is in crisis or depressed, asking them if they are thinking about suicide can actually help. By giving a person an opportunity to open up and share their troubles you can help alleviate their pain and find solutions.

**Myth:** Someone making suicidal threats won't really do it, they are just looking for attention.

**Fact:** Those who talk about suicide or express thoughts about wanting to die, are at risk for suicide and need your attention. Most people who die by suicide give some indication or warning. Take all threats of suicide seriously. Even if you think they are just "crying for help"—a cry for help, is a cry for help—so help.

**Myth:** Talk therapy and/or medications don't work.

**Fact:** Treatment can work. One of the best ways to prevent suicide is by getting treatment for mental illnesses such as depression, bipolar illness and/or substance abuse and learning ways to solve problems. Finding the best treatment can take some time, and the right treatment can greatly reduce the risk of suicide.

**If you or someone you care about is at risk for suicide help is available.**

## Resources for Suicide Prevention

### Resources For Supporting and Responding to Students

For assistance/support, contact your Local District School Mental Health Coordinator or Mental Health Consultant.

For consultation, Monday-Friday from 8am-4:30pm, contact LAUSD School Mental Health at (213) 241-3841.

### EMERGENCY INFORMATION / After Hours Services

If you need IMMEDIATE help, call 911. Los Angeles School Police Department (213) 625-6631

For a psychiatric emergency, contact the Department of Mental Health 24-hour ACCESS Center at (800) 854-7771.

## Resources to Distribute to Students & Parents/Guardians

### Community Hotlines

Didi Hirsch Suicide Prevention Hotline  
(877) 727-4747 (24 hours)  
National Suicide Prevention Lifeline  
(800) 273-TALK (8255) (24 hours)  
Trevor Lifeline (866) 488-7386 (24 hours)  
Teen Line (800) 852-8336 (6pm-10pm daily)

### Text and Chat Resources

Crisis Chat (11am-11pm, daily)  
<http://www.crisischat.org/chat>  
Teen Line - text "TEEN" to 839863

### Online Resources

<http://www.didihirsch.org/>  
<http://www.thetrevorproject.org/>  
<http://teenline.org/>  
<http://www.afsp.org/understanding-suicide>

### Smartphone Apps

MY3  
Teen Line Youth Yellow Pages



# Suicide Prevention Activity Tip Sheet



## Suicide Prevention Tips & Resources

**Each Mind Matters:** California's Mental Health Movement supports that suicide prevention matters. County Behavioral Health Agencies across California have invested in statewide efforts to prepare Californians to prevent suicide by knowing the warning signs for suicide, finding the words to talk with a person they are concerned about and reaching out to local resources.



### Know the Signs. Find the Words. Reach Out.

Learn how you can help someone who may be at risk for suicide by visiting [www.suicideispreventable.org](http://www.suicideispreventable.org) to get informed. Share a link on your own website and share the information with others in your network.



### Start conversations: Everyone has a role to play when it comes to preventing suicides.

Reach out to someone new and begin a conversation about suicide prevention. For example, ask local businesses to display a poster or your local fitness center to display buttons and brochures. Campaign materials are available in English and Spanish, as well as Chinese, Hmong, Khmer, Korean, Lao, Tagalog, and Vietnamese. All materials can be downloaded in the **Resource Center** on [www.yourvoicecounts.org](http://www.yourvoicecounts.org)



### Invite young people to direct change:

The **Directing Change Program & Film Contest** encourages young people to create 60-second films about suicide prevention or mental health. Encourage participation, host a local screening, or ask your local movie theater to screen films. For more information and to download films visit [www.directingchange.org](http://www.directingchange.org)



### Show your support: Many communities host suicide prevention walks and events.

By showing up, you demonstrate to people who have lost friends and family to suicide that their loved ones are not forgotten and their pain is recognized. Contact your local county mental health department for a list of local activities or visit the Each Mind Matters events page: [www.eachmindmatters.org/events](http://www.eachmindmatters.org/events).



### Host a training:

Suicide prevention gatekeeper trainings provide people with the skills to assist individuals in an emotional crisis. Get trained yourself or offer a training at your organization. Trainings range from one-hour events, such as **Question, Persuade and Refer (QPR)** to more involved trainings, such as **suicideTALK**, **safeTALK**. Contact your local county mental health department or email [kathleen.snyder@livingworks.net](mailto:kathleen.snyder@livingworks.net) for **safeTALK** or **ASIST** trainings in your area.



### Join California's Mental Health Movement!

**Each Mind Matters** believes that suicide prevention matters. Wearing a lime green ribbon or a Know the Signs button is a great way to open an honest dialogue with friends, family, classmates and co-workers about mental health and how they are feeling. To order ribbons or buttons and for other ways to get involved in the movement visit [www.eachmindmatters.org](http://www.eachmindmatters.org)



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

333 S. Beaudry Avenue, 29<sup>th</sup> Floor  
 213.241.3841  
 smh.lausd.net | ccis.lausd.net



# Suicide Prevention Awareness for Parents/Guardians

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## SUICIDE IS PREVENTABLE.

### Warning Signs

Warning signs are observable behaviors that may signal the presence of suicidal thinking. They might be considered “cries for help” or “invitations to intervene.” These warning signs



signal the need to inquire directly about whether the individual has thoughts of suicide. If such thinking is acknowledged, then suicide interventions will be required.

- Feelings of sadness, hopelessness, helplessness
- Significant changes in behavior, appearance, thoughts, and/or feelings
- Social withdrawal and isolation
- Suicide threats (direct and indirect)
- Suicide notes and plans
- History of suicidal ideation/behavior
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### Risk Factors

While the path that leads to suicidal behavior is long and complex and there is no “profile” that predicts suicidal behavior with certainty, there are certain risk factors associated with increased suicide risk. In isolation, these factors are not signs of suicidal thinking. However, when present they signal the need to be vigilant for the warning signs of suicide.

- Access to means (e.g., firearms, knives, medication)
- Stressors (e.g., loss, peer relations, school, gender identity issues)
- History of depression, mental illness or substance/alcohol abuse
- History of suicide in the family or of a close friend
- History of mental illness in the family

### Here's What You Can Do:

#### LISTEN

- Assess for suicidal risk.
- Listen without judgement.
- Ask open-ended questions.

#### PROTECT

- Take action immediately.
- Supervise, do not leave your child alone.

- Consider developing a safety plan at school and home, if needed.

#### CONNECT

- Communicate and collaborate with your child's school administration, mental health personnel or counselor for support.
- Contact Department of Mental Health, law enforcement or protective services, as needed.
- Help your child identify adult they trust at home and at school.

#### MODEL

- Remain calm. Establish a safe environment to talk about suicide.
- Be aware of your thoughts, feelings, and reactions as you listen without judgement.

#### TEACH

- Learn the warning signs and risk factors and provide information and education about suicide and self-injury.
- Encourage help seeking behaviors and help your child identify adults they can trust at home and at school.
- Seek options for school and community resources including referrals to professional mental health services, as needed.

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**Fact:** Suicide is preventable. The vast majority of people contemplating suicide don't really want to die. They are seeking an end to intense mental or physical pain. Most have a mental illness. Interventions can save lives.

**Myth:** Asking someone if they are thinking about suicide will put the idea in their head and cause them to act on it.

**Fact:** When you fear someone you know is in crisis or depressed, asking them if they are thinking about suicide can actually help. By giving a person an opportunity to open up and share their troubles you can help alleviate their pain and find solutions.

**Myth:** Someone making suicidal threats won't really do it, they are just looking for attention.

**Fact:** Those who talk about suicide or express thoughts about wanting to die, are at risk for suicide and need your attention. Most people who die by suicide give some indication or warning. Take all threats of suicide seriously. Even if you think they are just "crying for help"—a cry for help, is a cry for help—so help.

**Myth:** It is easy for parents/guardians to tell when their child is showing signs of suicidal behavior.

**Fact:** Unfortunately, research shows that this is not the case in a surprisingly large percentage of families. This illustrates the importance for parents/guardians to be attentive to warning signs, risk factors, to ask direct questions, and be open to conversation.

## What Should I Do If I Am Worried About My Child?

If you believe that your child is thinking about suicide, approach the situation by asking. Asking is the first step in saving a life and can let them know that you are here for them and will listen. Here are some examples of how you may ask: "Have you thought about suicide?" "Sometimes when people are sad as you are, they think about suicide. Have you ever thought about it?"

### EMERGENCY INFORMATION / After Hours Services

If you need IMMEDIATE help, call 911.

For a psychiatric emergency, contact the Department of Mental Health 24-hour ACCESS Center at (800) 854-7771.

## Resources for Parents/Guardians & Children/Adolescents

### Community Hotlines

Didi Hirsch Suicide Prevention Hotline  
(877) 727-4747 (24 hours)

National Suicide Prevention Lifeline  
(800) 273-TALK (8255) (24 hours)

Trevor Lifeline (866) 488-7386 (24 hours)

Teen Line (800) 852-8336 (6pm-10pm daily)

### Text and Chat Resources

Crisis Chat (11am-11pm, daily)

<http://www.crisischat.org/chat>

Teen Line - text "TEEN" to 839863

### Online Resources

<http://www.didihirsch.org/>

<http://www.thetrevorproject.org/>

<http://teenline.org/>

<http://www.afsp.org/understanding-suicide>

### Smartphone Apps

MY3

Teen Line Youth Yellow Pages





LOS ANGELES UNIFIED SCHOOL DISTRICT  
**LOCAL DISTRICT CENTRAL**

**Draft**

**OPERATIONS UNIT**

**MEETING DATES FOR 2016 - 2017 SCHOOL YEAR**

**REVISED**

<b>*Principals' Meeting (Elementary &amp; Secondary)</b>		
9/21/16	Pickwick Gardens	8:00 am – 4:30 pm
10/20/16	Pickwick Gardens	8:00 am – 4:30 pm
11/16/16	Pickwick Gardens	8:00 am – 4:30 pm
12/14/16	Pickwick Gardens	8:00 am – 4:30 pm
1/18/17	Pickwick Gardens	8:00 am – 4:30 pm
2/15/17	Pickwick Gardens	8:00 am – 4:30 pm
3/22/17	Pickwick Gardens	8:00 am – 4:30 pm
6/14/17	Pickwick Gardens	8:00 am – 4:30 pm
<b>*Collaboration with Instruction</b>		

<b>*Principals' Operations Meeting (Elementary &amp; Secondary)</b>		
9/26/16*	Pickwick Gardens	8:00 am – 4:30 pm
2/23/17	Pickwick Gardens	8:00 am – 4:30 pm
<b>*Mandated meeting with Student Safety Investigation Team</b>		

<b>*Assistant Principals' Operations Meeting</b>		
8/24/16	Widney HS	8:00 am – 5:00 pm
9/28/16	Widney HS	8:00 am – 5:00 pm
10/26/16	Widney HS	8:00 am – 5:00 pm
1/25/17	Widney HS	8:00 am – 5:00 pm
2/22/17	Widney HS	8:00 am – 5:00 pm
3/22/17	Widney HS	8:00 am – 5:00 pm
4/26/17	Widney HS	8:00 am – 5:00 pm
5/24/17	Widney HS	8:00 am – 5:00 pm
<b>*Collaboration with Special Ed and Instruction</b>		

<b>School Administrative Assistants' Meeting</b>		
8/02/16	Burbank MS	8:30 am – 11:30 am
10/27/16	Burbank MS	8:30 am – 11:30 am
1/26/17	Burbank MS	8:30 am – 11:30 am
3/23/17	Burbank MS	8:30 am – 11:30 am
5/25/17	Burbank MS	8:30 am – 11:30 am





**MEETING DATES FOR 2016 - 2017 SCHOOL YEAR**

**REVISED**

After the Bell Training		
8/31/16	Lanterman HS	3:15 pm – 4:30 pm
9/29/16	Lanterman HS	3:15 pm – 4:30 pm
10/27/16	Lanterman HS	3:15 pm – 4:30 pm
12/08/16	Lanterman HS	3:15 pm – 4:30 pm
1/26/17	Lanterman HS	3:15 pm – 4:30 pm
2/23/17	Lanterman HS	3:15 pm – 4:30 pm
3/30/17	Lanterman HS	3:15 pm – 4:30 pm
4/27/17	Lanterman HS	3:15 pm – 4:30 pm
5/11/17	Lanterman HS	3:15 pm – 4:30 pm

Safe Passages		
9/22/16	Newton	9:00 am-10:00 am
	Northeast	10:00 am-11:00 am
	Olympic	11:00 am – 12:00 pm
	Rampart	11:00 am – 12:00 pm
12/8/16	Newton	9:00 am-10:00 am
	Northeast	10:00 am-11:00 am
	Olympic	11:00 am – 12:00 pm
	Rampart	11:00 am – 12:00 pm
2/2/17	Newton	9:00 am-10:00 am
	Northeast	10:00 am-11:00 am
	Olympic	11:00 am – 12:00 pm
	Rampart	11:00 am – 12:00 pm

Safe Passages		
3/30/17	Newton	9:00 am-10:00 am
	Northeast	10:00 am-11:00 am
	Olympic	11:00 am – 12:00 pm
	Rampart	11:00 am – 12:00 pm
5/4/17	Newton	9:00 am-10:00 am
	Northeast	10:00 am-11:00 am
	Olympic	11:00 am – 12:00 pm
	Rampart	11:00 am – 12:00 pm

Crisis Team Training		
11/04/16	District-Wide Crisis Training @ California Endowment	All Day
TBD		8:00 am – 11:30 am Elementary
		12:30 pm – 3:30 pm Elementary
TBD		8:00 am – 11:30 am Secondary
		12:30 pm – 3:30 pm Elementary

Extended Cabinet (In-House)		
9/19/16	Beaudry – Collaboration Space	3:00 pm – 4:30 pm
10/24/16	Beaudry – Collaboration Space	3:00 pm – 4:30 pm
2/27/17	Beaudry – Collaboration Space	3:00 pm – 4:30 pm
3/27/17	Beaudry – Collaboration Space	3:00 pm – 4:30 pm
4/24/17	Beaudry – Collaboration Space	3:00 pm – 4:30 pm
5/22/17	Beaudry – Collaboration Space	3:00 pm – 4:30 pm



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

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**TITLE:** District-Wide 2016 Earthquake Exercise and Radio Test

**NUMBER:** REF-5216.8

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

**DATE:** August 29, 2016

### ROUTING

Local District Superintendents  
Local District Administrators of  
Operations  
Operations Coordinators  
School Administrators  
Non-School Site Administrators

**PURPOSE:** The annual ShakeOut earthquake exercise is to be conducted under the direction of the school site administrator on Thursday, October 20, 2016, in conjunction with the State-wide earthquake drill, *The Great California ShakeOut*. All LAUSD schools will practice their response to a large earthquake. The exercise provides an opportunity to simulate a full disaster response and to evaluate and test the site's emergency procedures plan. The semi-annual radio test that is done in conjunction with districtwide emergency drills will take place two days prior to the ShakeOut, as specified in REF-6537.0, *Inter-Campus/District-Wide Safety Communications Test*. The fall radio communications test will be conducted on Tuesday, October 18, 2016.

**MAJOR CHANGES:** This Reference Guide replaces REF-5216.7, *Districtwide 2015 Earthquake Exercise and Radio Test*, dated July 20, 2015, and reflects current District organization and procedures.

A Districtwide Blackboard Connect emergency message will be sent to all parents, guardians, and employees during ShakeOut week as part of the District-wide emergency exercise.

Instructions are included for the School Emergency Status Report (SESR), a new online tool that will compile information from every school in LAUSD during a disaster. Schools are to submit a practice SESR during the week of the Shakeout exercise.

### INSTRUCTIONS: I. PRE-EXERCISE ACTIVITIES

A. Prior to the ShakeOut 2016 exercise, school site administrators should complete the following activities:

1. Review the school's 2016-2017 emergency plan with key staff to familiarize them with their responsibilities. Administrators may reference *Safe School Plan (SSP), Volume 2 - Emergency Procedures* for staff assignments, responsibilities, and procedures.



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Be sure to review the following sections of the *SSP, Volume 2 - Emergency Procedures*:

SECTION	SUBJECT	PAGES
2.0	Incident Command System	2-1 to 2-5
2.0	School Site Emergency Management Organization Chart (Please include copies with the memo distributed to staff.)	2-5
2.2	Incident Command Teams/Roles and Responsibilities	2-5 to 2-30
4.0	Immediate Response Actions	4-1 to 4-7
5.8	Earthquake	5-19 to 5-20
5.13	Loss or Failure of Utilities	5-31 to 5-39
6.7.3	Drill 3: Earthquake	6-12

2. Distribute a drill memo to staff, along with copies of the school's Quick Reference Guide, which is available in the Safe School Plan Creator system under the "View Safe School Plans" section of *Volume 2*. The guide will help remind staff about their emergency assignments and responsibilities.
3. Issue letters to inform parents of the ShakeOut 2016 exercise (Attachments A –E). Letters are available in English, Spanish, Armenian, Chinese, and Korean.
4. Encourage staff and parents to download the LAUSD emergency plan app for smartphones and tablet devices. Information is available at:  
<http://achieve.lausd.net/emergencyapps>
4. Update and review emergency procedures with students, staff, and other site users. Make sure that emergency cards and student and staff lists are current. Schools should print out reports and lists to assist with student and staff accounting. All these documents should be in the school's Emergency Response Box. For additional information see REF-5450.1, *School Emergency Response Boxes*, dated March 19, 2013.
5. Inspect and inventory emergency supplies and equipment and replace or add items as necessary. Refer to REF-5451.2, *School Site Emergency/ Disaster Supplies*, dated August 23, 2016, which includes inventory lists of emergency supplies.
6. Ensure that school radios are fully functional. Batteries on handheld radios must be replaced every two years. If you have a non-battery related problem with a handheld radio, follow the repair directions on the Radio



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Unit's link titled "Two Way Radio Services." For problems with the principal's emergency handheld radio or radio base station (located at secondary schools), please report the problem to the ITD Service Desk at (213) 241-5200. Review the "Using your Radios" video located on the Learning Zone to ensure that school site staff understand how to operate all radios. Schools can download the District's updated "Radio Tree" at <http://achieve.lausd.net/radiounit>.

7. Remind staff that during an emergency, school employees may be designated as "Disaster Service Workers," pursuant to *California Government Code, Section 3100* and are to remain at school. Employees are to keep contact information updated using <http://selfservice.lausd.net> so that the District can keep employees informed during an emergency. District staff should have a complete home preparedness plan in place so they will know their family is provided for in their absence following an emergency. Employees can take the Learning Zone, online courses STEPS 101: *Employee Duties during a Disaster* and STEPS 102: *Basic Emergency Preparedness for Home* for details on these topics.
8. Remind students to discuss specific family plans with their parents to prepare for emergencies. Ensure that student emergency cards are current and complete in MiSiS, and that contact information is kept up to date. Site administrators are encouraged to make parents aware of the American Red Cross site at [www.redcross.org](http://www.redcross.org), which has family emergency plans in English and Spanish.
9. Incorporate any additional employees who work with your students and/or staff into your drill plans. Include any before or after school program employees, as well as itinerant instructors. Involve anyone who is assigned to the school in this drill.
10. Plan for the Shakeout exercise with representatives from all schools on campus, including small schools, charters, Prop 39 co-locations, and any others. All schools on a site are to participate in the exercise together.
11. Practice submitting a School Emergency Status Report (SESR). The SESR is a new online tool that will help LAUSD compile critical disaster information from every school to get help and resources where it is needed in a large disaster (See Attachment H). During an actual disaster, schools will be notified if they need to submit a SESR. Principals and/or designees are to log in to <https://myapps.lausd.net/SchoolStatus> and complete one SESR at any time during Shakeout week, October 17 – 21, 2016. As this is a practice submission to gain familiarity with the tool, schools may create disaster data to submit.





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### II. EXERCISE SCENARIO

On Thursday, October 20, 2016 at 10:15 a.m., a magnitude 7.2 earthquake occurs on the South San Andreas fault, causing a rupture from the Salton Sea all the way North to Lake Hughes. The slip along the fault measures 24 feet in some areas. The shaking lasts over two minutes. The physical damage to L.A. County's infrastructure is catastrophic. There is no electrical power. There are many water main breaks that reduce the availability of water. A "boil water" order has been issued to areas that do have water. Gas and sewer lines are also damaged. Caltrans and CHP close all freeways and highway bridges until they can be inspected. Several pipelines carrying petroleum products across the fault line have ruptured and caught fire. The resulting large brush fires can be seen from all over Los Angeles. It is estimated that over 300,000 people are homeless because of extensive damage to their homes.

The school's telephone system is inoperable but all handheld radios work. Traffic comes to a halt as surface streets are severely impacted by excess traffic volume and inoperable traffic lights. Numerous fires have started, caused by severed underground gas lines. The Superintendent declares a state of emergency and orders staff to remain at their sites and shelter all students at schools until they can be reunited with a parent or legal guardian. Police and Fire departments are overwhelmed by 911 calls and dispatchers will not say if or when units will respond. School staff must assume that they will be on their own to shelter and care for students and staff.

### III. EXERCISE STANDARDS

A. The drill must continue long enough to determine the effectiveness of the school's emergency plan. The following elements of the plan must be activated and practiced to ensure that skills have been mastered and everyone understands the following protocols and procedures:

- Drop, Cover and Hold-on for all students and staff
- Total building evacuation to the designated safe refuge area
- Implement the School Incident Command System (ICS)
- Activate the Assembly Area Team to account for all students and staff
- Set up the First Aid Station, Request and Reunion Gates, and activate the teams assigned to those locations
- Activate the School Crisis Team to support students and staff
- Activate the Search and Rescue Team(s) to find missing people
- Activate the Security/Utilities Team
- Activate the Fire Suppression/Haz-Mat Team
- Initiate a Blackboard Connect call to all parents from the safe assembly area
- Designate areas for toilets, morgue, media, etc.
- Complete the Emergency Drill Survey at: <http://emergencydrills.lausd.net>



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- B. In the event of inclement weather, the outdoor portions of the drill should be modified and/or rescheduled by the school site administrator, but not cancelled. The purpose of this drill is to practice the procedures and skills that will be needed in response to a major event. While the event may be rescheduled within a few days of the given date to accommodate individual school needs, the drill must take place.
- C. Every effort should be made to make this drill as robust as possible so that all school members will be prepared to respond appropriately to a true catastrophic event. Site administrators are encouraged to include the following:
  - 1. Include earthquake sound effects in your ShakeOut drill. A 30-second sound file can be downloaded from the Administrator's Corner page of <http://achieve.lausd.net/emergencyservices> and played during the drill announcement over the intercom.
  - 2. Simulate that some stairwells or exits are blocked so that participants will be forced to consider alternate exits.
  - 3. Select students and staff to portray injured victims to test how well they will be found, transported, treated and logged by school emergency responders. Use the Emergency Drill Triage Kit (Victim Tags); materials previously sent to schools. Additional materials can be downloaded from the LAUSD Emergency Services website at: <http://achieve.lausd.net/2309>.
  - 4. Encourage parents to participate in the drill by requesting their child at the request gate or by observing the exercise. Use this drill as an opportunity to show and reassure parents that the school is prepared for such events and that the students are safe and secure at school during an emergency.
  - 5. The site administrator should send a Blackboard Connect message to the parents from the field. The message can be simply, "All students and staff are now practicing their emergency earthquake response procedures as part of the Great California ShakeOut". For assistance on how to use Blackboard Connect from the field please refer to <http://bbc.lausd.net>. Principals can always call Blackboard Connect directly for assistance at (866) 435-7684. STEPS 407, "Communication Methods in an Emergency" is specific to sending Blackboard Connect messages from a location other than an office.



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6. Simulate changes in weather or other conditions that would require the emergency response team to adapt and modify their response.
7. Pump water from one water barrel and distribute it to one class to test the school's ability to provide water to students.
8. Set up one portable toilet to practice how it will be done in an emergency and to remind students and staff that this will be part of the school's emergency response.
9. Set up any tents or tarps that are in the emergency bin so that staff will know that these supplies are on campus and have used them once before any emergency.

### IV. EMERGENCY TEAM LOG PROCEDURES

Each of the teams referenced in *SSP, Vol. 2 – Emergency Procedures, Section 2*, should be issued an adequate number of Emergency Response Team Log forms (Attachment G) to document events for evaluation. These logs would also be used to document any costs the District may claim for reimbursement from State and/or Federal agencies.

### V. EVALUATION PROCEDURES

At the conclusion of the ShakeOut 2016 exercise, school site administrators are to complete the attached Emergency Drill Data Worksheet (Attachment F). Additional copies can be downloaded from the Emergency Services website at <http://achieve.lausd.net/emergencyservices>. Look under "Administrator's Corner."

Once the drill and data worksheet have been completed, school personnel are to log on to <http://emergencydrills.lausd.net> and enter the drill information. A drill certificate will be automatically generated and e-mailed. This certificate is to be retained in the log book for proof of compliance during an inspection. The drill sheet does not need to be sent in; once the drill information has been submitted online, the information sheet can be placed in the school's drill log book. For additional assistance see REF-5803.1, *Emergency Drills and Procedures*, dated August 9, 2013.

### VI. RADIO TEST

The fall radio communications test is scheduled for Tuesday, October 18, 2016, at 10:00 a.m. (See REF-6537.0, *Inter-Campus/District-Wide Safety Communications Test*).



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ITD Telecommunications Branch will conduct a communications test of the following systems:

- School radio system used to contact School Police
- Back-up phone system (using the fax line)
  - Voice message will be sent to all school fax lines
- Superintendent's Emergency Notification System
  - Message will be sent to all principals

Schools are expected to conduct a test of all back-up school communication systems, such as:

- Internal campus radios
- Cell phone contact for staff
- E-mail distribution list for staff

Schools can download the District's updated "Radio Tree" and other documents from the radio unit web site at <http://achieve.lausd.net/radiounit>.

After concluding the radio test, school site administrators are to complete the Radio Test Emergency Drill Survey at: <http://emergencydrills.lausd.net>. Faxes are no longer accepted for Radio Test feedback.

### **RELATED RESOURCES:**

*California Code of Regulations, Section 2400-2450, California Government Code, Section 3100.*

### **AUTHORITY:**

Civil Defense Policy, Public Law 875, Eighty-First Congress  
California Disaster Act – Citation  
California Administrative Code, Title 5, Education  
Senate Bill 187  
Assembly Bill 2876  
Code of California Regulations, Title 19, Section 3.13  
Los Angeles Municipal Code, Section 57.111.06 – Emergency Exit Drills

### **ASSISTANCE:**

For assistance or further information, please contact Dr. Jill Barnes, Coordinator, Office of Emergency Services at (213) 241-3889.

To report broken base stations, contact the Information Technology Division Service Desk at (213) 241-5200.

Administrators may consult the LAUSD Emergency Services website <http://achieve.lausd.net/emergencyservices> for resources, including:

- Sample documents for school staff
- Emergency services documents
- Emergency services links





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- Emergency preparedness information
- Emergency preparedness power-point presentations

The LAUSD employee personal emergency preparedness campaign titled “YOYO 7 – You’re On Your Own for 7 Days” is available at <http://YOYO7.lausd.net> and consists of a website, poster and 30-second video Public Service Announcement.

Blackboard Connect support can be found at <http://bbc.lausd.net> or by calling (866) 435-7684.

Site administration is encouraged to direct all school staff to the STEPS website to take online training on earthquake-related emergency procedures. Each course generates a certificate upon completion, which administration can keep a copy of to track which employees have received which trainings. A full list of STEPS courses is available at <http://steps.lausd.net>. Courses relevant to earthquakes include:

Courses for all employees:

STEPS 101- Employee Duties during an Emergency  
STEPS 102- Basic Emergency Preparedness for Home

Courses for classroom-level staff:

STEPS 202 – What to Do if There is an Earthquake at School  
STEPS 206 – Classroom Hazard Mitigation – Making Classrooms Safer Before the  
Emergency  
STEPS 210 – Assisting Students with Special Needs during an Emergency  
STEPS 211 – Common Pediatric Medical Emergency Considerations  
STEPS 213 – Duties of the School Emergency First Aid Team  
STEPS 214 – Duties of the School Search and Rescue Team

Courses for school-level staff:

STEPS 400 – Basics of School Site Emergency Management  
STEPS 402 – Planning for and Responding to an Earthquake at School  
STEPS 407 – Communication Methods during an Emergency  
STEPS 419 – Student Release and Parent Reunification Procedures Following an  
Emergency  
STEPS 420 – Incident Command System – Structuring your Emergency Response  
Plan  
STEPS 421 – Principles of Unified Command; Working with First Responders and  
Outside Agencies  
STEPS 422 – Identifying your Most Vulnerable Students



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**ATTACHMENTS:** Attachment A – Sample Letter to Parents – English  
Attachment B – Sample Letter to Parents – Spanish  
Attachment C – Sample Letter to Parents – Korean  
Attachment D – Sample Letter to Parents – Chinese  
Attachment E – Sample Letter to Parents - Armenian  
Attachment F – Emergency Drill Data Worksheet  
Attachment G – Emergency Response Team Log  
Attachment H – School Emergency Status Report (SESR) User Guide

**SAMPLE LETTER TO PARENTS**

(School Letterhead)

(Date)

Dear Parents(s) or Guardian(s):

The safety and welfare of our students and staff are our highest priorities. To provide schools an opportunity to practice emergency response procedures, the Superintendent of Schools has asked all students and staff to participate in a District-wide emergency preparedness drill on \_\_\_\_\_, at \_\_\_\_\_. Please be advised that students will be dismissed at the regular time on this day.

The goals of the training drill are to improve our ability to protect students, save lives, and reduce injuries. As part of the drill, the students and staff will participate in the activation of our school's Safe School Plan. You are encouraged to participate in this drill. For information about how your school prepares for emergencies, you may check the website <http://ParentEmergencyInformation.lausd.net>. Information is available in five languages.

Please make sure that all contact information for your child is current at school, so that in the event of an actual emergency, we can reach you.

Prior to the drill, please discuss with your child your family's home emergency preparedness plan. Several resources are available to help you prepare. The American Red Cross has outstanding materials. You can obtain Red Cross materials in English or in Spanish from their website: <http://www.redcross.org> or by calling the Los Angeles Chapter at (310) 445-9900. Your telephone directory also has valuable information on first aid, CPR and home preparedness.

If you have any questions or need further information, please do not hesitate to call our school office at (School Telephone Number).

Sincerely,

Principal

## SAMPLE LETTER TO PARENTS

(School Letterhead)

(Fecha)

Estimados padres de familia o tutores legales:

La seguridad y el bienestar de nuestros alumnos y del personal son nuestras prioridades fundamentales. A fin de que las escuelas tengan la oportunidad de practicar los procedimientos a seguir en caso de una emergencia, el superintendente escolar le ha solicitado a todo el personal y los estudiantes que lleven a cabo un ejercicio de simulacro de preparación para emergencias que abarcará a todo el Distrito y se realizará el \_\_\_\_\_ de \_\_\_\_\_, a las \_\_\_\_\_. Ese día, el horario de salida de clases será el habitual.

El objetivo de este ejercicio de entrenamiento es mejorar nuestra capacidad para proteger a los estudiantes, salvar vidas, y limitar las lesiones que se pudieran producir. Como parte de dicho entrenamiento, los estudiantes y el personal participarán en la activación de nuestro Plan de Seguridad Escolar. Se insta a todos a tomar parte en el simulacro. Para información sobre cómo se prepara su escuela para emergencias, pueden revisar el sitio web <http://ParentEmergencyInformation.lausd.net>. La información se encuentra disponible en cinco idiomas.

Por favor, asegúrense de tener a día la información de su hijo(a) para poder ponernos en contacto con usted en caso de una emergencia real.

Solicitamos a los padres de familia que, antes de la fecha de realización del simulacro, conversen con sus hijos acerca del plan de preparación que tengan en sus hogares. Existe una serie de recursos disponibles para ayudarles a estar mejor preparados. La Cruz Roja cuenta con material extraordinario., el cual puede obtenerse en inglés o español visitando el portal de Internet en: <http://www.redcross.org>, o llamando a la sección de Los Ángeles al (310) 445 - 9900. En la guía telefónica también se puede encontrar información valiosa sobre primeros auxilios, la resucitación cardiopulmonar (CPR, por sus siglas en inglés), y preparación para el hogar.

Si tiene alguna otra pregunta o necesita más información, por favor no dude en llamar a la Dirección de la escuela al \_\_\_\_\_.  
(número de teléfono de la escuela)

Atentamente,

Director(a)

21173ajs\_Translated by the LAUSD Translations Unit

## SAMPLE LETTER TO PARENTS

(School Letterhead)

(날짜)

친애하는 학부모(들) 또는 보호자(들)께:

우리 학생들과 교직원의 안전 및 복지는 저희에게 가장 중요합니다. 학교들에게 비상 사태 대응 절차를 연습할 기회를 제공하기 위해, 총 교육감은 모든 학생들과 교직원들이 \_\_\_\_\_에 \_\_\_\_\_에서 실시하는 교육구-차원 비상 사태 대처 예행 연습에 참여할 것을 요청했습니다. 당일 학생들은 정규 시간에 하교한다는 것을 알립니다.

이런 예행 연습의 취지는 학생을 보호하고, 생명을 구하며, 부상을 줄일 수 있는 우리의 능력을 향상시키기 위함입니다. 본 예행 연습의 일부로서, 학생들과 교직원들은 본교의 안전 학교 플랜(Safe School Plan) 실행에 참여할 것입니다. 본 예행 연습에 참여해주실 것을 권합니다. 학교가 어떤 비상 대책을 준비하고 있는지에 대한 정보를 원한다면, <http://ParentEmergencyInformation.lausd.net>를 검색하십시오. 다섯 언어로 번역되어 있습니다.

현재 자녀가 다니는 학교에 부모님과 연락할 수 있는 모든 정보가 정확히 있는지 확인해주십시오. 그래야만, 실제로 비상 상태가 발생한 경우는 학교는 부모님과 연락할 수 있습니다.

예행 연습이 있기 전에, 자녀와 함께 귀하 가정의 비상 시 대처 플랜에 대해 논의하기를 부탁드립니다. 도움이 될만한 여러 자원을 구할 수 있습니다. 미 적십자사는 훌륭한 자료를 제공하며, 이런 정보는 영어 또는 스페인어로 작성된 미적십자사 웹사이트에서 구할 수 있습니다: <http://www.redcross.org>. 또는 로스앤젤레스 찰터에 (213) 739-5200 으로 전화하셔도 됩니다. 전화 주소록에도 응급조치법, CPR, 패밀리 대처법에 대한 좋은 정보들이 있습니다.

질문이 있거나 추가 정보를 원한다면, 주저마시고 본교 사무실에 (School Telephone Number)으로 전화하십시오.

안녕히 계십시오,

교장

21173ym\_Translated by the LAUSD Translations Unit (Korean)



**SAMPLE LETTER TO PARENTS**

(School Letterhead)

(Date)

亲爱的家长或监护人们：

学生和教职员的安全与福祉是我们最优先的事。为提供学校机会做紧急事故应因程序的操练，学区总监要求全体学生和教职员在 \_\_\_\_\_(Date)，的\_\_\_\_\_ 时间参加全学区的紧急事故预备操练。请告知学生们，当日的正常课程停止。

操练的目的是要增进我们保护学生的能力，拯救生命，和减少伤害。操练中的一部分是学生和教职员参加我们学校安全学校计划的启动。鼓励你们每一位都来参加。如果想知道你们学校如何对紧急情况做准备，你们可以上网至下述网址查询：<http://ParentEmergencyInformation.lausd.net>。会为你们安排五种语言来查找这些资讯。

请确保你们在学校为你们孩子提供的联系人名单都是最新的。这样，一旦确实有紧急情况出现时，我们就可以联系上你们。

前来参加操练之前，请和你孩子讨论你家中的预备计划。有几处资源可以帮助你预备。美国红十字会有很好的材料。你可以从网上取得红十字会的英文和西班牙文的材料，网址是：[www.redcross.org](http://www.redcross.org) 或是打电话给洛杉矶分会 (310) 445-9900。在你的电话簿上也有宝贵的急救，心脏复苏 (CPR) 和家庭预备资料。

如果你有任何问题或需要进一步的资料，请随时打电话到学校的办公室。电话是

\_\_\_\_\_  
(学校电话号码)

诚挚地，

校长

## SAMPLE LETTER TO PARENTS

(School Letterhead)

(Date)

Հարգելի ծնող(ներ) կամ խնամակալ(ներ),

Մեր աշակերտների և աշխատակազմի անվտանգությունն ու բարեկեցությունը մեր առաջնահերթ խնդիրներն են: Որպեսզի դպրոցները ստանան հնարավորություն գործնականում կիրառել արտակարգ իրավիճակների արձագանքման ընթացակարգը, դպրոցների վերակացուն խնդրում է բոլոր աշակերտներին և աշխատակազմին մասնակցել շրջանի մասշտաբով կազմակերպվող արտակարգ իրավիճակների պատրաստվածության վարժություններին \_\_\_\_\_, ժամը \_\_\_\_\_: Տեղեկացնում ենք, որ այդ օրը աշակերտները կազատվեն դասերից:

Ուսուցողական վարժությունների նպատակներն են՝ բարելավել աշակերտներին պաշտպանելու մեր ունակությունը, փրկել մարդկային կյանքեր և նվազեցնել վնասվածքները: Վարժությունների մի մասն էլ կկազմի աշակերտների և աշխատակազմի մասնակցությունը մեր դպրոցի Անվտանգության ծրագրում: Կոչ ենք անում ձեզ մասնակցել այս վարժություններին: Եթե ցանկանում եք տեղեկություններ ստանալ, թե ինչպես է ձեր դպրոցը պատրաստվում արձագանքել արտակարգ իրավիճակներին, կարող եք այցելել կայքը <http://achieve.lausd.net/pei>: Տեղեկությունները հասանելի են հինգ լեզվով:

Խնդրում ենք համոզվել, որ բոլոր կոնտակտային տեղեկությունները ձեր երեխայի վերաբերյալ առկա են դպրոցում, որպեսզի իրական արտակարգ իրավիճակի դեպքում մենք կարողանանք կապվել ձեզ հետ:

Նախքան վարժությունները խնդրում ենք քննարկել ձեր երեխայի հետ տան պայմաններում արտակարգ իրավիճակներին պատրաստվածության պլանը: Առկա է մի քանի ռեսուրս, որոնք կօգնեն ձեզ պատրաստվել: Ամերիկյան Կարմիր խաչը ունի շատ օգտակար նյութեր: Դուք կարող եք ձեռք բերել Կարմիր խաչի նյութերը անգլերեն կամ իսպաներեն իրենց կայքում՝ <http://www.redcross.org>, կամ զանգահարել Լոս Անջելեսի բաժանմունք՝ (310) 445-9900: Ձեր հեռախոսային տեղեկատվություն ևս ունի օգտակար տեղեկություններ առաջին օգնության, CPR-ի և տան պայմաններում պատրաստվածության մասին:

Եթե դուք ունեք որևէ հարց կամ ձեզ պետք է լրացուցիչ տեղեկատվություն, խնդրում ենք զանգահարել մեր դպրոցի գրասենյակ (դպրոցի հեռախոսահամար):

Հարգանքով,

Տնօրեն

## EMERGENCY DRILL DATA WORKSHEET

Use this form to record your drill information; then go to <http://emergencydrills.lausd.net> (please note that you must be on the LAUSD network for this address to work); enter the data and receive your certificate.

(Choose one)

- |   |  |
|---|--|
| <input type="checkbox"/> Fire<br><input type="checkbox"/> Earthquake drill with evacuation<br><input type="checkbox"/> Shelter in Place | <input type="checkbox"/> Drop/Cover/Hold or "Drop"<br><input type="checkbox"/> Campus Protection or "Lockdown" |
|---|--|

Date: \_\_/\_\_/\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

E-Mail: \_\_\_\_\_ Location Code: \_\_\_\_\_

1. What type of alert system did you use to alert students/staff of the drill?  
☐ Fire Alarm/Bell    ☐ Voice through Intercom/PA    ☐ Bull Horn    ☐ Whistle

*(Omit #2 for Drop/Cover/Hold or "Drop")*

2. Time Drill Started: \_\_\_\_\_ (am / pm)      Time Drill Completed: \_\_\_\_\_ (am / pm)

3. Total number of staff involved in the drill activity?  
 4. Total number of students involved in the drill activity?  
 5. Did any special needs students participate in the drill? If yes, about how many?  
 6. Did you encounter any challenges with the special needs children? (Y/N)  
 7. If yes, please describe challenges: \_\_\_\_\_

*(Omit #8 for Drop/Cover/Hold or "Shelter-in-Place", "Drop" & "Lockdown")*

8. How long did it take to evacuate all buildings? \_\_\_\_\_ (minutes)  
 (Time from START of drill to the time when last staff or student arrived at the staging area.)

*(Omit #9 for Drop/Cover/Hold or "Drop")*

9. Did you establish an Incident Command Post? (Y/N)  
 10. Did staff bring the School Emergency Response Box to the assembly area?(Y/N)  
 11. Did you use the District's Safe School Plan, Volume 2 - Emergency Procedures during:  
 (Check all that apply)  
☐ Yes, during the planning of the drill.      ☐ Yes, during the execution of drill.  
☐ Yes, after the drill.      ☐ No, we did not use the Safe School Plan.

*(Omit #12, 13 & 14 for Drop/Cover/Hold or "Drop")*

12. Did you use any supplies during the drill? (Check all that apply)  
☐ Yes, our staff took supplies out their storing area.  
☐ Yes, our staff used the supplies during the drill.  
☐ No, we did not use emergency supplies.  
 13. Were parents notified either before or after the drill? (Y/N)  
 14. How were parents notified? (method)  
 15. Did any parents participate in drill? If yes, about how many?  
 16. What did parents do? \_\_\_\_\_  
 17. Did you encounter any behavioral problems (non-participation, student/staff distractions, etc.) during the drill? If yes, please briefly describe any problems. \_\_\_\_\_

- 
18. Did you encounter problems with any of the following?

*(Omit # "d, e, & f" for Drop/Cover/Hold or "Drop")*

*(Omit # "f" for Campus Protection or "Lockdown")*

	Yes	No	Briefly describe these problems:
a. Alert System			
b. Students			
c. Staff			
d. Parents			
e. Supplies			
f. Evacuation Route			

19. Using a grading scale from A through F, please grade the following:

*(Omit "a, b, & c" for Drop/Cover/Hold or "Drop")*

*(Omit "a" for Campus Protection or "Lockdown")*

	A	B	C	D	F
a. Student behavior during evacuation procedure					
b. Student accounting					
c. Staff accounting					
d. Performance of alert system					
e. Performance of members of the school safety team					
f. Overall student performance					
g. Overall staff performance					

20. Did you debrief after the drill? (Y/N)

21. What were the three top lessons learned?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

22. How can this drill be improved in the future?

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Questions can be directed to [emergencyservices@lausd.net](mailto:emergencyservices@lausd.net) or 213-241-3889.

This form may also be downloaded at <http://emergencyservices.lausd.net>

**Los Angeles Unified School District  
Division of District Operations**

**EMERGENCY RESPONSE TEAM LOG**

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

Team: \_\_\_\_\_ Team Leader: \_\_\_\_\_

Directions: Keep a chronological record of all pertinent information.

Date	Time	Important Information/Action Taken
		Incident Began:
		Team Assembled. Team Members:

Retain a copy at the school site to document response/assistance.



## School Emergency Status Report (SESR) User Guide

### Link to access School Emergency Status Report:

<https://myapps.lausd.net/SchoolStatus>

Log in using LAUSD single sign-on credentials

The School Emergency Status Report (SESR) is a new online tool that will help LAUSD compile critical emergency data from every school and get help and resources to schools during a large disaster. During an actual disaster, schools will be notified if they need to submit a SESR. It is understood that information in SESR may change over time, and that reports may be submitted with incomplete data. This tool is not to be used in place of completing an ISTAR or trouble call/ticket during a routine school day.

**Main Menu:** After logging in, click on the *Home* icon to get to the *Main Menu*.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
SCHOOL STATUS REPORT  
ITD-INTEG STUDENT INFO SYSTEM Location 1079401 Local District - E

Select School: [dropdown] Date: 7/26/2016

**School Incident Commander**  
Name: [text] Title: [text]

**Working Contact info**  
Landline: [text] Cell: [text] Email: [text] Social Media: [text]

**Assessment Of Impact**

☒ No or minor impact to site. We are able to operate as usual.  
☐ Moderate impact to site. We are managing with the resources we have on site.  
☐ Major impact to site. We need assistance and/or additional resources.

**Damage to buildings/classrooms** ☐ No ☐ Minor ☐ Moderate ☐ Major [140 char max]

**Injuries (severity and number)** ☐ Minor ☐ Moderate ☐ Major ☐ Deaths

**Utilities + Systems**  
This incident/emergency caused new issues with the following systems today\*:  
 \*Note: This is not the place to record on-going issues unrelated to the incident.

Electricity ☒ Working ☐ Partial Outage ☐ Complete Outage [140 char max]  
 Water/plumbing ☒ Working ☐ Partial Outage ☐ Complete Outage [140 char max]  
 Gas ☒ Working ☐ Partial Outage ☐ Complete Outage [140 char max]  
 Phone(landline) ☒ Working ☐ Partial Outage ☐ Complete Outage [140 char max]  
 Fire Alarm ☒ Working ☐ Partial Outage ☐ Complete Outage [140 char max]  
 Intrusion Alarm ☒ Working ☐ Partial Outage ☐ Complete Outage [140 char max]  
 Internet/Network ☒ Working ☐ Partial Outage ☐ Complete Outage [140 char max]  
 Email ☒ Working ☐ Partial Outage ☐ Complete Outage [140 char max]  
 PA system ☒ Working ☐ Partial Outage ☐ Complete Outage [140 char max]

**Step 1:** Choose a school from the dropdown list and input the date of the incident.

102ND ST EEC (1954501) [dropdown] Date: 4/13/2015

To add a designee, select a name from the dropdown list and click on the *Add Designee* button.

Designee: [dropdown]

**Step 2:** Input the name and title of the *School Incident Commander* for this incident and their *Working Contact Information*.

**School Incident Commander**  
Name: [text] Title: [text]

**Working Contact info**  
Landline: [text] Cell: [text] Email: [text] Social Media: [text]

## School Emergency Status Report (SESR) User Guide

**Step 3:** Choose the appropriate option for the *General Status* of the school during the incident.

Assessment Of Impact	
<input checked="" type="radio"/>	No or minor impact to site. We are able to operate as usual.
<input type="radio"/>	<b>General Status:</b> Moderate impact to site. We are managing with the resources we have on site.
<input type="radio"/>	Major impact to site. We need assistance and/or additional resources.

**Step 4:** Choose one of the four options to indicate *damage to buildings/classroom*. A description box is also available to type in specific information.

<b>Damage to buildings/classrooms</b>	<input type="radio"/> No	<input type="radio"/> Minor	<input type="radio"/> Moderate	<input type="radio"/> Major	<input type="text"/>
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**Step 5:** Indicate the number of *injuries*, based on severity.

<b>Injuries (severity and number)</b>	<input type="text" value="0"/> Minor	<input type="text" value="0"/> Moderate	<input type="text" value="0"/> Major	<input type="text" value="0"/> Deaths
---------------------------------------	--------------------------------------	---	--------------------------------------	---------------------------------------

**Step 6:** Select the status of each item listed under *Utilities + Systems*. Include additional details in the description box as needed.

Utilities + Systems				
This incident/emergency caused new issues with the following systems today*: *Note: This is not the place to record on-going issues unrelated to the incident.				
Electricity	<input checked="" type="radio"/> Working	<input type="radio"/> Partial Outage	<input type="radio"/> Complete Outage	<input type="text"/>
Water/plumbing	<input checked="" type="radio"/> Working	<input type="radio"/> Partial Outage	<input type="radio"/> Complete Outage	<input type="text"/>
Gas	<input checked="" type="radio"/> Working	<input type="radio"/> Partial Outage	<input type="radio"/> Complete Outage	<input type="text"/>
Phone(landline)	<input checked="" type="radio"/> Working	<input type="radio"/> Partial Outage	<input type="radio"/> Complete Outage	<input type="text"/>
Fire Alarm	<input checked="" type="radio"/> Working	<input type="radio"/> Partial Outage	<input type="radio"/> Complete Outage	<input type="text"/>
Intrusion Alarm	<input checked="" type="radio"/> Working	<input type="radio"/> Partial Outage	<input type="radio"/> Complete Outage	<input type="text"/>
Internet/Network	<input checked="" type="radio"/> Working	<input type="radio"/> Partial Outage	<input type="radio"/> Complete Outage	<input type="text"/>
Email	<input checked="" type="radio"/> Working	<input type="radio"/> Partial Outage	<input type="radio"/> Complete Outage	<input type="text"/>
PA system	<input checked="" type="radio"/> Working	<input type="radio"/> Partial Outage	<input type="radio"/> Complete Outage	<input type="text"/>
Two-Way Radios	<input checked="" type="radio"/> Working	<input type="radio"/> Partial Outage	<input type="radio"/> Complete Outage	<input type="text"/>

**Step 7:** For each *Resources on Site* item, select yes or no and input the appropriate number for the respective resource. Indicate the number and type of media present, as well as any group of people who have gathered outside the school fence. Indicate the group's overall mood, and add additional details in the description box as needed.

Resources on Site	
School Buses	<input checked="" type="radio"/> Yes <input type="text" value="#"/> <input type="radio"/> No
Meals	<input checked="" type="radio"/> Yes <input type="text" value="#"/> <input type="radio"/> No
Security(LASPD)	<input checked="" type="radio"/> Yes <input type="text" value="#"/> <input type="radio"/> No
<b>Media on site</b>	<input type="text" value="0"/> <input type="checkbox"/> TV <input type="checkbox"/> Radio <input type="checkbox"/> Print
<b>Group outside fence</b>	<input type="text" value="0"/> <input type="radio"/> Peaceful <input type="radio"/> Disruptive <input type="radio"/> Agitated <input type="text"/>

## School Emergency Status Report (SESR) User Guide

**Step 8:** The final section accounts for everyone associated with the school. In the respective boxes, input the number of *students enrolled*, the number of *students present*, and the *norm day enrollment* number. If attendance count is delayed, it is understood that the *students present* count may be an estimate.

	Total # of Students Enrolled	Students Present (7/27/2016)
Student Count *	<input type="text" value="0"/>	<input type="text" value="0"/>
Norm Day Enrollment *	<input type="text" value="0"/>	

**Step 9:** Indicate the number of *students* and *staff* and *others on campus* accounted for during the incident in the appropriate boxes and include field trip destinations.

Students accounted for		Students off campus	
On Site (include injured)	<input type="text"/>	Transported to Hospital	<input type="text"/>
		Field Trip	<input type="text"/>
		Reunified with Parent/Guardian	<input type="text"/>
Deaths	<input type="text"/>		Destination <input type="text"/>
Staff Members accounted for		Staff members off campus	
On Site (include injured)	<input type="text"/>	Transported to Hospital	<input type="text"/>
		Field Trip	<input type="text"/>
Deaths	<input type="text"/>	Other	<input type="text"/>
			Destination <input type="text"/>
Others on Campus (parents, guests, non-staff employees)			
On Site (include injured)	<input type="text"/>	Transported to Hospital	<input type="text"/>
		Field Trip	<input type="text"/>
Deaths	<input type="text"/>	Other	<input type="text"/>
Details	<input type="text"/>		

**Step 10:** Once everything has been filled out to the best of your ability, click the *Save* button at the bottom of the page to save and submit the information.

<input type="button" value="Save"/>
<p>* Student count may be an estimate if attendance count is delayed</p> <p>Last updated on this date by</p>