



LAUSD Community Emergency Plan
Version as of 5/4/2015 12:27:35 PM
Los Angeles Unified School District



**This plan was created using
CrisisManager**

LAUSD Community Emergency Plan

 Preparedness	 Response	 Disabilities
 Communications	 Family Reunification	 Fire
 Lockdown	 Earthquake	 Shelter in Place
 Bullying	 Self Harm	 Suicide
 Security	 Public Health	 Resources



Preparedness

[Table of Contents](#)

[Safe School Plan](#), [Emergency Supplies](#), [Emergency Drills](#), [Safe Buildings](#), [Trained Personnel](#), [Emergency Management](#)

Safe School Plan

Each LAUSD school has a Safe School Plan customized to each individual school's needs that plans for all kinds of hazards and emergency situations; plans are compliant with California Education Code Section §32286(a). These plans address violence prevention, emergency preparedness, traffic safety and crisis intervention. The Safe School Plan is comprised of three volumes: Volume 1 - Coordinated Safe and Healthy School Plan; Volume 2 - Emergency Procedures; and Volume 3 - Intervention and Recovery. A copy of the entire plan is available in the Main Office of the school for public review.

[Top](#)

Emergency Supplies

All LAUSD schools have emergency supplies, including a supply of food and water, as well as first aid supplies, rescue equipment, and other basic necessities. These supplies are inspected regularly and used during emergency drills. Most schools also have additional emergency supplies located in each classroom.

[Top](#)

Emergency Drills

Schools conduct emergency drills regularly. Every elementary school conducts one fire drill a month and high schools conduct one every semester. In addition, schools conduct at least one earthquake drill a year as part of [The Great California ShakeOut](#) in which they practice search and rescue and medical response techniques. All schools conduct a second supplementary drill in the spring to review lockdown and shelter in place procedures.

[Top](#)

Safe Buildings

Public K-12 schools in California are legally required by the [Field Act](#) to be built to a higher construction standard than other buildings and are inspected more frequently – this makes them less likely to collapse during an earthquake. Schools are also provided with fire alarms, sprinklers and extinguishers which guard against fires. Each school also undergoes health and safety inspections by the [Office of Environmental Health and Safety](#) (OEHS), and the local Fire Department. OEHS staff responds to school incidents involving air quality and environmental hazards. In addition, almost all LAUSD schools are fenced around the entire perimeter, and have gated access. During the school day, there is only one gate through which someone can access the school.

[Top](#)

Trained Personnel at Schools

Teachers are required to hold a first aid certification to get hired and most schools have a nurse. There are numerous first aid and CPR courses offered through the district for free to school personnel. In addition, 41 free online courses in disaster preparation and response and emergency management are offered to every school district employee through the [Safety Training for Emergency Preparedness at Schools](#) (STEPS) program. LAUSD personnel are also encouraged to take [emergency management courses](#) available through the [Federal Emergency Management Agency](#) (FEMA). If there is an emergency at school, school personnel have been trained, and will react quickly to protect children. LAUSD has its own [police department](#) to help with safety and security.

[Top](#)

Emergency Management

The [Office of Emergency Services](#), in [School Operations](#), provides emergency management for LAUSD. The office oversees the Safe School Plan system and provides guidance to schools for emergency response protocols, supplies and emergency drills. The [STEPS](#) program and the award-winning [YOYO 7](#) campaign are both products of this office. The LAUSD [Emergency Operations Center](#) (EOC) is managed by the Office of Emergency Services, which also provides representation to LA City and LA County and coordinates with other agencies in a large emergency. The office also coordinates the use of schools as public emergency shelters managed by the [American Red Cross](#).

[Top](#)



Response

[Table of Contents](#)

[Emergency at School](#), [Hazard Inside](#), [Hazard Outside](#), [Arriving at School During an Emergency](#), [Incident Command System](#)

If there is an emergency at school, school personnel have been trained, and will react quickly to protect children. During an emergency at school, you will generally see one of two scenarios when you arrive at the school. You may see all of the students outside in the Assembly Area, if the building is potentially dangerous to the students (as in a [fire](#) or following an [earthquake](#)), or you will see no one outside, because there is a potential hazard outside of the school, and officials are keeping the children inside, and using the building to help shield the students from harm (a [lockdown](#) or [shelter in place](#)).

[Top](#)

If there is a hazard inside a school building, such as a [fire](#), students will evacuate to their Assembly Area until authorities determine that it is safe to re-enter the buildings. If there is an [earthquake](#), students will drop, cover, and hold on until the shaking stops, and then will evacuate the building to the Assembly Area. Students will not return until the buildings have been inspected and it is determined to be safe to enter. In both of these cases, students are being led away from the building, which due to the fire or earthquake has become a possible danger to them.

[Top](#)

If there is a hazard outside, such as a report of a person in the area with a gun, or a nearby chemical release, students will be brought inside, where the building itself will help protect them from danger. Schools will act to protect students, and are prepared to shelter the students inside classrooms for hours if necessary. If students are held for a lengthy period of time, there are plans in place for emergency food, medical and restroom needs – these plans vary by school site, and depend on the nature of the danger to students.

[Top](#)

In the rare instance that an entire campus is unsafe, and more distance is needed to ensure student safety, students and staff may be temporarily relocated to another school site. This includes during a [tsunami](#) warning for coastal schools located in the Tsunami Inundation Zone. Parents will be advised of all relocations through [Blackboard Connect](#) automated phone message.

[Top](#)

If you arrive at a school during an emergency, you may not be able to get close to the school and may be asked to wait in a safe area near the school, depending on the situation. Parents will receive information and updates about the status of an emergency through [Blackboard Connect](#) automated phone messages. If it is hazardous for students to be released, everyone will be kept inside the school until administrators are notified by the authorities that it is safe. Schools will act with the safety of students in mind, and school officials will always follow the directives of the police department and the fire department. Procedures on picking up a student during or following an emergency are covered in [family reunification](#).

[Top](#)

The Incident Command System (ICS) is used by first responder and government agencies to manage emergencies, crises, and disasters nationwide. LAUSD also uses ICS - a system where people are grouped by functions according to aptitude and skills, instead of rank/title. Every position reports to someone (see the ICS School Organization Chart in the provided diagram), which greatly facilitates the flow of information and resources among the multiple teams participating in response to an emergency. ICS consists of the following five functions:

- Command
- Operations
- Planning & Intelligence
- Logistics
- Finance & Administration

Using ICS at school sites allows the school to effectively manage emergencies, and work efficiently with first responders when they arrive on scene. LAUSD personnel can learn more about ICS by taking online [STEPS](#) video training courses specific to using ICS in LAUSD schools. District employees are also encouraged to take [emergency management courses](#) offered through the [Federal Emergency Management Agency](#) (FEMA).

[Top](#)



Disabilities

[Table of Contents](#)

[Planning](#), [Emergency Notification](#), [Evacuation](#), [What Students Can Do](#), [Shelter and Care](#), [What Parents Can Do](#)

Planning

LAUSD emergency planning takes into account the requirements of students with specific needs, and those students who may need additional assistance during an emergency. Each school's Safe School Plan has information on supporting the needs of everyone on campus. There is a section in the plan to record plans and actions specific to a school site and its students' needs, including emergency notification, evacuation, and sheltering.

Employees who will assist students with specific needs are identified before the emergency, and practice techniques for assisting those students. Online and hands-on training to support the emergency needs of students with disabilities is available to all LAUSD employees. They should rehearse their role at every emergency drill so that they and the children they assist will have confidence in the process. All students participate in all emergency drills, which enables the students with specific needs and the employees who assist them to become familiar with one another and address any concerns before an emergency occurs.

[Top](#)

Emergency Notification

School administrators must check that emergency notification systems such as the fire alarm system and the public address (PA) system at the school site are functional for all students in all locations on campus. Schools work to ensure that:

- All students are familiar with the sound of emergency alert systems, as well as the location of alarms and lights.
- All students, including students with communications challenges, are aware of the procedures used to report an emergency.
- All students, as appropriate for their age and cognition, know the emergency actions to take associated with each emergency alert system or emergency PA announcement.
- Appropriate alternate emergency notification systems should be in place for students who cannot hear, including alternatives to emergency PA announcements (such as for a lockdown).

[Top](#)

Evacuation

As part of their planning process, schools consider how they will assist students who cannot evacuate the building on their own. In almost all situations, students can be assisted down stairs by trained employees, as elevators are not to be used during emergency evacuations. All staff members responsible for assisting students during evacuations are familiar with the evacuation buddy system and onsite assistive rescue devices and techniques. Rescue technique training is available to school personnel through online and hands-on training. A [Rescue Seat or Evac+ Chair](#) is available from the [Office of Emergency Services](#) for multiple-story schools that have students who cannot manage stairs. In some cases, upstairs classrooms of students with significant evacuation challenges are relocated to a classroom on the ground floor.

What students with disabilities can do (as age and developmentally appropriate):

- **Know who will assist** them during an emergency.
- **Learn the plan** for rescue and evacuation.
- **Wait in designated areas** for assistance, if necessary.
- **Identify rescue equipment** and know the location of equipment used to help them evacuate (Rescue, Seat, Evac+ Chair, etc.).
- **Participate** in all emergency drills.

[Top](#)

Shelter and Care

In a disaster such as an earthquake, it may take time for parents to arrive at school. All school employees are designated as [Disaster Service Workers](#) by the State of California, and students will be cared for by school staff until they can be reunited with their families. Schools are to identify any specific supplies or materials needed to provide extended care for students who have greater or more individual needs, and maintain these supplies in the location designated on campus for all emergency supplies.

What parents of students with disabilities can do:

- **Review the evacuation and care plan** for their children (if an individual plan is needed).

- **Participate in emergency drills** at the school.
- **Update emergency and medical information**, including prescriptions, for children with disabilities and special healthcare needs.
- **Provide three days of medications** and other essential supplies to the school for children with special healthcare needs.
- **Make a plan** (and a back-up plan) for retrieving children from school following an emergency.

[Top](#)



Communications

[Table of Contents](#)

Schools communicate regularly with parents using the [Blackboard Connect](#) system, through which parents receive automated calls regarding school situations, including emergencies. If you are not receiving Blackboard Connect messages, check with your child's school to ensure that the school has the correct phone numbers for you. It is imperative that phone numbers are up-to-date to contact you during an emergency.

What Parents Can Do:

- **Update the school emergency card** and contact information for each child each time the information changes.
- **Inform yourself of school procedures** by attending parent meetings, reading the student-parent handbook and school newsletters, and checking the school website periodically.
- **Attend emergency drills** at your child's school, and ask about emergency plans when you visit the school.
- **Prepare your family** for emergencies at home, too.
- **Download and complete** a [school emergency wallet card](#) and keep it with you in case of an emergency at school.
- **Keep your phone with you** during emergencies so that you can receive updates on the emergency from the school.

Although there are people assigned to answer phones at school, during an emergency these lines are likely to be overloaded, and are not your best source of information. For school emergency information, check the following sources: the LAUSD television station KLCS, AM radio news station 1070, achieve.lausd.net, your school's website, the official LAUSD [Facebook/Los Angeles Schools](#), or the LAUSD [Twitter feed @LASchools](#).

Schools have numerous ways to communicate with their own staff, other schools and district personnel, and outside agencies that may respond in the event of an emergency. These methods include a public address system and two-way radios, so that a school need not rely on the phone system.

Parents who arrive at school during an emergency should expect to follow [Family Reunification](#) procedures and any additional instructions from school staff or other authorities. In most cases, students will not be released until the emergency is over. Schools will act with the safety of students in mind, and school officials will always follow the directives of the police department and the fire department.



Family Reunification

[Table of Contents](#)

Parents who arrive at school during an emergency may not be allowed to enter campus. Parents must make sure that they do not block access to campus for first responder vehicles and personnel. Parents may not be able to get close to the school and may be asked to wait in a safe area near the school. In most cases, students will not be released until the emergency is over and administrators are notified by the authorities that the situation is safe. In many cases, the Family Reunification procedures below must be followed to pick up a student following an emergency. Check for Request Gate and Reunion Gate signs on the fence at schools before an emergency, so that you will know where to go if an emergency happens.

When it is safe to pick up students following an emergency, parents and guardians should:

- **Bring identification**, such as a driver's license or state I.D. to check a student out following an emergency.
- **Report to the school's Request Gate**, where you will identify yourself to school staff and request that your child be sent out. You must bring identification (such as a driver's license or state I.D.), and you must be listed on the child's emergency card in order to check a child out.
- **Move** to the Reunion Gate after completing check-in. The student will be brought to you. Separating the two gates keeps crowding down, and lessens anxiety for children who may become frightened by a large crowd of parents.
- **Check cellphone [calls and messages](#)** as well as signs at school for any special instructions. Parents will receive information and updates about the status of an emergency through [Blackboard Connect](#) automated phone messages.



Fire

[Table of Contents](#)

[Student Fire Procedures](#), [Visitor Fire Procedures](#), [Parent Fire Procedures](#)

During a building fire on campus, the fire alarm system will activate, sounding an alarm. Teachers will evacuate their classes to the athletic field, playground, or other secured open area on campus away from the fire and its smoke. Each teacher has a designated area on the field for their students and follows a procedure to ensure that all students are accounted for. [Request and Reunion Gate](#) stations may be set up at each school site to allow parents to take students home. If there is fire damage to a school site, students will not be allowed to re-enter affected school buildings until they have been inspected by the [Office of Environmental Health and Safety](#).

During a brush fire or off-campus building fire that generates a harmful level of smoke at the school, the school will implement [shelter in place](#) procedures.

When the fire alarm sounds or an announcement is made to evacuate buildings, students should:

- **Evacuate quickly** and quietly in an orderly fashion and follow their teacher directly to their assigned location in the designated assembly area. Students may be directed to take all belongings with them, or leave them behind in the locked classroom.
- **Follow all directions** from their teacher or other staff members, and respond when attendance is taken.
- **Remain quiet** in the assembly area, so that everyone can hear emergency instructions.
- **Wait** in the assembly area with staff until the situation is safe and authorities allow people to re-enter the buildings.
- **Listen carefully** to instructions when the emergency is over, as students may be instructed to return to a different location (such as the lunch area, a different classroom or period, a school bus, or may be released to go home).

[Top](#)

Visitors should follow directions from school staff, and evacuate to the assembly area. Visitors may be assigned to a designated section of the assembly area, and their presence will be documented. In most cases, visitors will not be allowed to leave until the emergency is over.

[Top](#)

Parents will receive information and updates about the status of a school fire through [Blackboard Connect](#) automated phone messages. Parents who arrive at school during a fire should expect to follow [Family Reunification](#) procedures and any additional instructions from school staff or other authorities. In most cases, students will not be released until the emergency is over.

[Top](#)



Lockdown

[Table of Contents](#)

[Student Lockdown Procedures](#), [Visitor Lockdown Procedures](#), [Parent Lockdown Procedures](#)

During a lockdown, students are moved (or remain) inside for their safety because there is some sort of threat to the well-being of the students. Lockdowns are implemented for a variety of reasons, including an intruder on campus, police action in the area, a disruptive community incident, or even a dangerous animal on campus. In a lockdown, school buildings are used to help protect the students from outside harm. During a lockdown, school administrators and district officials work closely with law enforcement and other outside agencies to maximize student safety. The level of activity allowed on campus during a lockdown varies widely by incident, and decisions about student movement and services within the campus are based on what is safest for students in each incident. Generally, during a lockdown classroom and exterior doors are locked, teachers take roll, and in many cases continue with instruction.

When a lockdown is announced, students should:

- **Remain in the classroom** and expect not to be let out of class for any reason.
- **Proceed inside to the nearest classroom** or other indoor area indicated by staff if out of class (outside, in a hallway, restroom, at lunch, after school, etc.).
- **Follow all directions** from teachers and other staff members, and respond when roll is taken. Students not in their usual classroom should provide their names to staff members in the room.
- **Continue quietly with classwork** so that everyone can hear emergency instructions.
- **Move** to another room or area of the classroom if asked to do so.
- **Listen carefully** to instructions when the emergency is over.

[Top](#)

Visitors should follow directions from school staff, and their presence will be documented. In most cases, visitors will not be allowed to leave until the emergency is over.

[Top](#)

Parents will receive information and updates about the status of a lockdown through [Blackboard Connect](#) automated phone messages. Parents who arrive at school during a lockdown should expect to follow [Family Reunification](#) procedures and any additional instructions from school staff or other authorities. In most cases, students will not be released until the emergency is over.

[Top](#)



Earthquake

[Table of Contents](#)



[Student Earthquake Procedures](#), [Visitor Earthquake Procedures](#), [Parent Earthquake Procedures](#)

During an earthquake, students and staff will drop, cover, and hold on until the shaking stops. Once the shaking has stopped, teachers will check for injured students in their classroom, and evacuate everyone to the athletic field, playground, or other secured open area on campus. Evacuation is necessary following an earthquake because of possible damage to the buildings and aftershocks. Each teacher has a designated area on the field for their students, and all students are accounted for. Teams of school staff members conduct search and rescue, emergency first aid, and other disaster operations following an earthquake. Due to the [Field Act](#), California public schools are built to be very safe in earthquakes and are unlikely to collapse.

[Request and Reunion Gate](#) stations are set up at each school site to allow parents to take students home. If there has been earthquake damage to a school, students will not be allowed to re-enter buildings until they have been inspected by the [Office of Environmental Health and Safety](#).

When there is an earthquake, students should:

- **Drop, cover and hold on:** drop under their desks/tables, use the furniture to protect themselves from falling objects and cover their heads, and hold on to the desk/tables. Stay in this protected position until the shaking stops and the teacher signals that it is okay to get up.
- **Evacuate quickly** and quietly in an orderly fashion and follow their teacher directly to their assigned location in the designated assembly area. Students may be directed to take all belongings with them, or leave them behind in the locked classroom.
- **Follow all directions** from their teacher or other staff members and respond when roll is taken.
- **Remain quiet** in the assembly area, so that everyone can hear emergency instructions.
- **Be patient;** it can take quite a while for emergency actions to conclude and for parents to arrive at school after an earthquake.
- **Wait** in the assembly area or other designated location with staff until the situation is safe and authorities allow people to re-enter the buildings, or until reunified with parents/guardians.

[Top](#)

Visitors should drop, cover and hold on when shaking is felt, follow directions from school staff, and evacuate to the assembly area after shaking stops. Visitors may be assigned to a designated section of the assembly area, and their presence will be documented. In most cases, visitors will not be allowed to leave until the emergency is over.

[Top](#)

Parents will receive information and updates about an earthquake that impacts the school through [Blackboard Connect](#) automated phone messages. Parents who arrive at school during or following an earthquake should expect to follow [Family Reunification](#) procedures and any additional instructions from school staff or other authorities. In most cases, students will not be released until the emergency is over.

[Top](#)



Shelter in Place

[Table of Contents](#)

[Student Shelter in Place Procedures](#), [Visitor Shelter in Place Procedures](#), [Parent Shelter in Place Procedures](#)

During a shelter in place, students are moved (or remain) inside for their safety because there is an environmental or chemical threat to the well-being of students. A shelter in place uses school buildings to provide protection from the outdoor environment. There are several reasons why a school may initiate a shelter in place, including chemical spills in the area, brush fires, any kind of airborne contaminants, or a swarm of bees. During a shelter in place, school administrators and district officials work closely with government agencies to maximize student safety.

The level of activity allowed on campus during a shelter in place varies by incident, and decisions about student movement and services within the campus are based on what is safest for students in each incident. Parents will receive information and updates about the status of a school shelter in place through [Blackboard Connect](#) automated phone messages.

When a shelter in place is announced, students should:

- **Remain in the classroom** and expect not to be let out of class for any reason.
- **Proceed inside to the nearest classroom** or other indoor area as indicated by staff if out of class (outside, in a hallway, restroom, at lunch, after school, etc.)
- **Follow all directions** from their teacher and other staff members, and respond when roll is taken. Students not in their usual classroom should provide their names to staff members in the room.
- **Continue quietly with classwork** so that everyone can hear emergency instructions.
- **Move** to another room or area of the classroom if asked to do so.
- **Listen carefully** to instructions when the emergency is over.

[Top](#)

Visitors should follow directions from school staff, and their presence will be documented. In most cases, visitors will not be allowed to leave until the emergency is over.

[Top](#)

Parents who arrive at school during a shelter in place should expect to follow [Family Reunification](#) procedures and any additional instructions from school staff or other authorities. In most cases, students will not be released until the emergency is over.

[Top](#)



Bullying

[Table of Contents](#)

[Attachment](#)

[Bullying](#), [If you Feel you are being Bullied](#), [If you Witness Bullying](#), [Am I a Bully?](#), [What Parents Can Do](#), [Cyberbullying](#)

Bullying is any deliberate action that inflicts physical or psychological harm. The behavior must be unwanted, severe or pervasive, and interfere with access to education. Bullying includes:

Verbal - Making hurtful comments, teasing, or name calling.

Social - Spreading rumors, isolation, leaving people out, or forcing people to do things they don't want to do.

Physical - Hitting, kicking, punching, spitting, or shoving.

Cyberbullying - Sending or posting hurtful or embarrassing emails, images, on the internet, via text, or other electronic device. or on social media sites (e.g., Facebook, Instagram, Twitter).

Making fun of someone because of their sex, gender or sexual orientation (lesbian, gay, bisexual, transgender, questioning) is discrimination, and should be reported to school officials.

Threats, extortion and violence are more than bullying. Tell school officials immediately if these behaviors occur.

Playful teasing is joking and name-calling among people who are friends, and there is no intention to hurt anyone's feelings. Bullying, by contrast, is teasing among people who are not friends with the intention to upset someone and make that person feel sad, embarrassed, or scared.

Threats, extortion and violence are more than bullying. Tell school officials immediately if these behaviors occur.

[Top](#)

What Students Can Do

If you feel you are being bullied:

- **Use your words.** Tell the person who is bullying you to STOP. Do not fight back physically.
- **Get help immediately.** Tell your parents, teacher, counselor, or principal. Reporting is not tattling or snitching.
- **Be strong. Be proud** of who you are. Do not show anger or fear. Students that bully like to see you get upset.
- **Keep safe.** Avoid situations and people where bullying happens.
- **Sit with a group** of friends at lunch.
- **Get involved.** Join clubs, organizations, student groups that promote safety and respect.
- **Start a club** or an anti-bullying campaign to promote peace and tolerance.
- **Never share your personal information** or give your password to friends.

[Top](#)

If you witness bullying:

- **Speak up. Stand up.** It takes just one person to start a movement; together we can make a difference. If you see bullying, you can say, "Stop, don't bother him" or redirect the situation by saying, "Let's go! The teacher's coming."
- **Don't join in**, if you see someone being bullied. If the bully wants your help, say no, and walk away.
- **Stop the rumors.** You don't want anyone talking about you, so don't do it to someone else! Let the gossip end with you—don't pass it on to others. Tell them you're not interested in gossip.
- **Tell an adult.** Don't be a bystander and watch someone being hurt. Tell an adult about the situation. It's not tattling or snitching to keep someone safe. You can ask the adult to keep your identity private.
- **Be a friend.** Help the person who was bullied. Make sure he or she is okay. Encourage him or her to talk to an adult. You can also invite that person to join you for lunch or other things.

[Top](#)

Can I be a bully and not even know it?

People who engage in bullying rarely see themselves as bullies. They may think they are "just messing around" or that the other person started it. Ask yourself these questions, then consider the type of person you want to be known as:

- Do you use your popularity to get things to go your way?
- Do people worry about getting you angry?
- Do you gossip or try to influence people about who they should be friends with?
- Are people a little afraid of you?

[Top](#)

What Parents Can Do

- **Work with teachers** and administrators. They can help.
- **Talk with your child.**
- **Help your child** develop empathy and self-confidence.
- **Do not ignore** the problem.
- **Work with your child** and the school to find peaceful solutions

If you think your child is being bullied,

- **Help your child strategize** positive ways to address the situation.

If you think your child might be engaging in bullying,

- **Help your child develop empathy**, healthy interpersonal relationships, and become a positive leader on campus.

[Top](#)

Cyberbullying tips:

- **Tell your child not to respond** to or forward inappropriate messages or images.
- **Block and report** the cyberbullying by contacting your email service or telephone provider.

[Top](#)

To report bullying, please complete the Bullying and Hazing Complaint Form and provide it to the schoolsite Bullying Complaint Manager and/or administrator.

For more information, you may contact Central School Operations – [Human Relations, Diversity and Equity](#) at [213-241-5337](tel:213-241-5337)

More resources are available at <http://stopbullying.gov>

[Top](#)



Self Harm

[Table of Contents](#)

[Self Harm](#), [Signs of Self-Injury](#), [What Students Can Do](#), [What Parents Can Do](#), [Hotlines](#)

Self Harm

Self-injury (SI) is a complex behavior, separate and distinct from suicide; many individuals who engage in self-injurious behaviors are not suicidal. Instead, self-injury provides a way to manage overwhelming and difficult feelings. SI is defined as purposely inflicting injury that results in immediate tissue damage, such as cutting or severe scratching. Tattoos and body piercing are not usually considered self-injurious behaviors, unless they are done with the intention to hurt the body. Students of all ages and socio-economic backgrounds engage in SI behavior, although the majority of students who engage in SI behaviors are adolescent females. Individual mental health services can be effective when focused on reducing the negative thoughts and environmental factors that trigger SI.

[Top](#)

Signs of Self-Injury

- Frequent or unexplained bruises, scars, cuts, or burns.
- Frequent inappropriate use of clothing designed to conceal wounds (often found on the arms, thighs or abdomen).
- Unwillingness to participate in activities that require less body coverage (swimming, physical education class).
- Secretive behaviors, spending unusual amounts of time in the bedroom, bathroom or isolated areas.
- Bruises on the neck, headaches, red eyes, ropes/clothing/belts tied in knots (signs of the “choking game”).
- General signs of depression, social-emotional isolation and disconnectedness.
- Possession of sharp implements (razor blades, shards of glass, thumb tacks).
- Evidence of self-injury in drawings, journals, pictures, texts, and social networking sites.
- Risk taking behaviors such as gun play, sexual acting out, jumping from high places or running into traffic.

What Students Can Do

If you or someone you know is thinking about or showing signs of self-injury:

- **Listen to their feelings.** Make sure they know how important they are to you, but don't believe you can keep them from hurting themselves on your own.
- **Don't be afraid to ask** if they are thinking of ending their life. Even though most individuals who self-injure are not suicidal, they might be thinking of ending their lives as well.
- **Make no deals.** Never keep secret a friend's plans or thoughts to hurt themselves. You cannot promise that you will not tell—you have to tell to save your friend!
- **Tell an adult.** Talk to your parent, your friend's parent, your school's psychologist, social worker, nurse or counselor--a trusted adult. And don't wait! Don't be afraid that the adults will not believe you or take you seriously—keep talking until they listen! Even if you are not sure your friend is suicidal, talk to someone. This is definitely the time to be safe and not sorry!
- **Encourage your friend to get professional help.**

[Top](#)

What Parents Can Do

LISTEN

- **Address the behavior** as soon as possible by asking open questions and listening to what they say and how they act.
- **Talk to your son/daughter** with compassion, calm and caring.
- **Understand** that this is his/her way of coping with pain.

PROTECT

- **Foster a protective home environment** by maintaining structure, stability, and consistency.
- **Maintain high expectations** for behavior and achievement.
- **Set limits** and provide supervision and consistency to encourage successful outcomes.
- **Provide firm guidelines** and set limits around technology usage.
- **Be cautious** about giving out punishments or negative consequences as a result of the SI behavior, as these may inadvertently encourage the behavior to continue.

CONNECT

- **Check in** with your child on a regular basis.
- **Become familiar with the support services** at your child's school. Contact appropriate person(s) at the school, for example, the school social worker, school psychologist, school counselor, or school nurse.

MODEL

- **Model healthy and safe** ways of managing stress and engage your child in these activities, such as taking walks, deep breathing, journal writing, or listening to music.
- **Be aware** of your thoughts, feelings and reactions about this behavior. Lecturing, expressing anger or shock can cause your child to feel guilt or shame.

TEACH

- **Teach about normal changes** that can occur when experiencing stressful events.
- **Teach your child about common reactions** to stress and help them identify alternative ways to cope.
- **Teach your child help-seeking behaviors** and help them identify adults they can trust at home and at school when they need assistance.

[Top](#)

Hotlines

[Suicide Prevention Center](#) (LA County resource)

[877.7.CRISIS](#) or 877.727.4747

[Teen Line](#) (LA local resource)

[800.TLC.TEEN](#) (582.8336)

[310.855.HOPE](#) (4673)

[National Suicide Prevention Lifeline](#) (national resource)

[800.273.TALK](#) (8255)

[Top](#)



Suicide

[Table of Contents](#)

[What Students Can Do](#), [Hotlines](#), [What Parents Can Do](#), [Elementary-age Suicide Risk Factors](#), [Middle/High School-age Suicide Risk Factors](#), [Suicide Warning Signs](#)

Suicide is the act of intentionally causing one's own death. People usually exhibit one or more warning signs, either through what they say or what they do. Many teens experience difficult situations that lead them to think about ending their own lives. Risk factors such as depression, drug and alcohol use, bullying, child abuse, or being gay or lesbian can make a teen suicidal. The good news is that suicide is preventable and there is help.

What Students Can Do

If you or someone you know is thinking about or has attempted suicide:

- **Listen to their feelings.** Make sure they know how important they are to you, but don't believe you can keep them from hurting themselves on your own.
- **Don't be afraid to ask** if they are thinking of ending their life.
- **Make no deals.** Never keep secret a friend's plans or thoughts to hurt or kill themselves. You cannot promise that you will not tell—you have to tell to save your friend!
- **Tell an adult.** Talk to your parent, your friend's parent, your school's psychologist, social worker, nurse or counselor--a trusted adult. And don't wait! Don't be afraid that the adults will not believe you or take you seriously—keep talking until they listen! Even if you are not sure your friend is suicidal, talk to someone. This is definitely the time to be safe and not sorry!
- **Encourage your friend to get professional help.**

Hotlines

[Suicide Prevention Center](#) (LA County resource)

[877.7.CRISIS](#) or 877.727.4747

[Teen Line](#) (LA local resource)

[800.TLC.TEEN](#) (582.8336)

[310.855.HOPE](#) (4673)

[National Suicide Prevention Lifeline](#) (national resource)

[800.273.TALK](#) (8255)

[Top](#)

What Parents Can Do

Suicide is preventable.

- **Talk to your child** about suicide. Don't be afraid; you will not be "putting ideas into their heads." Asking for help is the single skill that will protect your child. Help your child to identify and connect to caring adults to talk to when they need guidance and support.
- **Know the risk factors** and warning signs of suicide.
- **Remain calm.** Establish a safe environment to talk about suicide.
- **Listen without judging.** Allow discussions of experiences, thoughts, and feelings. Be prepared for expressions of intense feelings. Try to understand the reasons for considering suicide without taking a position on whether or not such behavior is justified. Ask open-ended questions.
- **Supervise constantly.** Do not leave your child alone.
- **Ask** if your child has a plan to kill him/herself, and if so, remove means. As long as it does not put the caregiver in danger, attempt to remove the suicide means such as a firearm, knife, or pills.
- **Be supportive.** Children look for help and support from parents, older brothers and sisters. Talk about ways of dealing with problems and reassure your child that you care. Let children know that their bad feelings will not last forever.

- **Take action.** It is crucial to get professional help for your child and the entire family. When you are close to a situation it is often hard to see it clearly. You may not be able to solve the problem yourself.
- **Help** may be found at a suicide prevention center, local mental health agency, family service agency or through your clergy. Become familiar with the support services at your child's school. Contact the appropriate person(s) at the school, for example, the school social worker, school psychologist, school counselor, or school nurse.

[Top](#)

Youth Suicide Risk Factors

While the path that leads to suicidal behavior is long and complex, 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. The behaviors listed below may indicate that a child is emotionally distressed and may begin to think and act in self-destructive ways. If you are concerned about one or more of the following behaviors, please seek assistance at your child's school or at your local mental health service agency.

Specific risk factors for elementary school-age children might be:

Home Problems:

- Running away from home
- Arguments with parents / caregivers

Behavior Problems:

- Temper tantrums
- Thumb sucking or bed wetting/soiling
- Acting out, violent, impulsive behavior
- Bullying
- Accident proneness
- Sudden change in activity level or behavior
- Hyperactivity or withdrawal

Physical Problems:

- Frequent stomachaches or headaches for no apparent reason
- Changes in eating or sleeping habits
- Nightmares or night terrors

School Problems:

- Chronic truancy or tardiness
- Decline in academic performance
- Fears associated with school

Serious Warning Signs:

- Severe physical cruelty towards people or pets
- Scratching, cutting or marking the body
- Thinking, talking, drawing about suicide
- Previous suicide attempts
- Risk taking, such as intentional running in front of cars or jumping from high places
- Intense/excessive preoccupation with death

Specific risk factors for middle and high school-age children might be:

- History of depression, mental illness, or substance/alcohol abuse disorders

- Presence of a firearm or rope
- Isolation or lack of social support
- Situational Crises
- Family history of suicide, or suicide in community
- Hopelessness
- Impulsivity
- Incarceration

[Top](#)

Suicide Warning Signs

Warning signs are observable behaviors that *may* signal the presence of suicidal thinking. These signs might be considered "cries for help" or "invitations to intervene." These warning signs signal the need to ask directly about whether the individual has thoughts of suicide. If suicide is being considered, suicide interventions will be required. Warning signs include the following:

- Suicide threats: It has been estimated that up to 80% of all suicide victims have given serious clues to their intentions. both direct threats ("I want to kill myself") and indirect threats ("I wish I could fall asleep and never wake up") need to be taken seriously.
- Suicide notes and plans: The presence of a suicide note is a very significant sign of danger. The greater the planning revealed by the youth, the greater the risk of behavior.
- Prior suicidal behavior: Prior behavior is a great predictor of future behavior. Anyone with a history of suicidal behavior should be carefully observed for future suicidal behavior.
- Making final arrangements: Giving away possessions, writing a will, and/or making funeral arrangements may be warning signs of impending suicidal behavior.
- Preoccupation with death: Excessive talking, drawing, reading, and/or writing about death may suggest suicidal thinking.
- Changes in behavior, appearance, thoughts, and/or feelings: Depressions (especially when combined with hopelessness), sudden happiness (especially when preceded by significant depression), a move toward social isolation, giving away personal possessions, and reduced interest in previously important activities are among the changes considered to be suicide warning signs.

[Top](#)



Security

[Table of Contents](#)

[LAUSD Security](#), [Role of LASPD](#), [Role of School Safety Officers](#)

LAUSD Security

LAUSD schools have a variety of security measures in place to protect students. Almost all LAUSD schools are fenced around the entire perimeter and have gated access. During the school day, there is only one gate through which someone can access the school, and all visitors must first obtain a visitor's pass before going anywhere on campus. Middle schools and high schools conduct random metal detector searches on campus to help ensure that dangerous objects are not brought onto a campus.

[Top](#)

Role of LASPD

The [Los Angeles School Police Department](#) (LASPD) is the largest independent school police department in the United States, with over 404 sworn police officers, 126 non-sworn school safety officers (SSO), and 34 civilian support staff members dedicated to serving the Los Angeles Unified School District (LAUSD). It is the fifth largest police department in Los Angeles County, and the 14th largest in California. LASPD officers are assigned to school campuses and also provide safe passages patrol in the surrounding areas. The LASPD shares jurisdiction and interacts with over 13 municipal and county law enforcement agencies, as well as state and federal law enforcement and other emergency response agencies.

LASPD personnel concentrate their policing efforts on improving campus safety and creating safe school passages for students, staff, and the school community. The goal of the LASPD team is to address the quality of life issues that impact student safety and the ability of students and staff to enjoy a safe learning environment free from the fear of crime. The department is also committed to ensuring a safe school community, and partners with local municipal law enforcement agencies, residential and business communities, faith-based organizations, and various non-profit community-service organizations.

[Top](#)

Role of School Safety Officers

A [School Safety Officer](#) (SSO) is a civilian, non-armed employee of the Los Angeles School Police Department who receives training and equipment enabling them to assist in providing a safe educational environment when assigned to a school campus or other LAUSD site. Some School Safety Officers may be assigned to school campuses, LAUSD Administrative Headquarters, parking enforcement, or programs in the Division of Adult and Career Education. They also participate alongside School Police Officers in such programs as holiday food drives, school supply giveaways, school dedications, and many other events. Some SSO's go on to become police officers, continuing to provide for the safety of teachers, students, and other staff members within the LAUSD.

[Top](#)



Public Health

[Table of Contents](#)

[School Nurses, Public Health, Minimize Germs Spreading](#)

LAUSD has several hundred [school nurses](#), all of whom are highly qualified health professionals. Every school nurse has a California Registered Nurse (RN) license, a Baccalaureate Degree (BA or BS), and a California School Nurse Services Credential.

[Top](#)

LAUSD has a strong working relationship with the [Los Angeles County Department of Public Health](#). Our school doctors, nurses, and other health care professionals work closely with their counterparts in the Department of Public Health to ensure that all students are monitored and protected during a threat to the public's health. Our school staff is kept informed about the best practices that will stop the spread of infections. Schools are routinely cleaned to ensure their safety. Parents receive prevention, treatment, and vaccination information through the automated Blackboard Connect messaging system and /or written notices sent home.

In the event of a public health emergency, school staff will be directed by District doctors and other health officials to implement the best public health practices for that emergency.

[Top](#)

To keep germs from spreading easily, schools encourage everyone to:

- **Wash your hands often**, especially after visiting the restroom and before eating.
- **Cover your cough**, using your sleeve instead of a hand.
- **Do not share** food or personal items such as brushes or combs.
- **Stay home** when you have a fever or are ill.
- **Get all vaccinations**, both required and suggested, especially flu shots.

[Top](#)



Resources

[Table of Contents](#)

[Websites, Videos](#)

Websites:

[American Red Cross](#): Offers general disaster preparedness information, courses, and assistance to those recovering from a disaster.

[CERT](#): Community Emergency Response Team training is a free hands-on training course that prepares people to assist their community after a disaster.

[FEMA](#): The Federal Emergency Management Agency offers courses (some free and online) in emergency management and assistance following a disaster.

[The Great California Shakeout](#): holds a statewide annual earthquake drill and offers earthquake preparedness information.

[NOAA](#): The National Oceanic and Atmospheric Administration offers tsunami information as well as information about some other weather-related emergencies.

[NFPA](#): The National Fire Protection Association offers fire prevention tips and safety information.

[Ready.gov](#): Offers planning tools and tips on disaster preparedness for many populations.

[Drop, Cover and Hold On](#): The Earthquake Country Alliance gives excellent information about how to protect yourself during an earthquake and why certain protective measures are recommended and others are not advised. This page includes an explanation of the dangers of using the so-called "Triangle of Life".

[Drowning Doesn't Look Like Drowning](#): Learn the signs that someone is having trouble in the water - drowning is quick, quiet, and does not usually involve much splashing.

[Top](#)

Videos:

[Preparedness Now](#): This 5-minute video from the Great California Shakeout (hosted on YouTube) dramatically depicts what life in Los Angeles would be like after a large earthquake, and offers preparedness tips.

<p>Upside Down: An effective public service announcement stressing the importance of being prepared for emergencies.</p>
<p>Shelter in Place English / Spanish: A video that covers when and why to shelter in place, proper sheltering techniques, and what supplies you will need.</p>
<p>Be Ready - Preparing your Medications for a Disaster English / Spanish: A video that offers different methods for obtaining an extra one week supply of prescription medications for use in an emergency. Tips are appropriate for parents of children with medical needs as well as the needs of adults.</p>
<p>Cash Quiz: A 30-second Public Service Announcement for television that promotes this website.</p>
<p>YOYO 7: You're On Your Own for 7 Days. A 30-second television Public Service Announcement and web page stressing to the public the importance of preparedness and self-reliance in a disaster.</p>
<p>Don't Worry: A 30-second television Public Service Announcement that reassures parents that LAUSD is prepared to care for its students in an emergency and promotes the website developed for parents to find information about school emergency preparedness and response.</p>
<p>The Adventures of Disaster Girl!: A superhero, comic book-style 30-second television Public Service Announcement that emphasizes the important role that LAUSD employees have in emergencies as Disaster Service Workers.</p>
<p>Surviving an Active Shooter: An informative video from the Los Angeles Sheriff Department that offers actions and options to take during an active shooter incident. Hosted on youtube.</p>

[Top](#)

LOS ANGELES UNIFIED SCHOOL DISTRICT
BULLYING OR HAZING COMPLAINT FORM

ATTACHMENT A

BUL-5212.1

School Name: _____ Date : _____

Your name: _____ Date of incident(s): _____

Your Contact Phone / Email: _____

Relationship to the Alleged Target or Perpetrator: _____

Alleged Target(s) of Bullying: _____ DOB: _____ Grade _____

Alleged Perpetrator(s) of Bullying: _____ DOB: _____ Grade _____

Bullying is any severe or pervasive physical or verbal act or conduct, including electronic communications, that has been committed toward student(s) or adults(s) and has or can be reasonably predicted to have one or more of the following: 1) Reasonable fear of harm to person or property, 2) Substantially detrimental effect on physical or mental health, 3) Substantial interference with ability to participate in or benefit from school services, activities, or privileges. Hazing is a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury, personal degradation or disgrace resulting in physical or mental harm.

1. Describe your concerns. Please include who was involved, when and where the incident(s) happened, who witnessed it, how long this has been going on, etc.

2. Who else have you talked to or reported your concerns to? When? What happened?

3. Is there anything else we should know? Who else should we talk to? Please include relevant person(s) contact information if you have it.

*Please return this completed form to the school Bully Complaint Manager, Administrator or school staff.
Attach additional pages if needed.*

Office Use Only:

Received on: _____ Received by: _____ Referred to: _____

DISTRITO ESCOLAR UNIFICADO DE LOS ÁNGELES
 FORMULARIO DE QUEJA SOBRE LA INTIMIDACIÓN O ACOSO

BUL-5212.1

Nombre de la escuela: _____ Fecha: _____

Su nombre: _____ Fecha(s) del(de los) incidente(s): _____

Su número de teléfono o correo electrónico para ponernos en contacto con usted: _____

Relación con el supuesto blanco o perpetrador: _____

Supuesta(s) víctima(a) de intimidación o acoso: _____

FDN: _____ Grado _____

Suepuesto(s) perpetrador(es) de intimidación o acoso: _____

FDN: _____ Grado _____

La intimidación es un acto físico, verbal o de la conducta, grave o frecuente, que incluye las comunicaciones electrónicas, que se ha comprometido hacia algún(os) alumnos, o algún(os) adulto(s) y tiene o se puede predecir razonablemente que tenga uno o más de los siguientes: 1) el temor razonable de un daño a las personas o bienes, 2) un efecto perjudicial para la salud física o mental, 3) la interferencia sustancial con la capacidad para participar o beneficiarse de los servicios, actividades o privilegios escolares.

1. Describa sus inquietudes. Favor de incluir quién participó, cuándo y dónde sucedió el(los) incidente(s), quién lo presenció, por cuánto tiempo ha estado sucediendo esto, etc.

2. ¿Con quién más ha hablado sobre o reportado sus inquietudes? ¿Cuándo? ¿Qué sucedió?

3. ¿Hay algo más que debemos saber? ¿Con quien más debemos hablar? Favor de incluir la información de contacto de las personas pertinentes, si la tiene.

Favor de devolver este formulario lleno al gerente, administrador o personal escolar encargado de las quejas sobre intimidadores. Adjunte hojas adicionales si es necesario.

Para uso de la oficina solamente:

Recibido el: _____ Recibido por: _____ Enviado a: _____