

Psychological Services

Division of Special Education

LOS ANGELES UNIFIED SCHOOL DISTRICT

Professional Development Meeting
August 3, 2015



Please
**Turn off
Cell Phones**
Or at least turn them
to
SILENT





WELCOME

- Welcome
 - New Psychologists
 - 45 New Hires
 - 36 New School Psychologists
 - 9 Paid Interns
- Psychological Services/ERICs/Due Process
 - Beth Kauffman, Director



PSYCHOLOGICAL SERVICES

- SESC – Central
 - Monique Arbuckle, Coordinator
 - Sergio Aviles, Specialist
 - Diana Fannon, Specialist
 - Susie Kapamaci, Intervention Coordinator
- SESC – East
 - Delia Flores, Coordinator
 - Alexandra Madrigal, Specialist
 - Enrique Saldana, Specialist
 - Arvin Garcia, Intervention Coordinator



PSYCHOLOGICAL SERVICES

- SESC – Northeast
 - Jose Gonzalez, Coordinator
 - Katie Doyon, Specialist
 - Irene Ramos, Specialist
 - Kashmiri Sidhu, Intervention Coordinator
- SESC – Northwest
 - Mayra Santos, Coordinator
 - Doreen Kushida, Specialist
 - Beth Stoller, Specialist
 - Rudy Gutierrez, Intervention Coordinator



PSYCHOLOGICAL SERVICES

- SESC – South
 - Larisa Pikover-Crookston, Coordinator
 - Jolene Bowman, Specialist
 - Martha Alvarado-Holquin, Specialist
 - Annmarie Serrano, Intervention Coordinator
- SESC – West
 - John Pero, Coordinator
 - Angela Deterville, Specialist
 - Danielle Duncan, Specialist
 - Susan Mora, Intervention Coordinator



EDUCATIONALLY RELATED INTENSIVE COUNSELING SERVICES (ERICS)

- ERICS - RTC
 - Arlene Banuelos, Coordinator
 - Veronica Cagigas-Espinoza, Specialist
- ERICS – STRIVE, PCT
 - Araceli May, Coordinator
 - Troy X. Leonard, Specialist

Committees



UTLA

Deborah Glezer
Julie Schoenfeld



Los Angeles Association of School Psychologists

Mary Barry, Ph.D.
President
2015-16





Why should you join LAASP?

- *LAASP works closely with CASP to support State Legislature as it pertains to mental health services in the schools and school psychologists.
- *LAASP is the largest CASP Affiliate.
- *LAASP provides workshops that are relevant to our needs as school psychologists.
- *LAASP is our professional organization and your input is valued.



Join LAASP **TODAY!!**

- As of June 30, 2015 we have 193 **ACTIVE** members.
- Membership applications are available today!!
- Payment Options:
 - Payroll deduction - Includes LAASP and CASP membership! (\$30 LAASP and \$155 CASP, \$18.50 deducted per month).
 - Direct payment – Can pay by check, payable to LAASP, credit card or on-line at www.laasponline.org



LAASP Memorial Scholarship Fundraisers

- Stay at home tea
 - \$1,231.50
- Make Change with Change
 - \$590.78
 - **TOTAL FUNDS RAISED FOR SY 2014-15**
\$1822.28

Your generous donations funded THREE scholarships to LAUSD graduating seniors who plan to pursue a career in the field of education.

LAUSD 5K "Move it!" Run/Walk

Dodgers Stadium

November 21, 2014



Dr. Sam Goldstein

Autism/Executive Functioning Workshop

March 7, 2015



OSP/Retiree/Scholarship Recipients Luncheon



LAASP Memorial Scholarship Recipients

OSP/Retirees/Scholarship Recipients Luncheon



OSP Recipients:

Gloria Aldana-Ahumada
Ady Calderon-Cienega
Marcella Lightfoot
Derrick Morris
Marjan Yasdanniaz

Retirees:

Patricia Don
Jesse Flores
Hadassa May
Karen Murphee
Barbara Sparks



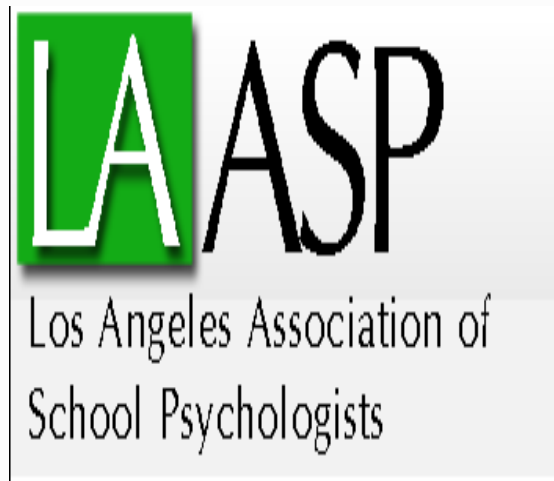
OSP/Retiree/Scholarship Recipient Luncheon





Visit LAASP

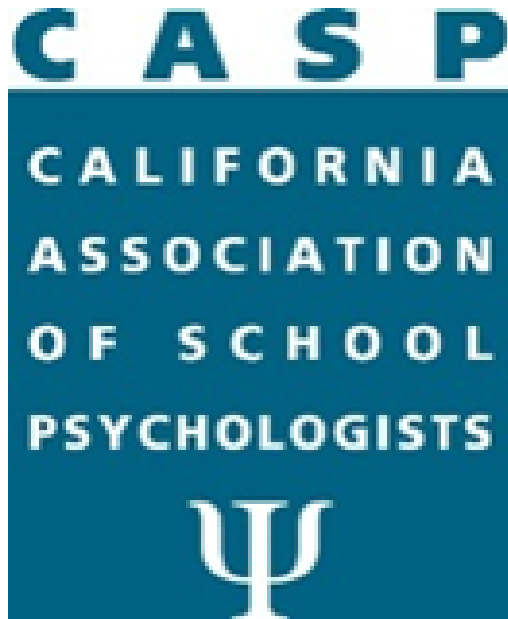
- Website: laasponline.org
- Facebook: Los Angeles Association of School Psychologists



California Association of School Psychologists

Troy X. Leonard
President
2015-16





2015 CONVENTION
October 15-17, 2015
RIVERSIDE CONVENTION
CENTER



SOCIAL
RESTORATIVE
& JUSTICE

Positive Outcomes
for All Students

LAUSD REPRESENTS!!

CASP 2015-16 BOARD AND SPECIALISTS

President - Troy Xavier Leonard

Treasurer – Seble Gebremedhin

Cultural, Linguistic & Diversity Co-Chairs – Monique Arbuckle, Sergio Aviles

Ethics Specialist – Larisa Crookston

Region IV, LAUSD Rep. – Dr. Jeannine Topalian

California School Psychologist (CSP) Foundation Member – Diana Fannon

Awards Chair – Beshid Nickpay



GOALS AND EXPECTATIONS for Psychological Services

- Serve students as mandated by their IEP
- Consistently provide appropriate, accurate and valid assessments for eligibility
- Maintain compliance with Ed. Code
- Assessment and service delivery need to be able to withstand Due Process
- Disproportionality reduction
- Serve students in the LRE



2015-16 Goals

- Increase the use of SSPT teams in a consistent manner at ALL schools prior to referral for special education assessment
- Reduce inappropriate initial referrals and disproportionality through the use of appropriate pre-referral interventions and appropriate eligibility identification
- Develop grade level social-emotional benchmarks and social skills programs as an avenue to develop social skills for students with disabilities and as appropriate pre-referral interventions

Review of Strategic Goals for 2015-16 school year



Prevention of inappropriate identification of Students with Disabilities

Disproportionality (AA and EL in SPED and SDP, gender, plus Caucasians identified as AUT)

Disproportionality
a. Superintendent's Commitments

- i. Districtwide implementation of a transdisciplinary team (SSPT)
- ii. MiSIS intervention tracking and monitoring system
- iii. Report on disproportionality

b. Plan (LRE of AA – CEIS?)

- i. Need to develop a plan – goal is to align with our strategic projects

Moving students to LRE with the goal of exiting SPED using support

Moving students to LRE with the goal of exiting SPED using support

- a. Re-integration into LRE
- b. Reduction in need for services
- c. Transition IEP services (504 plans, SST, COST)

NEEDS ASSESSMENT RESULTS

June 2015

Sergio Aviles

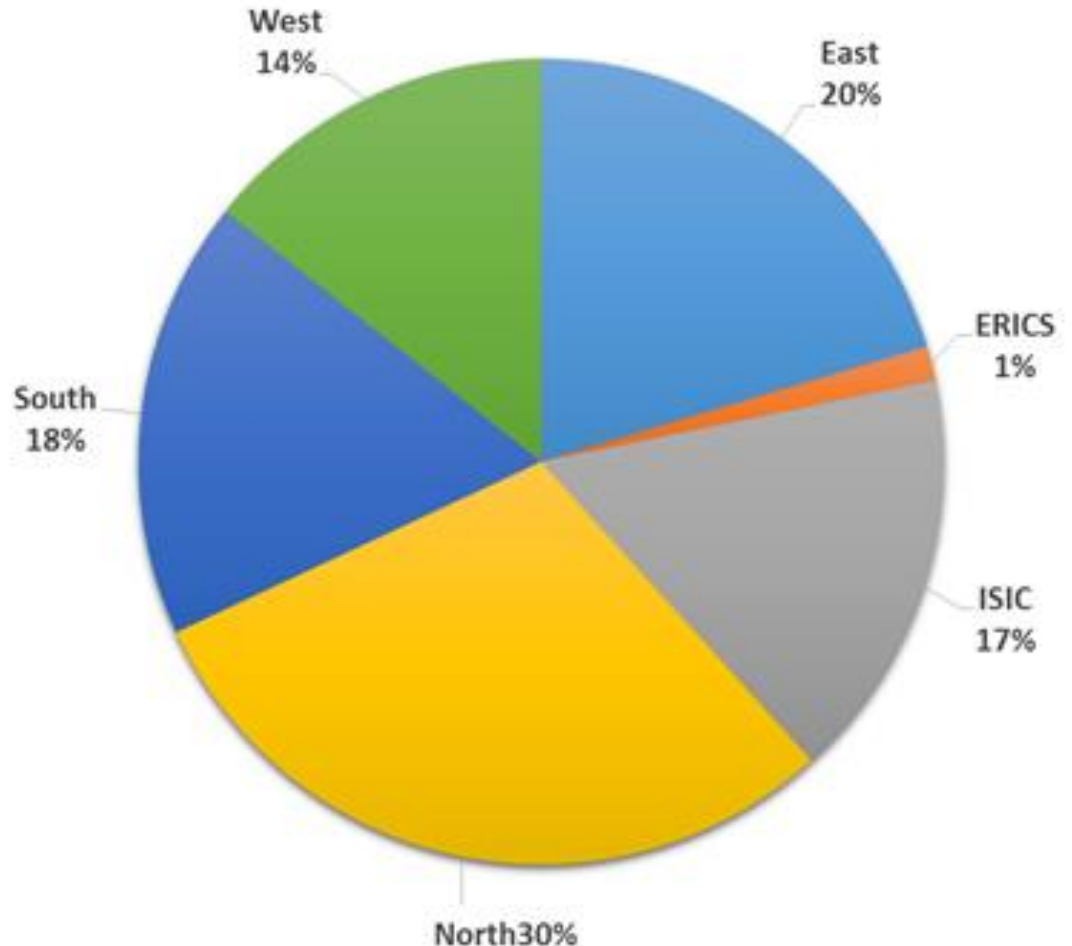


2015 LAUSD Psychological Services Needs Assessment Survey



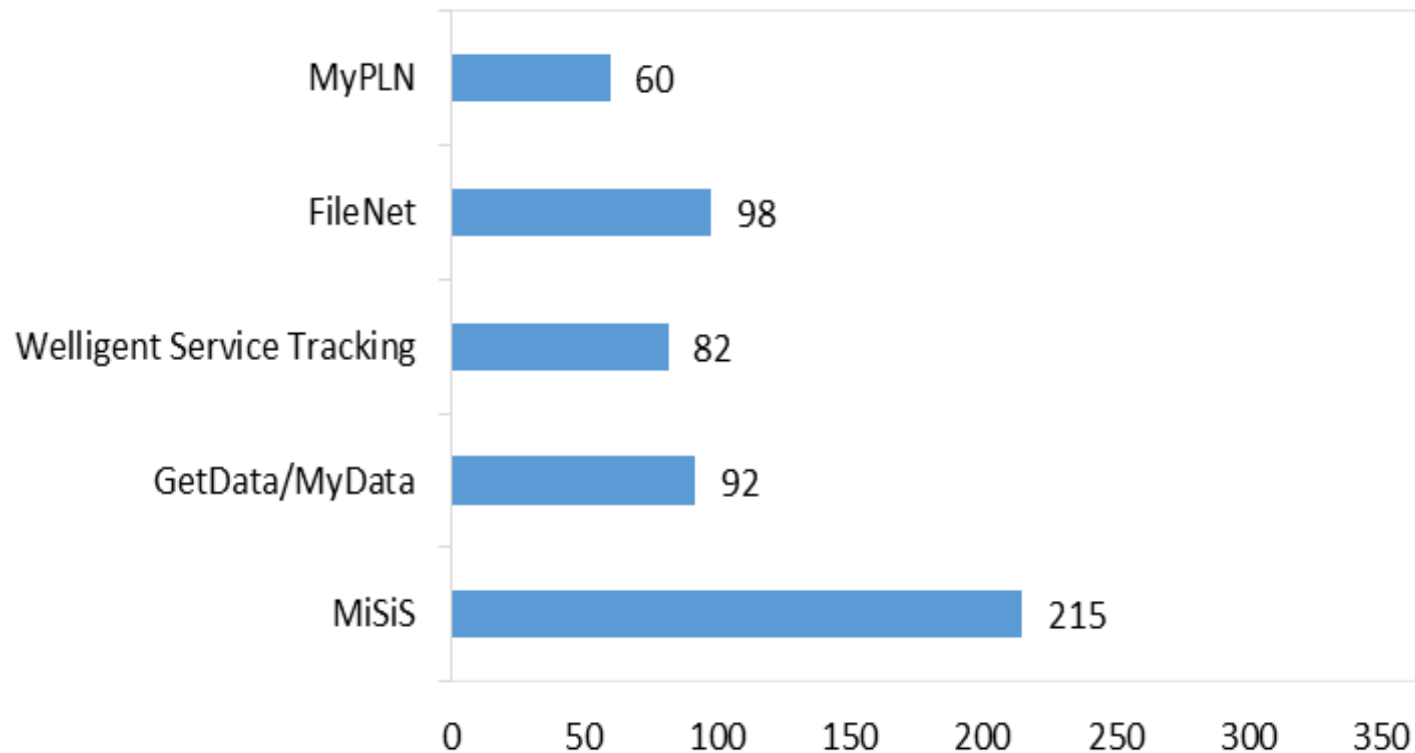
Survey Response Totals by Psychological Services Unit

North	108
East	64
West	52
South	64
ISIC	60
ERICs	5
TOTAL	363



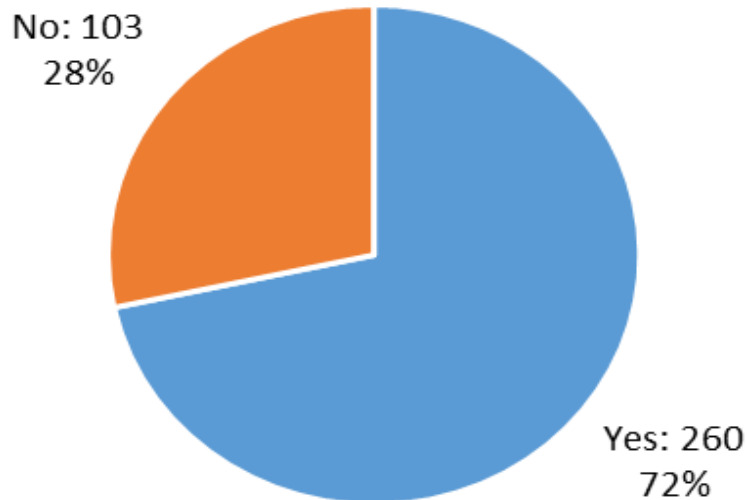
Data-Based Decision Making and Accountability

Training on the applied use of LAUSD
Computer Applications/Databases

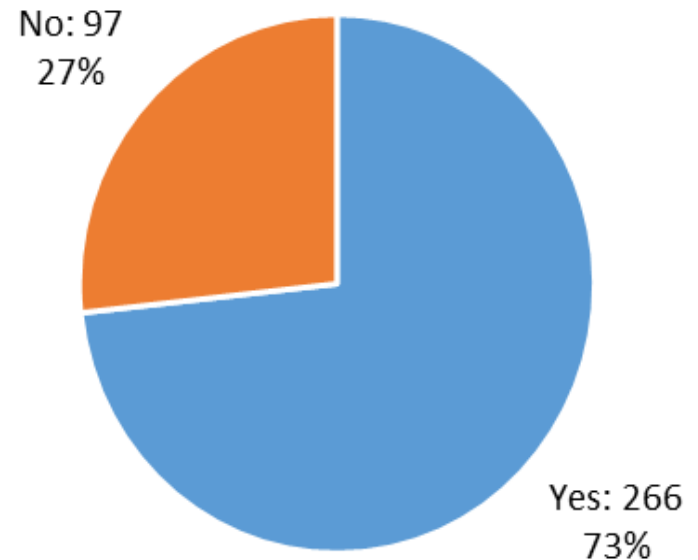


Data-Based Decision Making and Accountability

Training on Rate of Improvement (ROI)
Progress Monitoring

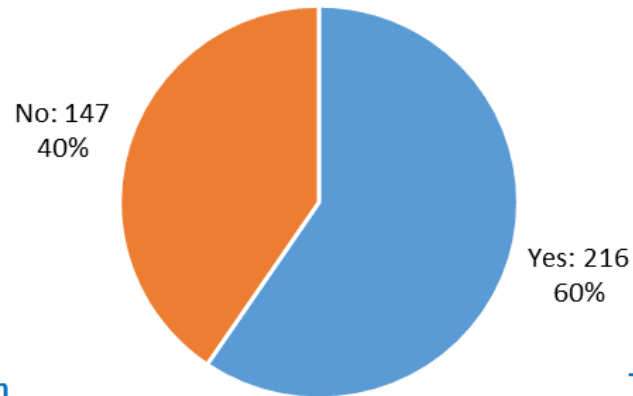


Training on Response to Intervention
GAP Analysis



Consultation and Collaboration

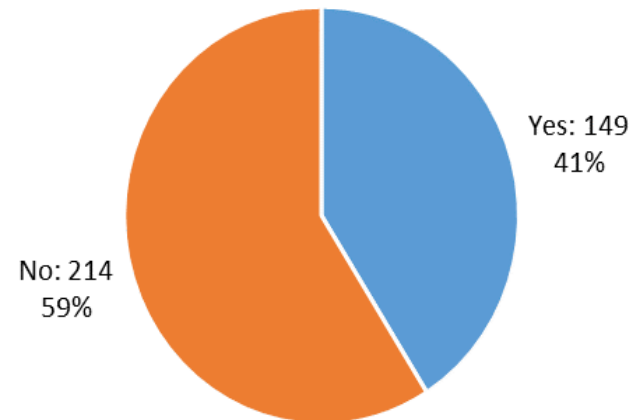
Training on Multi-Tiered System of Behavior
Support for Students with Disabilities



Training for Teachers on
Classroom Management

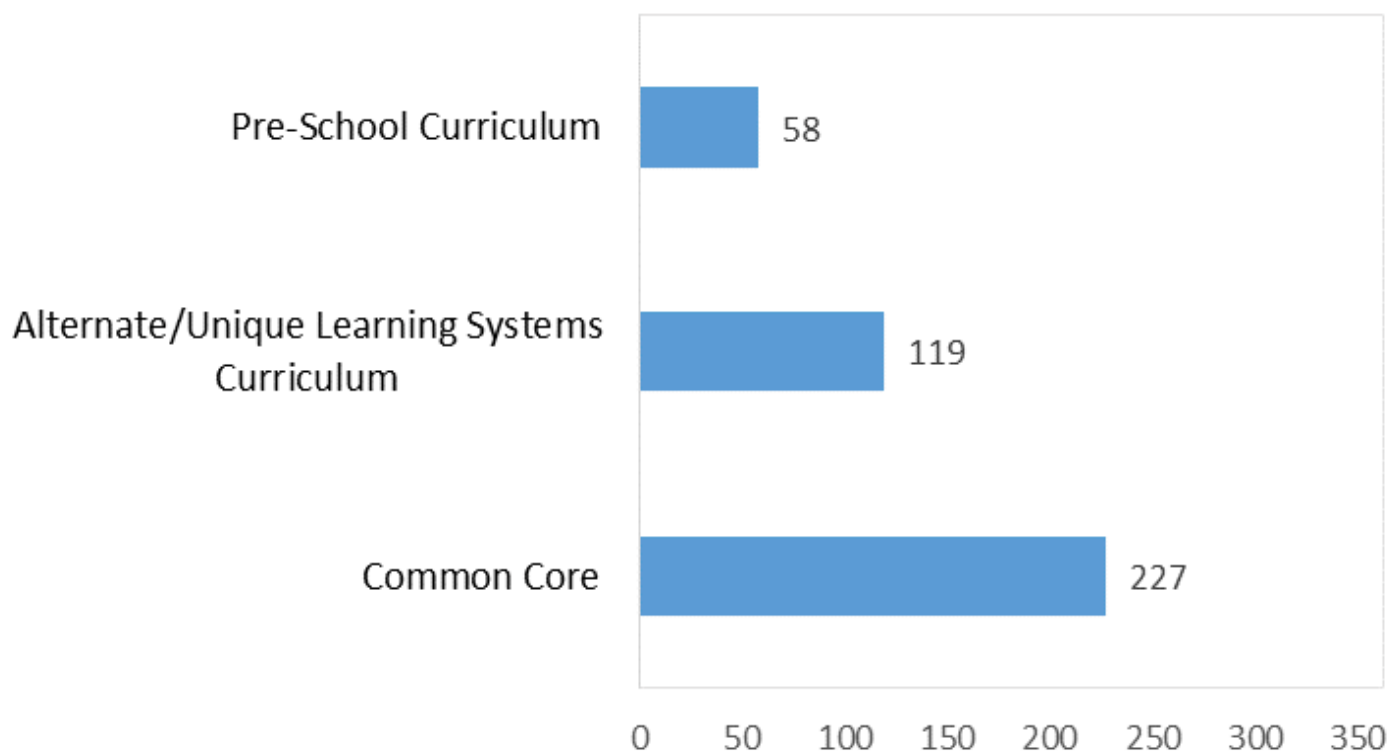


Training on Best Practice in
Instructional Consultation



Interventions and Instructional Support to Develop Academic Skills

Training of Academic Instruction Curriculum



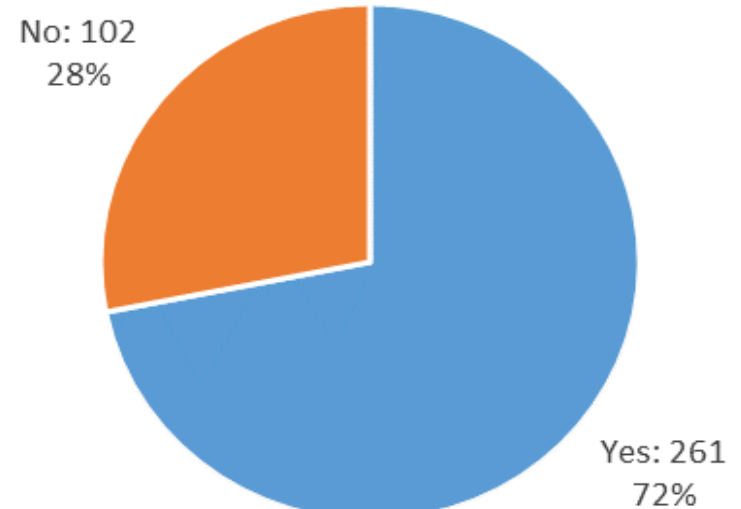
Interventions and Instructional Support to Develop Academic Skills

Training on English Language Proficiency Assessments for California (ELPAC)

[English proficiency test to replace CELDT]



Training of Evidence Based Instructional Interventions

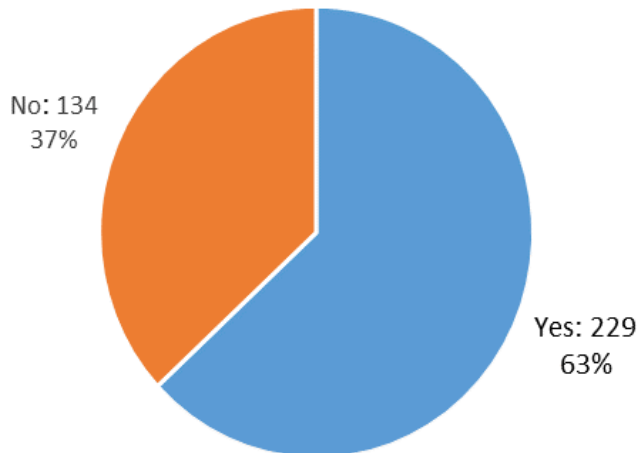


Interventions and Mental Health Services to Develop Social and Life Skills

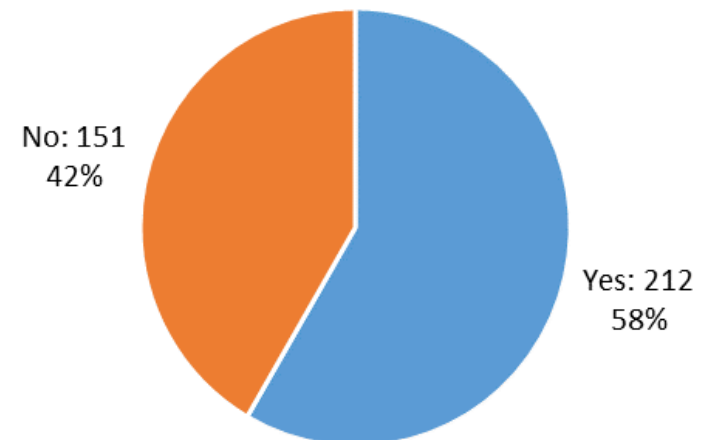
Training on Social Emotional Assessment/ERICS Indicators



Training on Social-Emotional Learning (SEL)



Training on Evidence Based Counseling Techniques/Approaches*



School-Wide Practices to Promote Learning

Training On Smarter
Balanced Assessments



Training on LAUSD Policy on Multi-Tiered
Framework for Instruction, Intervention,
and Support/RtI² (BUL-4827.1)



Training on LAUSD Discipline Foundation
Policy: School-Wide Positive Behavior
Intervention and Support (BUL-6231.0)



Training on Establishing and
Maintaining Effective SST/COST

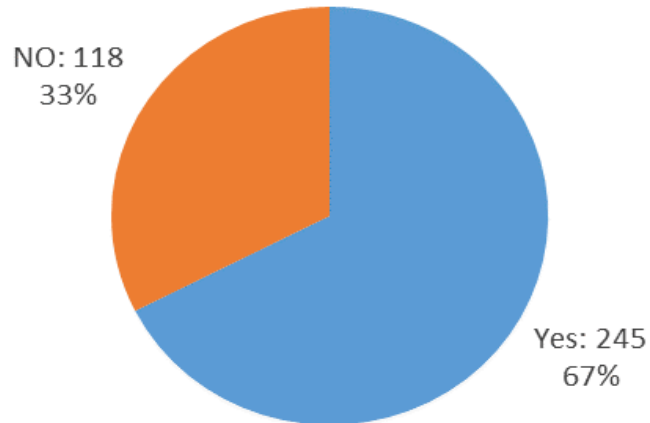


Preventive and Responsive Services

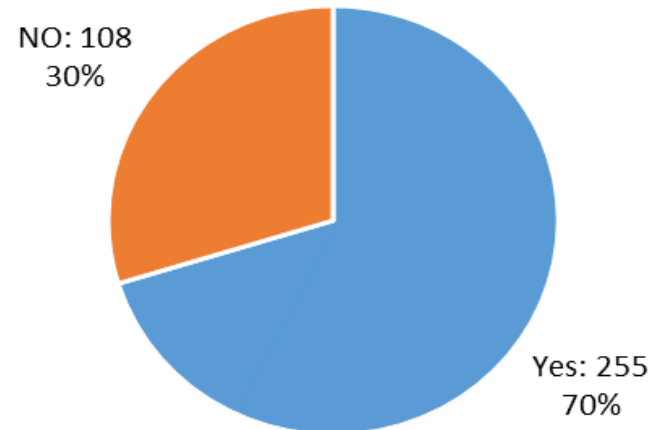
Training on Supporting the Learning and Behavioral Needs of LGBTQ Students



Training on Prevention & Intervention of Self-Harm/Cutting Behavior



Training on Grief Counseling



Family-School Collaboration Services

Training on Parent Counseling and Training
as a Special Education Related Service



Training on Conducting
Parenting Workshops/Programs

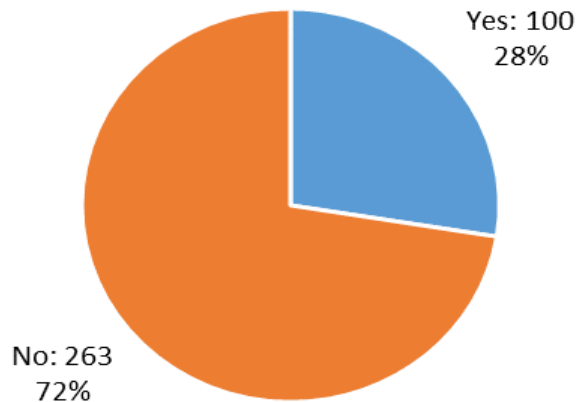


Training on Pre-School
Assessments (ages 2-5)

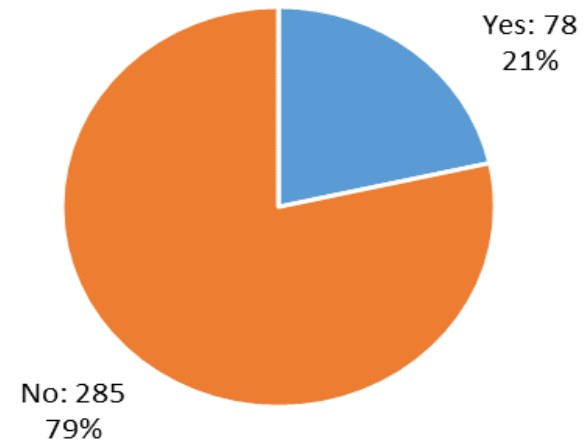


Diversity in Development and Learning

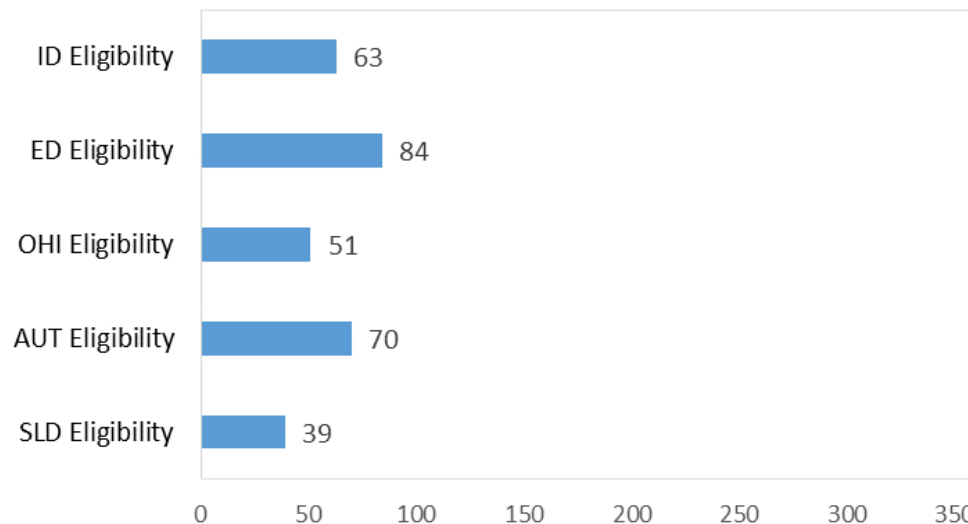
Training on the Procedures for the Referral and Assessment of English Learners



Training on Cultural Competence/Sensitivity

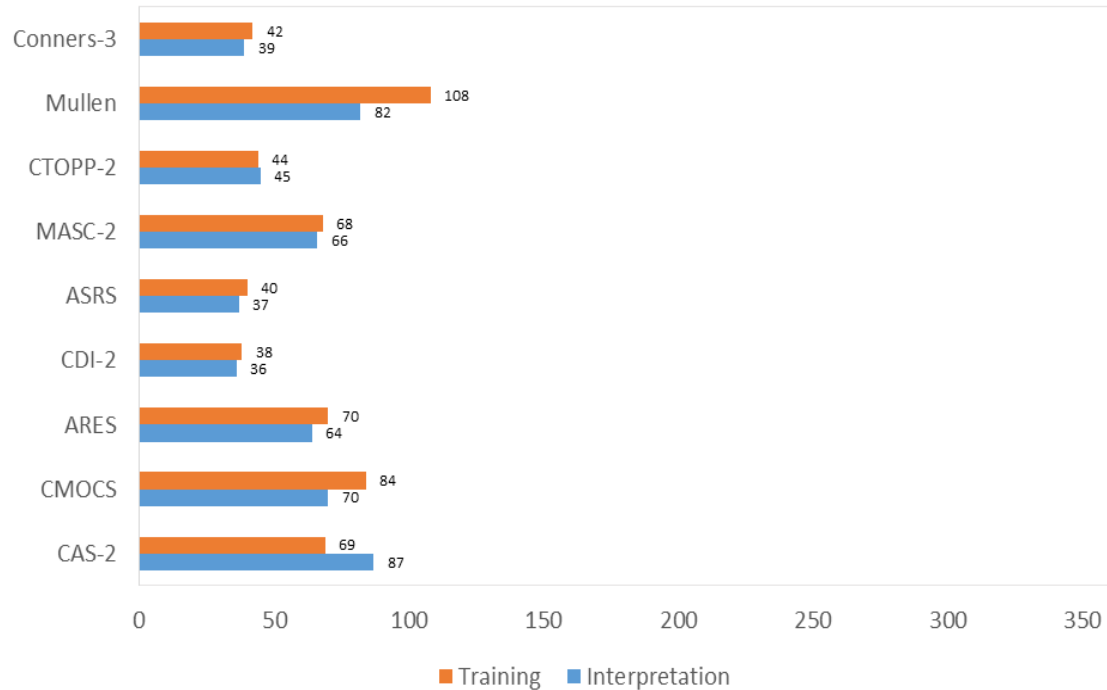


Assessment on Special Education Eligibility

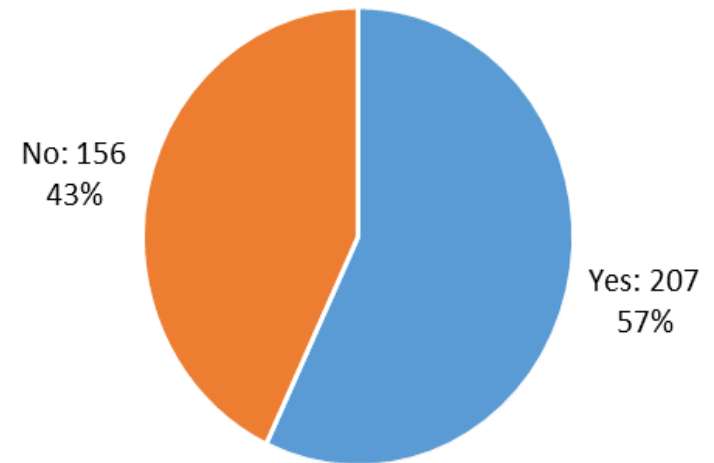


Research and Program Evaluation

Assessment Measure Training /
Test Interpretation

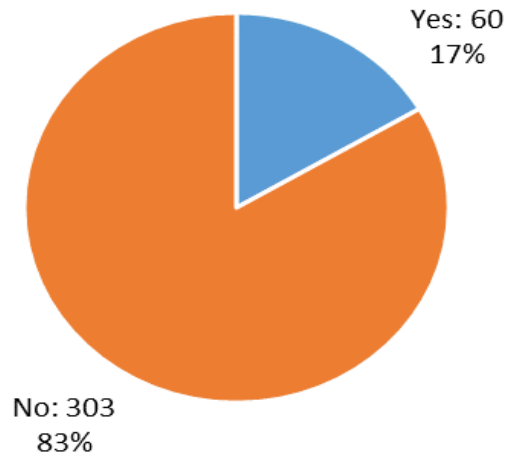


Pre-Referral Interventions as part
of the Problem Solving Model

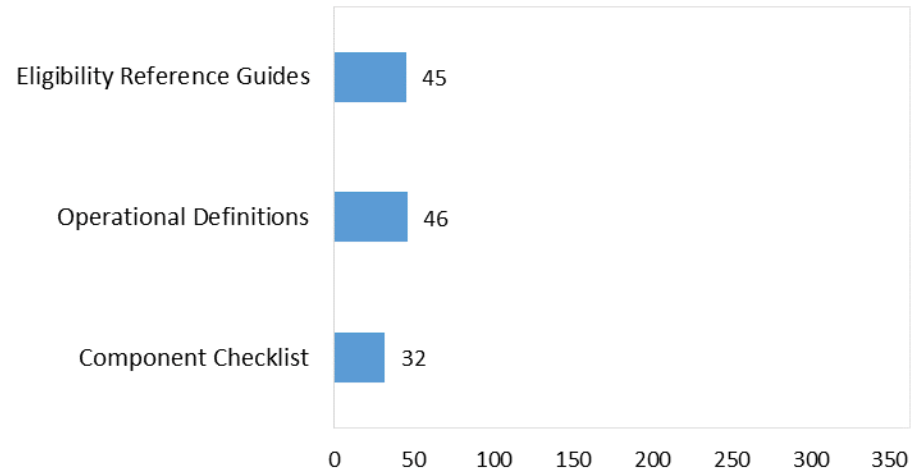


Legal, Ethical, and Professional Practice

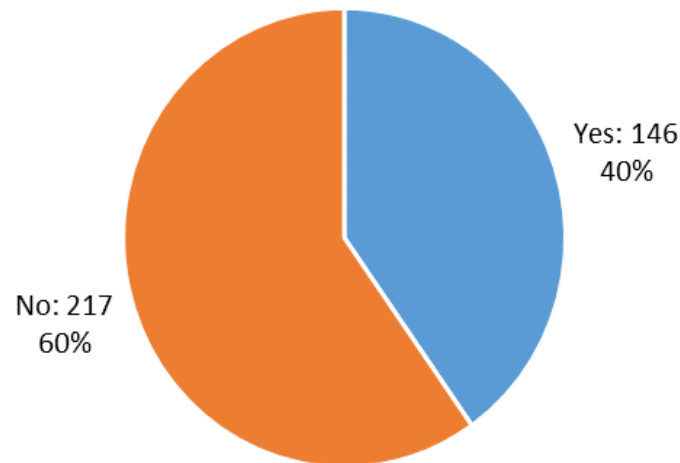
Report Reference
Document / Templates



Training on Eligibility Documents



NASP 10 Domains of Practice



Sharyn Howell

Associate Superintendent
Division of Special Education



School Psychologist Informational Guide

2015-16

Presented by
Rudy Gutierrez





School Psychologist Duties and Responsibilities

- Assessment
 - Develop case studies to determine educational needs
 - Evaluate test results in relation to cultural, environmental, and language factors
- Sharing results
- IEP Meetings
- Serve as a resource to the schools Multi-Tiered Systems (MTSS)
- Logs
 - Maintain for all evaluations and submit monthly
 - Must inform Coordinator/Specialist before cases go over timelines to determine if additional resources need to be allocated or other remedies utilized



Private Practice and Outside Employment

- School psychologists who possess a license to practice privately and are engaged in private practice will maintain their practice outside of the eight hours of contracted employment in their school districts
- School psychologists who possess a license to practice privately shall not use public school facilities or materials (e.g. test kits, protocols) for part time practice



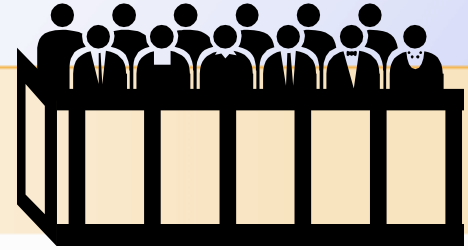
Hours of Work

Article IX of 2008-2011 agreement between LAUSD and UTLA

- Workday Provision
 - 8 hours
- Sign-in and Sign-out
 - For EACH arrival and departure
- Minimum On-Site Obligation
 - Not less than teacher hours
 - Remain on-site as necessary (or requested by administrator) to perform assigned duties and professional obligations
- Other Duties
- Off-site
 - Notification of SESC Psych Services and school personnel



Jury Duty



- Employees will provide jury service during periods when the continuity of instruction and District operations will not be adversely affected
- BUL-4223.1
- Employees shall notify the Coordinator of a jury summons
 - Employee shall seek postponement to an upcoming unpaid recess or 'off-track' period
 - A school psychologist who does not seek postponement to a recess off-track period will be granted unpaid absence for jury service.



Absences

- E-mail prior to 8 AM, the day of the absence
 - Report to the SAA at the assigned school(s)
 - SESC Psychological Services Office payroll reporter
 - Psychological Services Director's Office payroll reporter
- It is recommended that each psychologist create an 'absence' distribution list of the above
- E-mail message should be short and shall include
 - Name of School Psychologist
 - Employee Number
 - Day/date of absence
 - Nature of absence
 - Work-related commitments for that day that need to be canceled or rescheduled
- If unable to access the internet, then call school(s), Psychological Services at the SESC, and Operations at (213) 241-6701
- As a follow up to telephone notification, absences must be reported electronically
- Must submit corresponding Absence Certification Form



Emergency Information

- ALL School Psychologists MUST keep their personnel/emergency information current
- MUST update any changes
- Information to be kept at each school and office





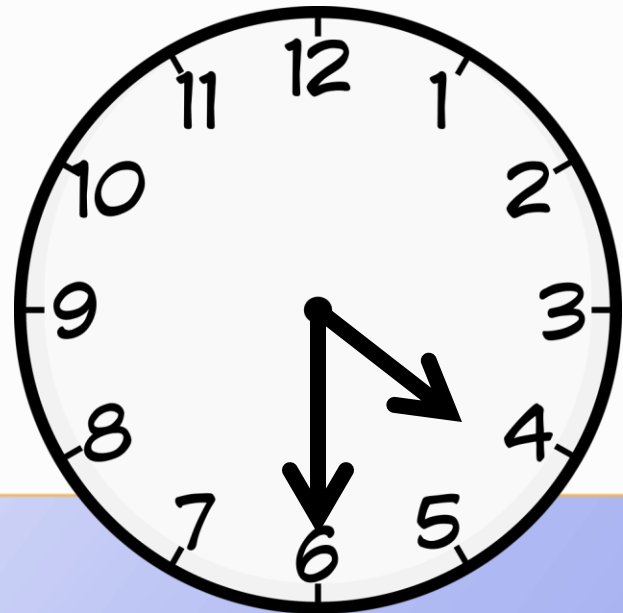
Important DIS Service Tracking Activities

- School Psychologists shall run both the **SER 310 and 315** Service Tracking Reports on a weekly basis.
- It is recommended to run the report early in the week to allow time to reconcile any differences.
- A new service record must be opened within the 1st interval (week or month) in which the IEP is signed (for all new and continuing DIS counseling services).
- Documentation must be entered by **4:30 pm on Friday** of each week



Important DIS Service Tracking Activities

- For students showing up as “**below services**” on the 310 report, school psychologists shall investigate and resolve as appropriate by 4:30 pm on Friday of each week.





New Service Codes

Making Up Missed Sessions:

There are new service codes that require all service providers, including school psychologists, to re-schedule sessions (make-up) for student absences due to the following:

- Field Trip
- School Event
- Student's IEP Meeting
- Provider unexcused from IEP meeting, and/or any other provider or student related absence



New Services Codes**

- Exceptions that do **not** need to be made up include:
 - Student Absence (SA)
 - No Show (SN)
 - Parent Refused Service (PR)
 - School-Wide Testing (LT)
 - Student Refused Service (SR)

**Updated Service Tracking
Attendance/Cancellation Status (Codes);
Welligent



Documenting Service Provision

Note:

- Do **not** inactivate a service record when a student transfers or L's out.
- Continue to document service and code as appropriate until
 - the student is automatically re-assigned to a new provider **or**
 - the record has been made inactive



Procedures for Requests for Educationally Related Services Records

- Upon a receipt of a request for records by the parent of a student with or suspected of having a disability at both District and Charter schools,
- Schools will process and route the request within **1 business day**, and provide and assist parent with the completion of:

Request For Educationally Related Records Form

- Form is faxed to Custodian of Records-Special Education Service Center Operations



Multi-Tiered Systems of Support and Use of The Student Support and Progress Team Process

- Multi-Tiered Systems of Support (MTSS) addresses the needs of all students, aligns the entire system of initiatives, supports and resources, and implements continuous improvement processes at all levels of the system [school-wide, classroom, and individual students]. (*CA Dept. of Education*).
- All schools are required to use a Multi-tiered System of Support for the early identification and provision of supports to students who are struggling academically, linguistically and/or behaviorally in the general education setting.
- The purpose of the Student Support and Progress Team (SSPT) is to assist teachers and schools in conducting universal screening, providing evidenced-based interventions, collecting progress monitoring data, and ensuring accountability for implementation of such activities.



Multi-Tiered Systems of Support and Use of The Student Support and Progress Team Process

- School psychologists must have knowledge of the Student Support and Progress Team process, including universal screening methods, evidence-based instructional programs and strategies, progress monitoring data collection and data based decision making based on Rate of Improvement.
- School psychologists must provide support to the school site Student Support and Progress Team (SSPT), as needed.



Referral and Assessment of English Learners

- Federal and state statutes indicate that learning English as a second language is not solely a basis for receiving or not receiving special education services
- Furthermore, CCR, Title 5, Section 3023, (b) notes “the normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a handicapping condition.” Refer to our District’s “Procedures for Referral and Assessment of English Learners,” 2013-2014



Referral and Assessment of English Learners

- **In the case of students at ELD/ESL level of 1 or 2, a bilingual assessment/consultation should always occur.**
- Students at ELD levels of 3 through 4 may also require consultation/assessment depending on available data, the student's records, and information obtained from the family.
- Monolingual school psychologists must consult with a bilingual psychologist whenever they have questions about an EL's native language functioning
- The referring school psychologist (assigned to the school that generated the referral) completes the Bilingual Consultation Request Form



Bilingual Referrals

- You must refer all ELD 1 and ELD 2 students for a bilingual referral
- ELD 3 students will be considered on a case by case basis.
- Contact the designated person in your unit for further clarification



Bilingual Referrals

- Referrals (with complete packet) **MUST** be received, at SESC Psych Services, no later than 3 weeks prior to IEP date
- Bilingual staff will determine extent of consultation and/or evaluation needed
- One PLP for Language is prepared by the onsite psychologist upon receipt of bilingual assessment/consultation results



The 2nd Annual IEP Meeting and Preparation Requirements for the Upcoming Three Year

- The decision to conduct or not to conduct a three year comprehensive psycho-educational re-evaluation at the upcoming three year review must be determined by the *IEP Team*.
- As per the LAUSD policy, the IEP committee must determine at the 2nd Annual IEP Review, whether or not a three year comprehensive psycho-educational re-evaluation will be required as part of the upcoming three year review IEP.



The 2nd Annual IEP Meeting and Preparation Requirements for the Upcoming Three Year

PRIOR TO THE THREE YEAR REVIEW IEP

Prior to the IEP meeting, IEP team members should review relevant student data/information such as:

Review student records

School Records: cumulative file (e.g. teacher comments related to learning/behavior, attendance, grades, etc.), discipline records, student progress in previously identified academic areas of weakness, district and state testing information, and behavioral concerns.

MY DATA: DIBELS, periodic assessments and state testing, EL data and grades.



The 2nd Annual IEP Meeting and Preparation Requirements for the Upcoming Three year Review

- **A comprehensive psycho-educational three year re-evaluation is required and may not be waived:**
 - For all students with an eligibility of Emotional Disturbance (ED).
 - At the first three year review IEP following an initial psycho-educational assessment.
 - When a parent/guardian or other members of the IEP team makes a request.
 - If the previous three year re-evaluation had been waived for students on the general education curriculum.
 - If a student is being considered for a change of curriculum from general curriculum to alternative curriculum, or vice versa.
 - When there is new information to suggest that the current eligibility is not appropriate.
 - If there are extenuating circumstances



- **When a comprehensive psycho-educational three year re-evaluation should be considered:**
 - When there is a matriculation to middle or high school in the coming year.
 - If the last or current psycho-educational assessment is from another school district.
 - If there have been any significant health changes since last psycho-educational assessment.



- **When it may be appropriate to waive a three year re-assessment:**
 - The student had a comprehensive reevaluation in the last three years.
 - The student's eligibility has remained consistent and the student continues to require special education services to work towards grade level standards.
 - The student has demonstrated academic consistency or progress on IEP goals as determined by teacher progress reports, curriculum based assessments, grades, etc.
 - If the student is on alternative curriculum and there is no evidence supporting the need to change the curriculum, eligibility or program supports.



The 2nd Annual IEP Meeting and Preparation Requirements for the Upcoming Three Year

The IEP committee must also document the team's *decision* in the FAPE 1 section "Preparation for Three Year Review IEP" section.



Documentation of IEP DECISION FOR REASSESSMENT AS PART OF THREE YEAR IEP

The IEP team's *decision for reassessment* must be documented on the IEP FAPE Part 1 page, in the section titled, "Preparation for Three-Year Review IEP".

- If **no formal assessment** is warranted, select the "**No**" radio button.
- If the "**Yes**" button is selected, specify the areas to be reassessed in the designated section.
- Do **NOT** leave this section **BLANK**.



At the 2nd Annual Review IEP Meeting

With parent input, IEP teams will utilize the “*Three-Year Psycho-Educational Re-evaluation Determination Worksheet*” **(forthcoming)** as a guide for discussion and decision making with regard to the appropriateness of a comprehensive psycho-educational three-year re-evaluation.

This worksheet will be completed by the IEP team, signed by parent, and *uploaded* to the 2nd Annual Review IEP by the IEP administrator/ designee.



At the 2nd Annual Review IEP Meeting

- Note: If the team concludes that no reassessment is warranted, the parent(s) must be informed of their right to request the assessment, which must be conducted if the parent(s) so requests.
- However, regardless of whether or not the three year re-assessment is determined to be waived, the re-assessment should be conducted if either the parent or the staff member requests that it be done.



UPCOMING THREE YEAR REVIEW IEP

- The three-year IEP must be opened as a “Three-Year Review” on Welligent.
- A student’s IEP record should reflect a “Review - Three-Year Evaluation”, every three years.
- The three year date will reset at each Three-year review IEP and a new three-year date will be projected.



Early Childhood and Preschool Assessments

- Classroom Team Assessment Report (CTAR)
 - Used when students are transitioning from Preschool to Kindergarten
 - CTAR is sufficient for students whose eligibility will remain the same
- Assessment Plan development and assessment is required if student is being considered for a change in eligibility



INITIAL PRESCHOOL ASSESSMENTS

- When a **Regional Center** psychological evaluation was conducted and is available within required assessment timelines, the LAUSD school psychologist must adhere to the following:
 - Review the Psychological Evaluation report and diagnostic recommendations
 - Develop present levels of performance in the areas of General Ability/Cognition, Communication, Motor Skills, Social Emotional Status, and Self-Help/Adaptive Behavior based upon information presented in the Regional Center Psychological Evaluation report.
 - **** An LAUSD psycho-educational assessment will not be conducted. Psychologists will develop present levels of performance solely based on information from record review (i.e. the Regional Center Psychological Evaluation report) – no additional observations, interviews or testing will be conducted**



Psychological Services Website

- The LAUSD Psychological Services website provides information about the offices and resources provided by Psychological Services
- Available documents online are policies, forms and materials presented at staff meetings
- Other items available are report documents, activity logs and absence forms



Purpose and Goal of Case Review

- To reduce disproportionality
- To ensure uniform criteria and high professional standards
- A great opportunity to enhance your assessment/analysis skills through a collaborative process



Case Review

- Case review is required for all cases **initially** considering the following eligibility categories:
 - OHI
 - AUT
 - ED
 - RTC placement
- This will be reviewed in more detail at unit meetings later in the week



Case Review Procedures

- Complete the case review referral form and submit to your Specialist
- Specialist will assign you a case review meeting date
- Bring a **draft** psycho-ed report to case review
- Utilize appropriate components checklist
- Be prepared to discuss relevant student background information, educational history and performance. In addition, interventions attempted, and current assessment results.
- Submit final written report to your Specialist five working days prior to the IEP meeting for review



INFORMAL DISPUTE RESOLUTION

- The Informal Dispute Resolution (IDR) Process is in the process of being redesigned slightly. Policy and Procedure is being finalized.
- The process is moving out from the CSAM/Due Process unit to the Special Education Support Centers (SESCs).
- The LRE Specialist will be contacted by the school if the parent disagrees with the IEP.
- If no resolution is agreed to within 5 days, the issue will be sent to the Resolution Coordinator to help with an impartial resolution of the disagreed upon issues.

Independent Educational Evaluation (IEE)

LAUSD Policy and Procedures Guide in
Development

John Pero





Definitions

- “Independent educational evaluation (IEE)” means an evaluation conducted by a qualified examiner who is not employed by the District.
- “Public expense” means that the District either pays for the full cost of the IEE within the established guidelines set out in District or Special Education Local Plan Area (SELPA) policy or ensures that the IEE is provided at no cost to the parent/guardian.



New Documents

- District Policy Bulletin for Public Consumption
- Procedural Guide for District Staff



Policy Bulletin Elements

- Notification of Request to District
- District Response to Parent/Guardian Request for an IEE
- Information Provided to a Parent/Guardian
- District Criteria
- Parent/Guardian Initiated Evaluations
- Consideration of IEE by IEP team
- IEE Reimbursement
- Limitation on Number of IEEs



Procedural Guide Elements

- Guide will:
 - Identify responsible personnel
 - Include relevant steps to be followed
 - Include form letters to be used



Training

- Comprehensive District-wide training will be developed upon completion of the policy bulletin and procedural guide.

REVIEW OF TIMESHEET AND FEDERAL ACTIVITY LOGS (TSAL)



John Pero, *Coordinator ~ West*

Sergio Avilés, *Specialist ~ Central*

Diana Fannon, *Specialist ~ Central*

Arvin García, *Intervention Coordinator ~ East*

AGENDA

Review 2015-16 TSAL

- Policies
- Changes from 2015-16
- Tour: *Set-Up and Instructions*



BACKGROUND: TIMESHEETS

Submission of Timesheets is
required for you to get paid



Enough said...



FEDERAL ACTIVITY LOG

TITLE: Documentation for Employees
Paid from Federal and State
Categorical Programs

- [BUL-2643.6](#)
 - Completion of Activity Log is required by **all** personnel who receive **any** compensation from federal funds or from state categorical funds.
 - **Must** be submitted to the Coordinator or administrative designee by the following month's timesheet due date.



CHANGES FOR 2015-16

- **New IPR**
- **New TSAL**
 - Activity Log
 - Timesheets
- **New absence certification forms**
 - Dated July 8, 2015
 - The procedure for using and submitting the absence forms remains the same.
- **New mileage form**

Some important reminders...



NEW IPR

ITINERANT POSITION REQUISITION

JOB	12200511	Job Name	School Psychologist					
Cost Center	1082001	CC Name	Psychological Services					
Position No.		Basis	C portion of B					
Emply No.		Employee						
Personnel No.		Employee FTE	1.00					
Pers SubArea	B	Work Schedule	M-F	Hours/Day	8	No of Days per V		5

Cost Distribution



New



Modified

C - Basis

B - Basis

	Cost Center	Cost Center Name	Start Date	End Date	SACS Fund	Program	Actual FTE	Funding %	Actual FTE	Funding %
1	1238501	Gratts LA for YS	7/1/2015	6/30/2016	010	13027	0.10	10%	0.09	9%
2	1238501	Gratts LA for YS	7/1/2015	6/30/2016	010	12082	0.15	15%	0.14	14%
3	1238501	Gratts LA for YS	7/1/2015	6/30/2016	010	14310	0.20	20%	0.19	19%
4	1238501	Gratts LA for YS	7/1/2015	6/30/2016	010	10183	0.20	20%	0.19	19%
5	1238501	Gratts LA for YS	7/1/2015	6/30/2016	010	11157	0.05	5%	0.05	5%
6	1747901	Vermont EL	7/1/2015	6/30/2016	010	13027	0.05	5%	0.05	5%
7	1747901	Vermont EL	7/1/2015	6/30/2016	010	12082	0.24	24%	0.22	22%
8	1747901	Vermont EL	7/1/2015	6/30/2016	010	11157	0.01	1%	0.01	1%
9									0.00	
10									0.00	
11									0.00	
12	1123901	Psychological Services	7/1/2015	6/30/2016	010	12082			0.07	7%
						Total	1.00	100%	1.00	100%

Remarks

SAMPLE ANNUAL CALENDAR

	V/V 06 T/V B					V/V 07 T/V C					V/V 08 T/V D					V/V 09 T/V A					V/V 10 T/V B									
Aug	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31									
	1239	1239	1239	1239	1239	1239	1239	1239	1239	1239																				
Sep	V/V 10 T/V B					V/V 11 T/V C					V/V 12 T/V D					V/V 13 T/V A					V/V 14 T/V B									
		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30							
Oct	V/V 14 T/V B					V/V 15 T/V C					V/V 16 T/V D					V/V 17 T/V A					V/V 18 T/V B									
						1	2				5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
Nov	V/V 19 T/V C					V/V 20 T/V D					V/V 21 T/V A					V/V 22 T/V B					V/V 23 T/V C									
	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30									
Dec	V/V 23 T/V C					V/V 24 T/V D					V/V 25 T/V A					V/V 26 T/V B					V/V 27 T/V C									
		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31						
Jan	V/V 27 T/V C					V/V 28 T/V D					V/V 29 T/V A					V/V 30 T/V B					V/V 31 T/V C									
							1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29			
Feb	V/V 32 T/V D					V/V 33 T/V A					V/V 34 T/V B					V/V 35 T/V C					V/V 36 T/V D									
	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29									
Mar	V/V 36 T/V D					V/V 37 T/V A					V/V 38 T/V B					V/V 39 T/V C					V/V 40 T/V D									
		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31						
Apr	V/V 40 T/V D					V/V 41 T/V A					V/V 42 T/V B					V/V 43 T/V C					V/V 44 T/V D									
						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29				
May	V/V 45 T/V A					V/V 46 T/V B					V/V 47 T/V C					V/V 48 T/V D					V/V 49 T/V A									
	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31								
June	V/V 49 T/V A					V/V 50 T/V B					V/V 51 T/V C					V/V 52 T/V D					V/V 1 T/V A									
						1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30			
															1239	1239	1239	1239	1239											



[illegible]

REVISION TO TSAL

○ Timesheet

Week #	W/W 06 AUG 3, 2015 T/W B				W/W 07 AUG 10, 2015 T/W C				W/W 08 AUG 17, 2015 T/W D			
DAY	DATE	LOC	HOURS	CODE	DATE	LOC	HOURS	CODE	DATE	LOC	HOURS	CODE
Mon	8/3/15	1239	8	RG	8/10/15	1239	8	RG	8/17/15	0	8	RG
		1239				1239				0		
Tue	8/4/15	1239	8	RG	8/11/15	1239	8	RG	8/18/15	0	8	RG
		1239				1239				0		
Wed	8/5/15	1239	8	RG	8/12/15	1239	8	RG	8/19/15	0	8	RG
		1239				1239				0		
Thu	8/6/15	1239	8	RG	8/13/15	1239	8	RG	8/20/15	0	8	RG
		1239				1239				0		
Fri	8/7/15	1239	8	RG	8/14/15	1239	8	RG	8/21/15	0	8	RG
		1239				1239				0		
Week #	W/W 09 AUG 24, 2015 T/W A				W/W 10 AUG 31, 2015 T/W B				REPORTING CODES			
DAY	DATE	LOC	HOURS	CODE	DATE	LOC	HOURS	CODE	RG			
Mon	8/24/15	0	8	RG	8/31/15	0	8	RG	IL WC			
		0				0			PN FMHO			
Tue	8/25/15	0	8	RG	9/1/15				BV FMIL			
		0							JU FMUP			
Wed	8/26/15	0	8	RG	9/2/15				PD PDHO			
		0							HO PDIL			
Thu	8/27/15	0	8	RG	9/3/15				UA PDUP			
		0							FH PFHO			
Fri	8/28/15	0	8	RG	9/4/15				WR PFIL			
		0							SR PFUP			



IN CONCLUSION



- New School Psychologists and Interns will receive a comprehensive training
- Specific questions should be directed to the management staff in your unit



Assessment Logs

Delia Flores





2015-2016 Assessment Activity Log

- The purpose of the log is to document the assessment activity at a school site for an entire school year
- If you have multiple school sites, you will use one worksheet per school
- Changes to the assessment log:
 - Added column to document a **Parent Request** for Assessment
 - Added Column to document if the student attend **Private School**

Log Directions

Instructions

When you open a tab, fill out all of the identifying information for the log.

Local District:

School Name:

School Psychologist:

At the bottom, rename the tab to match the school name. (Instructions below)

Initial, Re-evaluation (Comprehensive), Triennial, Social Emotional, and FBA

Fill in *all* data for each Initial, Re-Evaluation (Comprehensive Evaluation) , Triennial, Social Emotional, and FBA (for stand alone behavior assessments only). *Change: Drop-down no longer has FAA as an option*

Note: Indicate (R) for 30 Day Re-Evaluations

Parent Request

Indicate (Y) for "yes" to indicate whether the assessment was requested by the parent or legal guardian.

Private School

Indicate (Y) for "yes" to indicate whether the student attends a private school

Preschool Assessment

Indicate (Y) for "yes" to indicate whether the case is a preschool assessment.

Indicate the program *type* in which the student is currently assigned (i.e., EEC, SRLDP, PSM, PSI, PCC, EE).

Educationally Related Intensive Counseling Services (ERICS) Assessment

Indicated Y to indicate whether this case is a referral to consider ERICS

Assessment Activity Log

Los Angeles Unified School District

LOCAL DISTRICT (CENTRAL, EAST, NORTHEAST, NORTHWEST, SOUTH, WEST)

2015-2016 ASSESSMENT & IEP ACTIVITY LOG: Initial, Re-Evaluation (Comprehensive Evaluation), Triennial, Social Emotional (for DIS); and FBA

School

School Psychologist

Indicate whether the case is an (I) Initial; (R) Re-evaluation (Comprehensive); (T) Triennial; (S) Social/Emotional; and FBA for **stand alone behavior assessments only**.

Note: Indicate (R) for 30 Day Re-Evaluations

[illegible]



PROFESSIONAL DEVELOPMENT DATES 2015-16

- **B Basis PD** **August 3-7, 2015**
- **Thursday** **October 1, 2015**
- **Friday** **November 6, 2015**
- **Wednesday** **December 16, 2015**
- **Thursday** **February 25, 2016**
- **Friday** **April 15, 2016**
- **Wednesday** **May 25, 2016**



2015-16 CALENDARS & ABSENCE FORMS

- There are new absence forms this year
 - Only the new forms will be accepted (**revised 7/8/15**)
 - They were emailed to you
 - And available online
- Important Dates
 - Thanksgiving Week **11/23 - 11/27**
 - Winter Break **12/21/15 - 1/8/16**
 - Spring Break **3/21 - 3/25**
 - Last day of B Basis **6/20/16**



Performance Evaluations (Stulls)

- You received as part of your meeting materials
- You are to be “stulled” if you receive a Stull Planning Sheet in your assignment packet on Friday
 - You may check with your Coordinator if unsure
- Instructions for the Initial Planning Sheet (IPS) are included
- IPS is due to your Specialist by
 - Friday, September 11th (B Basis)



MODIFIED CONSENT DECREE

- Outcome 10
- Outcome 18
- Outcome 13
 - Need to meet compliance for disengagement
 - Substantial Compliance
 - System of checks and balances

Mandated Notices





Mandated Notices

- You have been sent all of the mandatory notices via email
- The following PowerPoint will briefly describe the key points in each of the documents
- It is your responsibility to maintain access to these documents and to be familiar with their contents
- Need to sign and submit the following to your unit:
 - Employee Acknowledgement of Suspected Child Abuse Reporting Requirements
 - Laptop Loan Agreement

OPENING DAY 2015-2016



Psychological Services/ERICS



BUL-1893.1 Sexual Harassment (Employee – Employee)

- Sexual harassment is defined as any unwelcome sexual advances, request for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational setting
- LAUSD is committed to providing a working and learning environment that is free from sexual harassment
- Complaints can be handled formally or informally and should be reported to the site admin. or designee
- Reports made are kept confidential





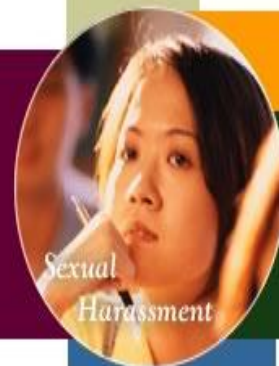
MEM-5818.3/BUL-4991.3: Nondiscrimination Required Notices

- LAUSD is committed to providing a learning and working environment that is free from discrimination on the basis of
 - Gender
 - Sexual orientation
 - Ethnic group identification
 - Race
 - Ancestry
 - National origin
 - Religion
 - Color
 - Mental or physical disability or any other basis protected by Federal, State, or local law, ordinance, or regulation
- Covers admission or access to District programs and activities, including vocational education



BUL-3349.1 Sexual Harassment (Involving Students)

- Sexual harassment is defined as any unwelcome sexual advances, request for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational setting
- LAUSD is committed to providing a working and learning environment that is free from sexual harassment
- Students in grade K-3 will receive interventions, as appropriate
- Students in grades 4-12 can be suspended or expelled
- Complaints can be handled formally or informally and should be reported to the site admin. or designee
- Reports made are kept confidential





BUL-1347.2: Child Abuse Prevention Policy

- All District employees are mandated reporters
- Employees are mandated to report abuse when given reasonable suspicion based on person's training, education, experience
- Any source of information may be used to gather information about the suspected abuse, such as the victim, friend, anonymous, spoken, written
- Employees must report via phone immediately after suspected abuse occurs
 - Phone call to DCFS or local law enforcement agency
 - Phone call must be followed by written report within 36 hours
- Types of abuse
 - Physical injuries
 - Sexual abuse
 - Neglect
 - Life endangerment
- Child abuse is not
 - Reasonable force (self-defense, breaking up a disturbance)
 - Mutual fight between minors
 - Minor child neglect (lack of bathing, dirty clothes)
 - Pregnancy unless non-consensual sexual activity suspected; or if partner is adult; or if minor is under 14 and partner is 14 or over



STOP
child abuse



BUL-1347.2 (cont.)

- In the event that you suspect child abuse, remember that you are a mandated reporter and are required to
 - Telephone the appropriate agency
 - Follow up with a written report within 36 hours
 - Contact an administrator if you have questions or need assistance making a report of suspected child abuse
 - If you are reporting an individual who is a District employee you must also notify your administrator of the alleged incident/behavior/conduct



BUL-5167: Code of Conduct with Students – Distribution and Dissemination

- While the District encourages the cultivation of positive relationships with students, employees are reminded that we are all expected to use good judgment and to be mindful of the fine line between being sensitive to and supporting students and a possible or perceived breach of responsible, ethical behavior
- The District is obligated to investigate any allegation of inappropriate behavior and, if warranted, to take appropriate administrative/disciplinary action





BUL-5212.2: Anti-Bullying Policy



- LAUSD is committed to providing a safe working and learning environment; will not tolerate bullying or any behavior that infringes on the safety/well-being of students and/or employees.
- Bullying is defined as an aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved.
- The behavior is repeated over time and includes the use of hurtful words and/or acts.



BUL-5212.2 (cont.)

- Staff responsibilities
 - Environment where students understand that bullying is inappropriate and will not be tolerated
 - Discuss w/students aspects of bullying and strategies to prevent
 - Encourage students to report bullying and recognize indicators of bullying
 - Intervene immediately and take corrective action when bullying is observed
 - Report incidents and actions to appropriate District offices (Student Discipline) or outside agencies



BUL-4748: Ethics Policies

- 3 core principles
 - Commitment to excellence
 - District and personal integrity
 - Responsibility
- It's all about making ethical decisions that involves evaluating situations and identifying ethical issues
- Follow the rules and policies that govern District personnel
- Ask for guidance
- Make and carry out decisions that are consistent with the rules and develops excellence, integrity, and responsibility
- EXAMPLE: decline a gift in excess of \$100 dollars





BUL-2047.1: Hate-Motivated Incidents and Crimes

- LAUSD recognizes that hate motivated incidents/hate crimes jeopardize the safety and well being of students and staff
- Hate-motivated incidents
 - Defined as act or attempted act which constitutes an expression of hostility against a person or property or institutions because of the victim's real or perceived race, religion, disability, gender, nationality, or sexual orientation.
 - May include insults, taunts, slurs, distributing or posting hate group visuals, defacing, removing or destroying posted materials or announcements, posting or circulating demeaning jokes





Hate-motivated Crimes

- Defined as an act or attempted act by a person against another person, or institution which in any constitutes an expression of hostility toward the victim because of his/her actual or perceived race, religion, disability, gender, nationality, or sexual orientation
- This may include threatening phone calls, hate mail, physical assault, vandalism, cross-burnings, destruction of religious symbols, fire bombings
- Staff should
 - Respond quickly
 - Ensure physical safety of victim
 - Reassure victim/victim's family this will be taken seriously
 - Complete investigation
 - Submit hate crime report and determine appropriate disciplinary action to be taken
 - Follow up as necessary





BUL-3772.3: Injury and Illness Prevention Program*

- The District is mandated to maintain a safe and healthy workplace for employees.
- Each work location must have a written Injury and Illness Prevention Program (IIPP) with specific responsibilities and procedures assigned and implemented to prevent employee injuries and illnesses.
- Site administrators may use the Injury and Illness Prevention Program (IIPP) template to develop their plan.
- Training specific to the IIPP must be conducted for all employees annually and as new employees are hired (see Bulletin for training web link).





BUL-5159.4 Uniform Complaint Procedures

- “No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any basis that is contained in...Section 422.6 of the California Penal Code (includes sexual orientation and gender identity as protected categories...)”
- Formal process:
 - Take your verbal or written Title IX complaint to the school administrator or Title IX Complaint Manager within six months from the date the incident occurred.
 - If you are not satisfied with the school site resolution, you may file a written complaint appeal directly with the Local District's Title IX designee
 - You can appeal again to the State if not satisfied



BUL-4759.2: Williams/Valenzuela Complaints

- This Bulletin establishes the District's policy to respond to complaints regarding the Williams/Valenzuela Uniform Complaint Process.
- REQUIREMENTS:
 - School sites should have sufficient supplies textbooks and materials.
 - School facilities must be clean, safe, and well maintained.
 - There should be no teacher vacancies.
 - There should be no teacher misassignments.
 - Pupils who have not passed the CAHSEE are to be afforded additional opportunities to pass for 2 additional years following completion of high school.
 - Complaints are to be addressed to Educational Equity Compliance Office.



BUL-999.8: Acceptable Use Policy- District Computers

- All users of the Los Angeles Unified School District (LAUSD) computer systems by either students or employees are subject to the LAUSD's Acceptable Use Policy (AUP).
- Students are to review and sign the AUP.
- Employees will assent to the policy when they activate their District account or change passwords.



REF-1279.1: Workers' Comp. Procedures

- The purpose of this reference guide is to provide information and establish procedures for work-related injuries or illnesses.
- All schools and offices are to display Attachment A: If a Work Injury Occurs
- Employees may pre designate a physician. Supervisors are to maintain this form in the employee's Personnel file.
- When an injury or illness occurs:
 - If emergency attention is needed, call 911
 - If the injury is not an emergency, refer employees to Attachment C for a list of authorized medical providers.
- How to report an injury:
 - Complete the Workers' Compensation Injury Report Worksheet (Attachment E).
 - Call the Sedgwick CMS Claims Intake Center at (800) LAUSDWC (1-800-528-7392).
 - Complete DWC-1 Form: Employee's Report of Injury (Attachment F)
- Time reporting:
 - Any time lost resulting from the injury should be reported as WC. The day the injury occurred is to be reported as "Regular" time.



- When an injury or illness occurs:

- If emergency attention is needed, call 911
 - If the injury is not an emergency, refer employees to Attachment C for a list of authorized medical providers.
- How to report an injury:
 - Complete the Workers' Compensation Injury Report Worksheet (Attachment E).
 - Call the Sedgwick CMS Claims Intake Center at (800) LAUSDWC (1-800-528-7392).
 - Complete DWC-1 Form: Employee's Report of Injury (Attachment F)
- Time reporting:
 - Any time lost resulting from the injury should be reported as WC. The day the injury occurred is to be reported as "Regular" time.
- Salary Continuation Benefits Verification Form (Attachment G)
 - This form is required to report the first three days of absence due to an industrial injury or illness. It is also to be completed if additional absences, such as therapy and follow-up doctor visits, occur after the employee returns to work.
- Leave of absence:
 - An employee who is absent from work due to a work-related injury must comply with all Personnel requirements, such as submitting leave of absence paperwork and medical verification of illness.
- Employees returning to work:
 - An employee who returns to work from an industrial injury leave must present a medical release signed by the appropriate doctor which identifies work restrictions, if any.



BUL-716.2: Compliance With the 1976 U.S. Copyright Law/Computer Software

- Federal law and District policy prohibit the use of unauthorized computer software on District computers and networks.
- All computer software used by the District is not to be reproduced or otherwise copied without prior approval from the manufacturer.
- This policy must be reviewed with all employees.
- Sites are to maintain a log of software licenses.



BUL-5503.1: Records Retention and Destruction

- The District has implemented a new email policy
- Emails older than 90 days will be automatically deleted from the email system. The Bulletin states that this automatic feature will not be fully functional until next year, but we should begin to manage our email accounts with this 90 day rule in mind. Please review this Bulletin and clean out your emails accordingly
- Please note that printed emails ("hard copies") are considered records. We should only print emails when absolutely necessary; please do not back up all your emails on paper
- Archived emails are not subject to deletion; however, the Bulletin discourages archiving of emails

Mileage



- Please submit mileage sheets for only one month at a time (i.e., September mileage on one sheet, October mileage on another sheet, etc.). **Do not put mileage for different months on the same sheet.**
- Employees are reminded that mileage claims do not begin from home. Mileage is only to be reported once you are leaving your first work location and going to another location.



Employee Assistance Program (EAP)

- **LAUSD** has established an Employee Assistance Program (**EAP**) with benefits provided by the Managed Health Network (MHN). The EAP provides Work & Life Services.
- For those active employees that do not have a medical plan through LAUSD, **EAP** can also provide clinical support for stress, depression, family/relationship issues , and other emotional health issues
- Telephone **(800) 285-7717** 24 hrs/day, 7 days/wk
- Website: <http://members.mhn.com> (company code: lausd)

Injury and Illness Prevention Program



LAUSD INJURY AND ILLNESS PREVENTION PROGRAM FOR SUPERVISORS AND EMPLOYEES

As required by California Code of Regulations, Title 8,
Section 3203

LOS ANGELES UNIFIED SCHOOL DISTRICT

HEALTH AND SAFETY POLICY

The safety of students and staff is the highest priority for the Los Angeles Unified School District. Injuries and illnesses create personal loss to employees, students, and their families, and reduce the District's ability to provide quality education. It is the District's position that all accidents are preventable.

Site administrators have primary responsibility for providing a safe working and learning environment, and are accountable for compliance with applicable health and safety requirements. All supervisory employees, from senior managers to first line supervisors share responsibility for ensuring the safety of students and staff.

Every employee is expected to work safely, adhere to safety requirements, and immediately report accidents and potential workplace hazards to their supervisors.

INJURY AND ILLNESS PREVENTION PROGRAM

- Is required by Cal/OSHA health and safety regulations for all District schools and sites.
- Reflects the District's policy on employee safety.
- Specifies procedures to maintain a safe and healthful workplace for employees.

INJURY AND ILLNESS PREVENTION PROGRAM

Consists of 7 components:

1. Designation of a responsible individual
2. Employee compliance with safety and health regulations
3. Communication of safety and health information to employees
4. Workplace hazard assessment and correction
5. Accident investigation and reporting
6. Employee training
7. Recordkeeping

INJURY AND ILLNESS PREVENTION PROGRAM

Designation of a Responsible Individual

The site administrator:

- has the overall responsibility for program implementation.
- may delegate safety activities to other personnel.
- must established a safety committee and designate a committee chair.

INJURY AND ILLNESS PREVENTION PROGRAM

Safety Committee:

- Is responsible for reviewing accident reports, regulatory notices and workplace safety concerns.
- May also include the following responsibilities:
 - Reviewing causes of work-related injuries and illnesses
 - Recommending corrective actions
 - Conducting periodic safety inspections
 - Implementing District safety & health policies and procedures

INJURY AND ILLNESS PREVENTION PROGRAM

Employee Compliance with Safety and Health Regulations

- Supervisors are responsible for enforcing safe work practices and mitigating hazards.
- Supervisors other safety responsibilities include:
 - employee orientation to job hazards, safe work practices and training
 - accident reporting and investigations
 - disciplinary action for failing to comply with safety requirements
 - maintaining employee training records

INJURY AND ILLNESS PREVENTION PROGRAM

Employee Compliance with Safety and Health Regulations

Employee are responsible for:

- Following safe work practices and procedures.
- Reporting unsafe conditions, work practices and accidents immediately to supervisors.
- Using personal protective equipment if required or as instructed by supervisors.

INJURY AND ILLNESS PREVENTION PROGRAM

Communication of Health and Safety Information to Employees

- Safety and health information is communicated to by District bulletins, memorandum, Safety Alerts, written programs and policies.
- Site administrators must provide employees with these documents by:
 - posting on employee bulletin boards
 - in-service training and new employee orientation
 - staff development sessions
 - safety committee and department meetings
- Employees are required to review information as applies to job classification.

INJURY AND ILLNESS PREVENTION PROGRAM

Workplace Hazard Assessment and Correction

Each District site must:

- Conduct semi-annual safety inspection
- Conduct daily walk through to identify hazards
- Correct hazards immediately
- Mitigate, tag or barricade hazards not corrected immediately

INJURY AND ILLNESS PREVENTION PROGRAM

Accident Investigation and Reporting

Site administrators must take the following actions after an accident:

- Provide first aid or medical treatment to injured or ill personnel
- Report injuries other than first aid to Sedgwick CMS (*See Reference Guide 1279*)
- Investigate the accident and accident site
- Interview employees and witnesses
- Complete an accident investigation report (Attachment G)
- Implement actions to prevent accident recurrence

INJURY AND ILLNESS PREVENTION PROGRAM

Accident Investigation and Reporting

Site administrators, supervisors or designee must notify Cal/OSHA within 8 hours to report serious Injuries*, illnesses or death of an employee (refer to page 1-6, Injury and Illness Prevention Program).

**A “serious injury” is defined as a death, amputation, permanent disfigurement, hospitalization for more than 24 hours for other than observation, or multiple worker injuries requiring hospitalization.*

INJURY AND ILLNESS PREVENTION PROGRAM

Employee Training

- Supervisors must train their employees on District safety policies and procedures; safe work practices; and provide specific training on hazards unique to the employee's job.
 - All safety training must be documented on the “Health and Safety Training Form” (attachment D) and filed at each site.
 - Supervisors must retrain employees with new job assignments or whenever new substances, processes, procedures or equipment are introduced to the workplace.

INJURY AND ILLNESS PREVENTION PROGRAM

Recordkeeping

Retain the following documents on site for at least 5 years:

- Safety Inspection reports
- Regulatory citations (report all citations immediately to the Office of Environmental Health and Safety)
- Corrective Action Notices (issued by Office of Environmental Health and Safety)
- Safety Committee meeting minutes
- Cal/OSHA Form 300 “Summary of Occupational Injury and Illnesses
- Employee Injury/Accident Investigation reports
- Workers’ compensation claim reports (refer to Reference 1279)
- Employee health and safety training records

REVIEW

1. **T** or F. Every District employee has some role in site safety.
2. Name ways site administrators can communicate safety information to employees.
District bulletins, memorandum, safety alerts, policies, board resolutions, written programs.
3. What should an employee do if they notice a safety hazard?
 - *Report hazard to supervisor (attachment "C" "Employee Request for Correction of Safety hazard")*
 - *Present concerns at staff meetings*
 - *Inform safety committee representative of the hazard*
 - *Inform site administrator, or call OEHS*

REVIEW

4. How often should a safety inspection be completed?

At least two times a year. Plant managers or other designated employees should conduct an informal walk through for unsafe conditions on a daily basis

5. Whom should an employee notify in the event of an occupational injury or illness?

The supervisor, site administrator or site designee.

6. Name safety and health training that you received within the last year.

Bloodborne Pathogens, Hazard Communication, Emergency Procedures, New Employee Orientation are examples of safety and health trainings employees may have received within the last year. Employees may have received other more specific training as required for the job classification.

7. How long are safety document retained?

Five years on site.

FINISHED

- Congratulations you have completed the requirement for Injury and Illness Prevention Program training!
- Make sure you sign the Health and Safety Training Sign In sheet.
- For further information on this program talk to your supervisor, or call the Office of Environmental Health and Safety at (213) 241-3199, or visit the OEHS website at <http://www.lausd-oehs.org/>.





2015-16 Assignments

- **B Basis**
 - Will receive your specific school assignment(s) on Friday, August 7th

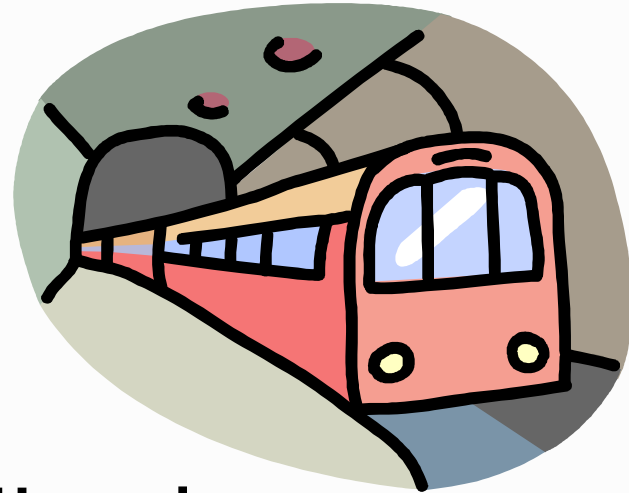


Dates to Remember

- Assignment Schedule
 - Due 8-14-15
 - ('Annual Calendar' page of timesheet workbook)
- Laptop Loan Agreement
 - Due 8-14-15
- Child Abuse Reporting Acknowledgement
 - Due 8-14-15



Have a Great 2015-16 School Year!



- Safe Travels Home!

