



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
POLICY BULLETIN**

**TITLE:** Crisis Preparedness, Response and Recovery

**NUMBER:** BUL-5800.0

**ISSUER:** Thelma Meléndez de Santa Ana, Ph.D.  
Chief Executive Officer  
Office of Educational Services

**DATE:** October 12, 2015

**POLICY:** The Los Angeles Unified School District (LAUSD) is committed to providing a safe, civil and secure school environment, which includes crisis response procedures. This policy is applicable to all schools, District and school-related activities, and in all areas within the District’s jurisdiction.

**MAJOR CHANGES:** This Bulletin replaces BUL-962.1 *Organizing for Crisis Intervention*, on the same subject issued by the Office of the Chief Operating Officer, dated December 7, 2005.

**PURPOSE:** The purpose of this Bulletin is to outline administrative guidelines and procedures for responding to crises that may impact the school community.

**BACKGROUND:** School crises can result in significant human and fiscal costs as well as disruption to the learning environment. Crisis preparedness, response and recovery efforts in the educational setting are crucial in restoring a safe and healthy learning environment. These efforts promote resiliency and a sense of self-efficacy for students, staff and school community stakeholders. Providing effective crisis management and interventions can mitigate negative social-emotional consequences, reduce the period of school disruption as well as restore safety and security to the school community to promote attendance, academic achievement, and wellness.

**GUIDELINES:** The following guidelines apply:

I. **DEFINITIONS**

**School Crisis**

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance and behavior. Common reactions to a school crisis may include shock, confusion and fear. Although individual students, staff, families or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults. Examples of crises that may impact schools include:

- An accident on or near the school grounds
- A violent incident at or near school
- The death of a student, staff or one of their family members by suicide or

**ROUTING**  
All Employees  
All Locations



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

trauma

- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism

## **Trauma**

Trauma refers to an event or a situation where an individual fears for their life. In addition, they could have been seriously injured, witnessed violence, or tragically lost a loved one. Exposure to this type of trauma overwhelms the ability of that individual to cope.

## **Psychological First Aid (PFA)**

PFA is an evidence-informed modular approach to help children, adolescents, adults and families in the immediate aftermath of traumatic events, disasters and terrorism. PFA is designed to reduce the initial distress caused by these stressful events and to foster short-and long-term adaptive functioning and coping amongst students, staff and parents/guardians.

## **II. RESPONSIBILITIES OF DISTRICT EMPLOYEES**

All District employees are expected to:

- Adhere to the Crisis Preparedness, Response and Recovery (CPRR) policy.
- Respond to crisis incidents.

### **A. Administrator/Designee must:**

1. Establish a safe, civil and secure school environment.
2. Establish a multi-disciplinary School Site Crisis Team, in accordance with the Safe School Plan (SSP), Volume 3.
3. Ensure that the CPRR policy and all applicable protocols (see Section III) are implemented.

### **B. Local District (LD) Administrators must:**

1. Be responsible for enforcing the CPRR policy.
2. Establish a multi-disciplinary LD Crisis Team to provide support to schools, as needed.
3. Designate LD staff to ensure the implementation of this policy and provide guidance, training and support, as needed, to the school site team.

### **C. District Office Staff must:**

1. Support this policy by assisting schools with consultation, training and support, as needed.
2. Provide annual training to LD Crisis Teams and support training to schools sites at the LD level.
3. Align this policy with related District initiatives.



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

### III. MULTI-TIERED CRISIS RESPONSE TEAM MODEL

There are three tiers of crisis response: school site, local district and District office. The basic structure of the multi-disciplinary support teams on all three tiers should be similar in their composition and incorporate District staff with experience in various areas of crisis. Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the local district, District office, or a combination thereof (see Attachment A, Multi-Tiered Crisis Response Flow Chart).

#### A. Tier I: School Site Crisis Response

School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services. The school site crisis team determines if there is a need for additional assistance from the local district crisis team. The school site crisis team may be activated as part of the Incident Command System (ICS) Team during an emergency or disaster, or may be activated as a stand-alone team, depending on the incident.

#### B. Tier II: Local District Crisis Response

The school site administrator/designee contacts the LD Operations administration for support and assistance if the crisis response required is beyond the scope of what the school site crisis team can provide. Assistance from the LD crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

#### C. Tier III: District Office Crisis Response

In collaboration with the LD Operations administration, the school site administrator/designee determines if there is a need for support from the central crisis response team. Assistance from the District office crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

### IV. TIER I: SCHOOL SITE CRISIS RESPONSE

The following are general preparedness, response and recovery protocols for the administrator/designee to implement during any crisis in a school, at District and school-related activities, and in all areas within the District's jurisdiction.

#### A. Preparedness

##### 1. Establish a school site crisis team.

In accordance with the SSP Volume 3, school site crisis team members



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

should be comprised of school staff, such as administrators and out-of-classroom support staff. Schools on multi-track schedules should include staff from all tracks. School site crisis team composition will vary by school and must be staffed by District personnel only.

Staff on the school site crisis team should be informed of their roles and have opportunities to participate in preparedness activities. In accordance with REF-5511 *Safe School Plans Update*, the SSP Volume 3 School Site Crisis Team Chart should be reviewed and updated on the Safe School Plan Creator online throughout the school year if there are any changes in staff (see Attachment B, School Site Crisis Team Chart for a template).

2. Schedule regular school site crisis team meetings.  
School site crisis teams should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery. School site crisis team meetings should be documented by maintaining agendas and sign-in sheets. Meetings should include the development of comprehensive crisis response and recovery plans that:
  - a. Define the roles of the school site crisis team members and communicate this information with other staff at the school site (i.e., staff that are not identified on the school site crisis team, such as teachers, clerical, new, substitute, before and after-school staff, and volunteers).
  - b. Identify common types of crises and disasters that may impact schools and develop strategies for responding appropriately to re-establish the safety and security of the school site.
  - c. Discuss possible locations on the school site to provide crisis response services, such as psychological triage, assessment and reunification, utilizing the areas identified in the Safe School Plan, Volume 2.
  - d. Provide/coordinate staff development and training on identified topics (e.g., Psychological First Aid, immediate and long-term recovery, traumatic grief, the impact of traumatic events on students, adults and school climate, and self-care). For support with staff development and training, contact LD Operations administration, or School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.
  - e. Develop strategies to mitigate long-term impact on student mental health, well-being and academic achievement by re-engaging students in the learning process.
  - f. Identify school and community-based resources.



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

## B. Response

The following are general procedures for the administrator/designee to respond to crisis situations at the school site. Refer to Safe School Plan, Volume 2 for protocols regarding specific types of emergencies. (See Attachment C, School Site Crisis Response Action Plan Checklist, for an abbreviated version of the general procedures described below.)

1. Ensure Campus/Office Safety
  - a. Call 911 for immediate, emergency life threatening situations.
  - b. Call Los Angeles School Police Department (213) 625-6631 or local law enforcement for assistance at the school site or school related activity.
  - c. Secure site and implement lockdown, if necessary.
  - d. Activate the ICS team, as needed.
  - e. For assistance and consultation, contact LD Operations administration or School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.
  
2. Determine Facts

Consider some of the following questions when gathering information to determine the appropriate response for the situation:

  - a. What happened?
  - b. Who was involved?
  - c. How were they involved?
  - d. How did it happen?
  - e. Where and when did it happen?
  - f. What caused the crisis?
  - g. What is the condition of those involved?
  - h. Other relevant sources of information (e.g., school staff, parents/guardians, local law enforcement, medical facilities)?
  
3. Notify
  - a. LD Operations administration as soon as feasible.
  - b. Administrator/designee of co-located schools.
  - c. Administrator/designee of other school sites that could be affected by the crisis.
  - d. Other offices, as appropriate (see the Assistance section at the end of this bulletin for a list of relevant LAUSD offices).
  - e. Document the incident in the Incident System Tracking Accountability Report (iSTAR) as soon as practical, and update as necessary.
  
4. Assess

The school site crisis team meets to assess the impact and severity of the incident and determine the level of crisis response needed. Their assessment will guide the response and recovery methods.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## POLICY BULLETIN

Variables to consider when assessing the impact of the crisis include:

- a. Type of incident
- b. Number of students and staff that might be affected
- c. Emotional proximity to the crisis incident, including the relationship of the involved individual(s) to the school community. The impact to the school may be affected by the degree to which the individual(s) were active in the school community.
- d. Physical proximity to the crisis incident
- e. History of other crises at the school or for those involved in the current crisis
- f. Time the crisis incident occurred (e.g., during school hours, after school, weekend, holiday)
- g. School and community resources available

5. Develop Action Plan

Crisis response and interventions will be determined by the impact and severity of the incident. The action plan developed by the team should be documented and managed by the school site administrator/designee. (Refer to Table 1. Action Plan for crisis response considerations.)

**Table 1. Action Plan**

Action Type	Crisis Response Considerations
<b>Communication</b>	<p>In accordance with the SSP Volume 2, the school site incident commander (usually the principal or designee) takes charge of the crisis incident, verifies facts, notifies other offices, and coordinates crisis response services. The school site incident commander collaborates with LD administration to prepare communications for parents, LD and District office. The public information officer (PIO) provides feedback and edits regarding communications, prepares public statements and manages media requests. (See Attachment D, Communication with Staff, Students, Parents/Guardians for a detailed checklist of communication protocols.)</p> <ol style="list-style-type: none"> <li>1. Contact family to offer support and obtain consent.               <ol style="list-style-type: none"> <li>a. Identify a staff member to serve as the liaison for the family. Limiting the number of people who contact the family helps guard against further exacerbating an already stressful time for the family.</li> <li>b. Liaison should contact family members of the crisis victim(s) to gather/confirm information, obtain consent regarding what information may be shared, and identify needs for support and resources. If the victim is a minor, ensure contact with the parent/guardian.</li> </ol> </li> </ol>



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

	<p>c. If an incident involves the death of a student, be sure to remove the name of the deceased student from the school's call out system, including Blackboard Connect and attendance checks, to prevent family members from receiving a call.</p> <ol style="list-style-type: none"><li>2. Know the facts. Clarify facts and determine what information is to be shared with students, parents/community, staff, media and social media. (Refer to Section X. Confidentiality and Retaliation.)</li><li>3. Collaborate with law enforcement. When the incident involves a crime or an ongoing investigation, it is crucial to maintain communication with LASPD or other local law enforcement incident command teams. Obtain guidance from local law enforcement regarding how to proceed so as not to interfere with a criminal investigation. (See Attachment E, Collaboration with Law Enforcement When a School Becomes a Crime Scene or Closed Area.)</li><li>4. Share information. Determine how information will be shared (e.g., staff meetings, parent meetings, letters, Blackboard Connect, classroom discussions).</li><li>5. Develop a script. Collaborate with the LD administration to develop and disseminate scripts for teachers, staff memos, parent/guardian letters, and Blackboard Connect messages. For samples and templates of scripts, visit <a href="http://ccis.lausd.net">http://ccis.lausd.net</a>.</li><li>6. Collaborate with the Office of Communications. When an incident is likely to or does receive media attention, the administrator/designee or identified communications/media person should contact the Office of Communications (213) 241-6766 for assistance. (See Attachment F, Collaboration with Office of Communications.)</li><li>7. Prepare staff. Information distributed to teachers and before and after-school staff may include a script regarding the incident, tips on how to support impacted students, and crisis counseling referral procedures for students and staff in need of additional support.</li></ol>
--	--





# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

<b>Logistics/ Operations</b>	<p>The following logistics/operations actions are options for consideration. (See Attachments G-J for templates of sign-in sheets, referral forms, and crisis counseling logs to be used when responding to crisis situations.)</p> <ol style="list-style-type: none"><li>1. Determine the number of crisis responders needed.<ol style="list-style-type: none"><li>a. The number of crisis responders needed depends on the extent of the impact to the school community. For example, if students, staff and parents/guardians are all impacted, it may be necessary to have dedicated crisis responders for each group.</li><li>b. Consider the following factors when selecting crisis responders:<ol style="list-style-type: none"><li>i. The frequency and number of crisis incidents the crisis team member has responded to within the school year (be aware of compassion fatigue and burnout of those individuals who respond to crisis situations frequently). For more information regarding compassion fatigue, see Section C. Recovery, 2. Long-term Recovery below.</li><li>ii. Physical and emotional proximity to the event</li><li>iii. Recent trauma/loss or current coping skills being utilized by the affected individual(s).</li></ol></li><li>c. Language and cultural needs of the school community being served.</li></ol></li><li>2. Assess operational functions of the impacted school and implement temporary modifications to:<ol style="list-style-type: none"><li>a. Bell schedule</li><li>b. Transportation services</li><li>c. Food services</li><li>d. Substitutes for classroom coverage for impacted teachers</li><li>e. Safety/security - contact the Los Angeles School Police Department for additional support</li></ol></li><li>3. Confirm procedures and designated locations for crisis response activities, as indicated in Safe School Plan, Volume 2, for the following:<ol style="list-style-type: none"><li>a. Incident Command Center</li><li>b. Communication Center</li><li>c. First Aid</li><li>d. Police Interviews/Investigations</li><li>e. Witnesses or others waiting to be interviewed</li><li>f. Triage/Crisis Counseling</li><li>g. Parent/Student Reunification</li></ol></li></ol>
----------------------------------	--





# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

	<ul style="list-style-type: none"><li>h. Parent Center</li><li>i. Media Area/Center</li><li>4. Identify separate locations for triage and crisis counseling for students, staff and parents/guardians.</li><li>5. Follow reunification procedures in Safe School Plan, Volume 2. Establish procedures for communication (face-to-face or by phone) with the parents/guardians of students who may have been exposed to, witnessed, or were interviewed by law enforcement regarding the incident.</li><li>6. Limit exposure to trauma by routing individuals away from crime scenes, managing media, and monitoring adult conversations.</li><li>7. Plan accommodations for students and/or staff who have access or functional needs (e.g., limited mobility, language, cognition or emotional challenges).</li></ul>
<b>Psychological Triage/Crisis Counseling</b>	<p>Psychological triage is the process of assessing and prioritizing immediate needs, in addition to determining appropriate interventions for students, staff or parents/guardians based on the severity of their condition after a crisis has occurred.</p> <ul style="list-style-type: none"><li>1. Triage students, staff and other school community members to determine counseling needs.</li><li>2. Determine individual needs, based on physical and emotional proximity to the event, previous trauma/loss, or current coping skills.</li><li>3. Provide individual and group crisis counseling services, including Psychological First Aid, classroom interventions, and staff presentations.</li><li>4. Refer to District and/or community based resources, as needed. Use Attachment K, Parent Authorization for Release/Exchange of Information, as needed.</li><li>5. Document students receiving crisis counseling services to ensure appropriate follow-up (see Attachment L, Crisis Management Spreadsheet draft sample; for an electronic version go to <a href="http://ccis.lausd.net">http://ccis.lausd.net</a> under Crisis Response).</li></ul>
<b>Incident Debriefing</b>	<p>In the aftermath of crisis response, ICS/school site crisis teams should discuss critical components of response. Incident debriefing provides opportunities for learning and improving practice. Additionally, debriefs help mitigate compassion fatigue by allowing crisis team members to</p>



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## POLICY BULLETIN

	<p>process the incident and its impact on them as responders, as well as the school community. During incident debriefing, the following actions should be considered:</p> <ol style="list-style-type: none"><li>1. Review actions of the day.</li><li>2. Review the status of students and identify those who may need follow-up or additional services.</li><li>3. Identify effective components of crisis response and areas for improvement.</li><li>4. Plan for follow-up actions – next day/week/month.</li><li>5. Develop prevention/mitigation strategies for future incidents, including staff development/training.</li></ol>
<b>Documentation</b>	<ol style="list-style-type: none"><li>1. Document the incident in iSTAR as soon as practical. Update actions taken, as necessary.</li><li>2. Documentation files, including sign-in sheets, referral forms, student counseling forms and logs, should be maintained by the administrator/designee in a confidential location.</li></ol>
<b>Important Considerations</b>	<p>The following are important action items for consideration:</p> <ol style="list-style-type: none"><li>1. <u>Social Networking</u> Students, staff, parents/guardians and other community members often share information and feelings on social media sites. Such postings may not be accurate or appropriate. Considerations in regards to social networking include:<ol style="list-style-type: none"><li>a. Encourage parents/guardians to monitor Internet postings regarding the crisis.</li><li>b. Encourage students to limit their time on social media during the crisis. Social networking sites may contain graphic images of an incident that can distress rather than comfort students.</li><li>c. Social networking sites may contain rumors, inaccurate information and inflammatory comments. Such messages may need to be addressed. In some situations, postings may warrant notification to parents and/or law enforcement (see BUL-5688.0 <i>Social Media Policy for Employees and Associated Persons</i>, February 1, 2012).</li></ol></li><li>2. <u>School Events</u> It is important to acknowledge that as the school community continues to heal, some students may experience a resurgence of grief during significant</li></ol>



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

	<p>events, such as prom, graduation, birthdays or the anniversary of the incident. Such events may require planning for additional considerations and resources.</p> <p>3. <u>The Deceased Student's Classrooms and Work</u> When a student dies, there are many places and spaces that hold memories, such as the empty chair that the student used or the student's work posted on classroom walls and hallways. Removing these items too quickly might trigger feelings such as anger, confusion or sadness among the students and staff. Some considerations in the aftermath of the death of a student are:</p> <ol style="list-style-type: none"><li>On the first school day following the death, an administrator/designee and mental health crisis team member should check in with each class in which the student was enrolled.</li><li>Replacing or moving the deceased student's seating should not be done hastily. Consider doing so after the services for the student, or at an agreed upon time with other teachers and/or students.</li><li>Removing student work from the walls should be done when all the work is being replaced. Consider offering the work to the family.</li></ol> <p>4. <u>Memorialization</u> In the event of a crisis related to a death, it is not uncommon for students/community members to initiate a memorial at or near the school site. The administrator/designee should offer guidelines for a meaningful, safe approach to acknowledge the loss. Schools should strive to treat all deaths that impact the school community in the same way. Memorials or dedications for an individual who has died should not glamorize or romanticize either the individual or the death. For a detailed description of considerations for memorials, see Attachment D, Communication with Staff, Students, Parents/Guardians.</p> <p>5. <u>Fundraising</u> It is best practice for fundraising to occur off campus and not be associated with District or school officials. Any fundraising activities must comply with District policy (Board Rules 1251, 1255, 1288, and 2525; <a href="#">BUL-1633 dated March 29, 2005</a>). The family of the</p>
--	---



	deceased may choose to initiate a private fundraising activity, such as an online fundraising account.
--	--

C. Recovery

Recovery planning begins at the preparedness phase of crisis response. The effectiveness of recovery efforts depends on pre-planning and developing partnerships with community agencies that can provide follow-up services as needed. Recovery entails planning for the structural, business/fiscal, academic, psychological, and physical needs of the school community. The goal of social-emotional recovery is to promote coping and resiliency for students, staff, and parents/guardians.

The ongoing recovery phase is designed to assist students, staff, and their families in the healing process and to restore educational operations in school. As the initial effects of a crisis subsides, it is important for the school site crisis team to continue to assess the ongoing effects of the crisis and modify the plan accordingly.

There are short-term and long-term recovery activities to consider in the aftermath of a crisis situation. In the short-term (days to weeks), the school may focus on restoring regular school functions and routines as efficiently and promptly as possible. In the long-term (weeks to months), the school may focus on individuals who require more intensive services and on systemic changes to restore the school's safe and healthy learning environment.

1. Short-Term Recovery (Days to Weeks)

The following examples of short-term recovery activities may be considered in the days and weeks after a crisis occurs that impacts the school community:

- a. Monitor impacted students during school and before and after-school programs.
- b. Provide ongoing assessment of needs and follow-up services for students, staff, and parents/guardians.
- c. Designate support staff to follow-up with students in need of a higher level of care.
- d. Designate administrator/supervisor(s) to follow-up with impacted staff in need of a higher level of care.
- e. Monitor memorials following guidelines outlined in Table 1.

2. Long-Term Recovery (Weeks to Months to Years)

The following examples of long-term recovery activities may be considered in the weeks, months, or years after a crisis occurs that impacts the school community:

- a. Indicators of students and staff in need of additional support and/or referral may include the following:



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

- Persons with close connections to the deceased (e.g., siblings, relatives, current and former teachers, close friends).
  - Persons who experienced a recent loss or trauma, have witnessed acts of violence, or have a history of suicide (self or family member).
- b. Students who require a higher level of care may be referred for additional services from clinics/agencies such as School Mental Health Clinics and Wellness Centers, a community mental health provider, or their health care provider. Obtain parent/guardian permission to release and exchange information with a health provider using Attachment K, Parent Authorization for Release/Exchange of Information.
- c. Staff who might be in need of clinical support services may be directed to their District-sponsored medical plan. Employees who are not enrolled in a District-sponsored medical plan, may access clinical support services through the Employee Assistance Program (800) 285-7717.
- d. Monitor the effects of compassion fatigue on District personnel, including crisis responders, teachers, and support staff (e.g., before/after school staff, office staff and other classified staff). Compassion fatigue is the emotional and physical exhaustion, often referred to as stress that results from helping and intervening during a crisis or critical incident. The effects of being a crisis responder accumulate over time and, if not addressed, can negatively impact relationships, empathy, hope and productivity. Factors to consider that may impact an individual's coping and contribute to emotional and physical exhaustion are:
- Responding to crisis situations frequently
  - Physical and emotional proximity to a crisis situation, in addition to assisting and responding to the crisis
  - Recent trauma/loss or other stressors
  - Unhealthy coping skills (e.g., not getting enough sleep, unhealthy eating, alcohol or substance abuse, or social isolation).
- e. Provide staff development on constructive ways to cope with stress and promote self-care. For support with staff development and training, contact LD administration, or School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.
- f. Make considerations for upcoming holidays, anniversaries, birthdays and other significant events that may trigger some students and staff.



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

## V. TIER II: LD CRISIS RESPONSE

If the crisis response required exceeds the capacity of the school site crisis team, the administrator/designee contacts LD Operations administration for support and assistance from the LD crisis response team.

The following are general preparedness, response and recovery protocols for the Operations administrator/designee at the LD to implement during any crisis in a school, at District and school-related activities, and in all areas within the District's jurisdiction.

### A. Preparedness

1. The LD Operations administration establishes a LD crisis team.
  - Each LD determines the leadership and team member assignments for the LD crisis team. LD crisis teams should be multidisciplinary and support school site crisis teams. LD crisis teams may include school support staff such as Student Health and Human Services, School Counseling Services, Psychological Services, and School Police.
  - LD crisis team composition will vary by LD. The LD crisis team roster should be updated whenever there are any changes in staff (see Attachment M, Local District Crisis Team List draft sample; for an electronic version go to <http://ccis.lausd.net> under Crisis Response).
2. Schedule LD crisis team meetings.
  - LD crisis teams should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery.
3. Provide opportunities for crisis team training and staff development
  - Identified LD crisis team members should participate in the Annual District Crisis Team Training held in the fall of the school year.
  - LD crisis team members should organize and implement trainings for school site crisis teams to review protocols and procedures regarding preparedness, response and recovery.
  - For additional assistance and support with trainings, contact School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.

### B. Response

1. The LD responds to requests from school site administrator/designee for additional assistance. In response, the LD Operations administrator should:
  - a. Manage the support offered to school administrators to maintain



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

clear and consistent communication, by designating an LD crisis team member as a “point person” to assist with determining the level of support needed, remain on-site, coordinate the combined school and LD crisis team efforts and report back to the LD.

- b. Dispatch additional LD crisis team member(s), as needed.
  - Consider the following factors when selecting crisis responders:
    - The frequency and number of crisis incidents the crisis team member has responded to within the school year. Maintain awareness of compassion fatigue and burnout of those individuals who respond to crisis situations frequently.
    - Physical and emotional proximity to the event.
    - Recent trauma/loss, or current coping skills being utilized by the individual.
    - Consider language needs of the school and check roster to determine if there are LD crisis team members that can fulfill that request/need.

2. Under the leadership of the LD Operations administration, the LD crisis team member(s) may provide consultation and technical support for any of the functions indicated in Table 1, including:
  - a. Communications to students, staff, and/or parents/guardians.
  - b. Triage and crisis counseling services for students and staff, as needed.
  - c. Assist with any ongoing need for support services, including referring to District and/or community-based resources.
3. The LD crisis team should participate in the incident debriefing with the school site crisis team to assess the effectiveness of interventions provided, the need for follow-up with identified students and/or staff, and any issues requiring support/assistance. Incident debriefing provides opportunities for learning and improving practice. Additionally, debriefing the events of the day contributes to mitigating compassion fatigue by allowing crisis team members to process the incident and its impact on them as responders, as well as the school community.

### C. Recovery

To help restore a safe and healthy learning environment the LD should:

1. Maintain ongoing communication with the school site administrator/designee to monitor, assess and provide support services to students, staff and families.
2. Identify LD and community resources that can facilitate the recovery process.
3. Coordinate staff developments for teachers, school staff, students and parents/guardians, as needed.





# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

## VI. TIER III: DISTRICT OFFICE CRISIS RESPONSE

In the event that a crisis significantly impacts a large number of students and staff, the District crisis response team will offer assistance to the school, at the request of the LD administration. Assistance may include consultation and guidance with crisis response protocols, assistance with communications and memos, support with psychological triage and assessment, and guidance regarding strategies for recovery in the aftermath of the critical incident (see Table 1. Action Plan).

The following are general preparedness, response and recovery protocols for the District office to implement during any crisis in a school, at District and school-related activities, and in all areas within the District's jurisdiction.

### A. Preparedness

1. Establish a District office crisis team.
  - School Mental Health, Crisis Counseling and Intervention Services is responsible for maintaining a list of District support staff who are able to provide crisis response services, as needed. The District office crisis response team should be comprised of multidisciplinary employees from departments such as School Operations, Student Health and Human Services, School Counseling Services, Psychological Services, and School Police.
  - The District office crisis response team roster should be current and accurate.
2. Schedule District office crisis response team meetings.

The District office crisis response team should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery.
3. Organize and Implement the Annual District Crisis Team Training.

School Mental Health, Crisis Counseling and Intervention Services in collaboration with the District office crisis response team, should organize and implement the Annual District Crisis Team training for all LD crisis team members. The training should include a review of protocols and procedures regarding preparedness, response and recovery and any relevant topics.

### B. Response

1. The District office responds to requests from the LD for additional assistance. In response, under the leadership of School Mental Health, Crisis Counseling and Intervention Services:
  - a. A District office crisis team member should be designated as a "point person" to assist with determining the level of support



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

- needed, remain on-site, coordinate the combined school and LD crisis team efforts, and report back to the central office.
      - b. Additional District office crisis team member(s) should be dispatched, as needed.
      - c. A major-incident response team that includes a variety of offices (e.g., Operations, Office of Environmental Health and Safety, Transportation, Food Services, Division of Special Education, and Student Health and Human Services) should be established.
      - d. Access to external resources (e.g., local law enforcement, community agencies, LA County Department of Mental Health, Victim's Assistance) should be coordinated.
  2. The District office crisis team member(s) may provide consultation and technical support for any of the functions indicated in Table 1, including:
    - a. Psychological triage and crisis counseling services for students and staff.
    - b. Assist with any ongoing need for support services, including referring to District or community-based resources.
  3. The District office crisis team should participate in the incident debriefing with the school site crisis team to assess the effectiveness of interventions provided, the need for follow-up with identified students and/or staff, and identify any issues requiring support/assistance.

### C. Recovery

To help restore a safe and healthy learning environment the District office crisis team should:

1. Maintain ongoing communication with the LD/school site administrator to monitor, assess and provide support services to students, staff and families.
2. Identify LD and community resources that can facilitate the recovery process.
3. Coordinate staff developments for teachers, school staff, students and parents/guardians, as needed.
4. Provide consultation to the LD/school site, as needed.

## VII. SUSPECTED CHILD ABUSE

If child abuse is suspected, report the incident to the appropriate child protective services agency following the District's *Child Abuse and Reporting Requirements*, BUL-1347.2.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

### VIII. **CRISIS RESPONSE IN THE AFTERMATH OF A DEATH BY SUICIDE**

For matters related to crisis response in the aftermath of a death by suicide in the school community, also refer to guidelines delineated in BUL-2637.1 Suicide Prevention, Intervention and Postvention in the postvention section, online at <http://suicideprevention.lausd.net>, or contact LD Operations administration. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.

### IX. **THREAT ASSESSMENT AND MANAGEMENT**

For matters related to threat assessment and management, follow guidelines delineated in BUL-5799.0 Threat Assessment and Management (Student-to-Student, Student-to-Adult) or contact LD Operations administration. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.

### X. **CONFIDENTIALITY AND RETALIATION**

All student matters are confidential and may not be shared, except with select individuals on a need-to-know basis. In an emergency situation, non-employees (e.g., local law enforcement, community mental health agencies, Department of Mental Health) may have access to student information if there is an immediate need to protect the health and safety of the student or others or within the confines of the District's reporting procedures and investigative process. Outside of those narrow circumstances, confidential student information shall not be disclosed without appropriate legal authorization. The District will not tolerate retaliation against anyone for filing a complaint or participating in the complaint investigation process.

**AUTHORITY:** This is a policy of the Superintendent of Schools. The following legal authority is applied in this policy:

California Education Code §§32280 et seq. and 49060-49078.

**RELATED  
RESOURCES:**

[\*Child Abuse and Neglect Reporting Procedures, BUL-1347.2\*](#), dated July 1, 2011.

[\*Incident System Tracking Accountability Report, BUL-5269.2\*](#), dated July 10, 2013.

[\*Lockdown and Rapid Relocation Procedures for All Schools, BUL-5469.2\*](#), dated June 26, 2014.

[\*Los Angeles Unified School District Rules of the Board of Education, Board Rules 1251, 1255, 1288, and 2525\*](#), dated September 8, 2014.

[\*Policies Governing School Fund-Raising Activities of PTA, Approved Parent Group/PTO, and Booster Clubs, BUL-1633\*](#), dated March 29, 2005.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

[Safe School Plans Update for 2015-2016, REF-5511.5](#), Revised Annually.

[Social Media Policy for Employees and Associated Persons, BUL-5688.1](#), dated January 29, 2015.

[Suicide Prevention, Intervention and Postvention, BUL-2637.1](#), dated July 16, 2012.  
[Threat Assessment and Management, BUL-5799.0](#), dated July 16, 2012.

**ASSISTANCE:** For assistance and information, please contact any of the following offices:

### **LAUSD RESOURCES**

*School Mental Health, Crisis Counseling and Intervention Services* (213) 241-3841 – for assistance with crisis response and District support, threat assessments, suicide prevention and mental health issues.

*Community Partnerships & Medi-Cal Programs* (213) 241-3872 – for assistance and information regarding partner community based organizations, health providers and resources related to student health and health coverage.

*Division of Special Education* (213) 241-8051 – for assistance with cases involving students with disabilities.

*Education Equity Compliance Office* (213) 241-7682 – for assistance with alleged student discrimination and harassment complaints.

*Employee Assistance Program* (800) 285-7717 – clinical support services for active LAUSD employees who do not have a medical plan through LAUSD.

*Employee Benefits* – clinical support for issues such as stress, depression, family/relationship issues for active LAUSD employees with a medical plan.

- Anthem Blue Cross Customer Service (800) 700-3739
- Health Net (888) 426-0030
- Kaiser Permanente (800) 954-8000

*Food Services Division* (213) 241-6419 or 6422 – for assistance with food services for students.

*Human Relations, Diversity and Equity* (213) 241-5337 – for assistance with issues of bullying, conflict resolution, and diversity trainings.

*Los Angeles School Police Department* (213) 625-6631 – for assistance with any law enforcement matters.

*District Nursing Services* (213) 202-7580 – for assistance with cases involving student/staff health issues.

*Office of Communications* (213) 241-6766 – for assistance with media and communications issues.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

*Office of Emergency Services* (213) 241-3889 – for assistance with emergency/disaster planning, protocols and supplies.

*Office of Environmental Health and Safety* (213) 241-3199 – for assistance with a school environment that is health-protective and conducive to learning.

*Office of General Counsel* (213) 241-7600 – for assistance/consultation regarding legal issues.

*Pupil Services* (213) 241-3844 – for assistance with cases involving child welfare and attendance.

*School Operations Division* (213) 241-5337 – for assistance with school operations and procedures concerning students and employees.

*Student Discipline, Expulsion and Support Unit* (213) 202-7555 – for assistance and guidance regarding District student discipline.

*Translation Unit* (213) 241-0107 – for assistance with language and translation services.

*Transportation Services Division* (800) 522-8737 – for assistance with transportation services.

### **NON-LAUSD RESOURCES**

*Los Angeles County Department of Mental Health ACCESS* (800) 854-7771 – collaborates with Crisis Counseling and Intervention Services for the administration and coordination of all mental health and law enforcement mobile response services in the event of a critical incident, including Psychiatric Mobile Response Teams (PMRT) and School Threat Assessment Response Teams (START). These teams respond to schools, offices, and homes.

*Mental Evaluation Unit (MEU), including Staff Management Advisory and Response Team (SMART)* (213) 996-1300 or 1334 – for law enforcement and mental health response, when an individual is a flight risk, violent, or high risk for harm to self or others.

*Suicide Prevention Crisis Line* (877) 727-4747 – a 24 hour crisis line for individuals who are contemplating, threatening, or attempting suicide, including their family and friends.

*Valley Coordinated Children's Services* (818) 708-4500 – a county funded resource to provide crisis intervention, assessment, short term stabilization and treatment, and evaluation and referral for psychiatric mobile response team. This agency serves children ages 3 - 17 years old in the San Fernando Valley.



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

## ONLINE RESOURCES

Several websites are presently available to help schools and school staff, providing resources for further help and guidance in response to crisis incidents, including acts of terrorism and natural disasters. These online resources include, but are not limited to, the following:

- Crisis Counseling and Intervention Services - for templates, letters, Blackboard Connect, etc., crisis response forms  
<http://ccis.lausd.net>
- STEPS 212 *What to Do When a Student is in Crisis*; Learning Zone online training.  
<https://lz.lausd.net/lz/index.jsp>
- LAUSD Staff/Responder Emergency Plan mobile application  
<http://achieve.lausd.net/emergencyapps>
- U.S. Department of Education, Office of Safe and Healthy Students offers tips for educators and crisis responders on both topics of terrorism and natural disasters.  
[www.ed.gov](http://www.ed.gov)
- American Red Cross; publications tab, Community Disaster Education materials
  - “Terrorism: Preparing for the Unexpected”
  - “Helping Young Children Cope with Trauma”
  - Facing Fear curriculum[www.redcross.org](http://www.redcross.org)
- Center for Mental Health Services, Substance Abuse and Mental Health Services Administration  
[www.samhsa.gov](http://www.samhsa.gov)
- U.S. Department of Homeland Security; educating the public on citizen preparedness in case of a national emergency  
[www.ready.gov](http://www.ready.gov)
- National Child Traumatic Stress Network  
[www.nctsnet.org](http://www.nctsnet.org)
- National Association of School Psychologists  
[www.nasp.org](http://www.nasp.org)
- American Academy of Child & Adolescent Psychiatry
  - “Helping Families and Children Cope with this National Tragedy”
  - “Helping Children After a Disaster”[www.aacap.org/publications/factsfam/disaster.htm](http://www.aacap.org/publications/factsfam/disaster.htm)



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

---

<b>BULLETIN INDEX:</b>	I. Definitions	Page 1
	II. Responsibilities of District Employees	Page 2
	III. Multi-Tiered Crisis Response Team Model	Page 3
	IV. Tier I: School Site Crisis Response	Page 3
	V. Tier II: LD Crisis Response	Page 14
	VI. Tier III: Central Office Crisis Response	Page 16
	VII. Suspected Child Abuse	Page 17
	VIII. Crisis Response in the Aftermath of a Death by Suicide	Page 18
	IX. Threat Assessment and Management	Page 18
	X. Confidentiality and Retaliation	Page 18
	Authority	Page 18
	Related Resources	Page 19
	Assistance	Page 22
	Bulletin Index	
	Attachment A – <i>Multi-tiered Crisis Response Flow Chart</i>	
	Attachment B – <i>School Site Crisis Team Chart (sample)</i>	
	Attachment C – <i>School Site Crisis Response Action Plan Checklist</i>	
	Attachment D – <i>Communication with Staff, Students, Parents/Guardians</i>	
	Attachment E – <i>Collaboration with Law Enforcement When a School Becomes a Crime Scene or Closed Area</i>	
	Attachment F – <i>Collaboration with Office of Communications</i>	
	Attachment G – <i>Crisis Counseling Referral Form</i>	
	Attachment H – <i>Student Sign-In Sheet</i>	
Attachment I – <i>Confidential Crisis Counseling Log</i>		
Attachment J – <i>Crisis Team Members/Responders Sign-In Sheet</i>		
Attachment K – <i>Parent Authorization for Release/Exchange of Information</i>		
Attachment L – <i>Crisis Management Spreadsheet Template (excel spreadsheet template on <a href="http://ccis.lausd.net">http://ccis.lausd.net</a>, under Crisis Response)</i>		
Attachment M – <i>Local District Crisis Team List Template(excel spreadsheet template on <a href="http://ccis.lausd.net">http://ccis.lausd.net</a>, under Crisis Response)</i>		





LOS ANGELES UNIFIED SCHOOL DISTRICT  
STUDENT HEALTH AND HUMAN SERVICES  
SCHOOL MENTAL HEALTH

ATTACHMENT A

**CRISIS COUNSELING & INTERVENTION SERVICES**

**MULTI-TIERED CRISIS RESPONSE FLOW CHART**

**Tier I:  
School Site  
Crisis  
Response**

- School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services.
- The school site crisis team determines if there is a need for additional assistance from the local district crisis team. The school site crisis team may be activated as part of the Incident Command System (ICS) Team or may be activated as a stand-alone team.

**Tier II:  
Local District  
Crisis  
Response**

- The school site administrator/designee contacts the LD Operations administration for support and assistance if the crisis response required is beyond the scope of what the school site crisis team can provide.
- Assistance from the LD crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

**Tier III:  
District  
Office Crisis  
Response**

- In collaboration with the LD Operations administration, the school site administrator/designee determines if there is a need for support from the District crisis response team.
- Assistance from the central office crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.



LOS ANGELES UNIFIED SCHOOL DISTRICT  
 STUDENT HEALTH AND HUMAN SERVICES  
 SCHOOL MENTAL HEALTH

ATTACHMENT B

**CRISIS COUNSELING & INTERVENTION SERVICES**

**SCHOOL SITE CRISIS TEAM CHART**

This chart should be completed using the online Safe School Plan Creator by the deadline, as indicated in REF-5511.0 Safe School Plans Update, Revised Annually. "Backup" staff should be identified for each team member in the event of an absence. A copy should be provided to team members, along with a revision of roles and responsibilities.

POSITION	ROLES & RESPONSIBILITIES	PRIMARY NAME	BACKUP NAME
<b>Incident Commander*</b> (Principal or designee)	Takes charge of crisis incident, verifies facts, contacts ESC, and coordinates all crisis response & intervention services.		
<b>Crisis Team Leader*</b>	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.		
<b>Public Information Officer (PIO)*</b> (Administrator and/or designees)	In charge of communications. Prepares scripts for in-coming calls, Blackboard Connect messages, memos & letters to parents & staff. Identifies locations for media and provides updates.		
<b>Psychological First Aid</b> (Psychiatric Social Workers, PSA Counselors, School Psychologists, Academic Counselors)	Provides triage and crisis counseling for students, staff, & parents, as needed. Encourages students to return and remain at school.		
<b>First Aid/Medical</b> (School Nurse and assistants)	Triage and handles medical emergencies.		
<b>Security</b> (Los Angeles School Police resident or patrol officer, School Safety Officer, Campus Aid, or other staff)	Secures campus and crime scene. Identifies witnesses for police interviews. Secures entrance, requires IDs and determines who enters.		
<b>Plant Manager</b> (Plant Manager & Custodial staff)	Secures school site.		
<b>Reunion Gate</b> (assign administrator/designee)	Organizes and inform parents of reunification procedures.		
<b>Logistics</b> (may include cafeteria manager, food services staff, & other staff)	Adjusts schedules and menus, as necessary.		
<b>Communications</b> (Administrator/Designee, School Secretary or clerical staff)	Monitors phone calls, utilizes scripted message for incoming phone calls & receives calls from district personnel.		

**\*The designated Crisis Team Leader and PIO should maintain ongoing communication and collaboration with the Incident Commander throughout the crisis response.**



LOS ANGELES UNIFIED SCHOOL DISTRICT  
STUDENT HEALTH AND HUMAN SERVICES  
SCHOOL MENTAL HEALTH

ATTACHMENT C

**CRISIS COUNSELING & INTERVENTION SERVICES**

**SCHOOL SITE CRISIS RESPONSE ACTION PLAN CHECKLIST**

The following is a summary checklist of general procedures for the administrator/designee to respond to a crisis situation at the school site, at District and school-related activities and in all areas within the District's jurisdiction. The urgency of the situation will dictate the order in which the subsequent steps are followed.

**For a complete description of each procedure, refer directly to the Bulletin 5800.0, Section IV. Tier I: School Site Crisis Response, Part B. Response.**

1.  **SECURE CAMPUS/OFFICE SAFETY** (This may include calling law enforcement, securing the site, or consulting with LD Administration or Crisis Counseling and Intervention Services (213) 241-3841.)
2.  **DETERMINE THE FACTS**
3.  **NOTIFY** (LD Administration, Co-Located Schools, other offices, document on iSTAR)
4.  **ASSESS** (School Site Crisis Team meets to assess the impact and severity of the incident and determine the level of crisis response needed. The assessment of the situation will drive the response and recovery.)
5.  **DEVELOP ACTION PLAN** (see Table 1 in BUL-5800.0 for detailed descriptions of each checklist item)
  - COMMUNICATION**

For a detailed checklist of communication protocols to consider see:

    - Attachment D, Communication with Staff, Students, Parents/Guardians.
    - Attachment E, Collaborating with Law Enforcement
    - Attachment F, Collaborating with Office of Communications
  - LOGISTICS/OPERATIONS**
    - Determine the number of crisis responders needed.
    - Assess operational functions of the impacted school and implement temporary changes, as needed, such as bell schedule, transportation, food services, substitutes, safety, etc.
    - Determine locations of crisis response activities, as needed, and establish procedures.
    - Identify separate locations for triage and crisis counseling.
    - Follow reunification procedures.
    - Limit student/staff exposure to trauma, injury and/or death, including crime scenes, media and conversations.

- Identify students and/or staff who may have special needs.
- TRIAGE/CRISIS COUNSELING**
  - Triage students, staff and other school community members.
  - Determine individual needs.
  - Provide individual and group crisis counseling services.
  - Make referrals to District and/or community based resources, as needed.
  - Document students receiving crisis counseling services to ensure appropriate follow-up, as needed.
- INCIDENT DEBRIEFING**
  - Review actions of the day.
  - Review the status of students.
  - Identify effective components, areas of improvement, and need for training in crisis response.
  - Plan for follow-up actions, as needed.
  - Develop prevention/mitigation strategies for future incidents.
- IMPORTANT CONSIDERATIONS**
  - Social Networking
  - School Culture and Events
  - The Deceased Student's Classrooms and Work
  - Memorialization
  - Fundraising



## CRISIS COUNSELING & INTERVENTION SERVICES

### COMMUNICATION

#### With Staff, Students, Parents/Guardians

In accordance with the SSP Volume 2, the school site incident commander (usually the principal or designee) takes charge of the crisis incident, verifies facts, notifies other offices, and coordinates crisis response services. The school site incident commander collaborates with LD administration to prepare communications for parents, LD and central office. The public information officer (PIO) provides feedback and edits regarding communications, prepares public statements and manages media requests.

- Contact Family to Offer Support and to Obtain Consent**  
Identify a staff member to serve as the liaison/point of contact for the family. This person should be an administrator/designee or a trained crisis team member. Limiting the number of people who contact the family helps guard against further exacerbating an already stressful situation for the family. The liaison should contact family members of the crisis victim(s) to gather/confirm information and obtain consent regarding what information may be shared, as well as identify needs for support and resources. If the victim is a minor, ensure contact with the parent/guardian.
- Remove the Name of the Deceased Student from the School's Call Out System**  
If an incident involves the death of a student, be sure to remove the name of the deceased student from the school's call out system, including Blackboard Connect and attendance checks, to prevent family members from receiving a call.
- Know the Facts**  
Clarify facts and determine what information is to be shared with students, parents/community, staff, media and social media. Refer to Section X. Confidentiality regarding information sharing.
- Collaborate with Law Enforcement**  
When the incident involves a crime or an ongoing investigation, it is crucial to maintain communication with LASPD (213) 625-6631 and other local law enforcement. Obtain guidance from local law enforcement regarding how to proceed so as not to interfere with a criminal investigation. (See Attachment E, Collaboration with Law Enforcement When a School Becomes a Crime Scene or Closed Area.)
- Share Information**  
Determine how information will be shared (e.g., staff meetings, parent meetings, letters, Blackboard Connect, classroom discussions).

- Develop a Script**  
Collaborate with the LD administration to develop and disseminate scripts for teachers, staff memos, parent/guardian letters, and Blackboard Connect messages. For samples and templates of scripts, visit <http://ccis.lausd.net>.
- Collaborate with Office of Communications**  
When an incident receives or might receive the attention of news media, the administrator/designee or identified Communications/Media person should contact the Office of Communications (213) 241-6766 for assistance. (See Attachment F, Collaboration with Office of Communications.)

### **Talking to Staff in Preparation for Addressing Students**

Depending on the crisis and the level of media attention it receives, some or many staff might have information about what occurred from television reports. It is important to remember that news media may present incorrect or inaccurate information about an event. Therefore, providing for an opportunity to inform staff of the facts is important. It is important to include as many of your staff as possible, as they can assist with rumor control and with referring student who they find might be in need of support. This includes: teachers, teacher's assistants, support staff, classified staff, before/after school staff, and parent volunteers.

During the staff meeting, the following are some important considerations:

- Share the Facts and Control Rumors**  
Ensure everyone has the same information and knows how to proceed throughout the day in the event that students and/or staff need extra support.
- Educate Staff about Psychological First Aid: Listen, Protect, Connect, Model and Teach**  
Provide staff with an overview of the 5 components of Psychological First Aid (contact your Local District or Central Office Crisis Team at (213) 241-3841, for support). These are strategies staff can use in the classroom with their students.
- Script for Teachers**  
Provide teachers with the script to read to students and other ideas for addressing the classroom. The script should provide age appropriate facts regarding the incident is a general one, although we understand that for the younger students, you may choose to do things differently and change the language to something more age appropriate.
- Students Do Best in the Classroom**  
Relay the message to teachers that students do best in their classrooms and with their peers. Encourage them to spend some time talking with students or allowing students to process the news they heard. Sometimes this can also be done with writing or making cards for the family.

**Develop a Referral Process**

Share the guidelines for referring students for crisis counseling with teachers. It is good practice and most helpful with teachers complete a referral form (Attachment E) for students to be summonsed, rather than send groups of students to one location, which might overwhelm the crisis responders on site, especially if there are only a few. This allows crisis responders to manage the flow of students coming in so each one can be addressed appropriately. It is important to manage these lists as well (go to [ccis.lausd.net](http://ccis.lausd.net), under Crisis Response, for a template Crisis Management Excel spreadsheet.). Students referred multiple times by various teachers may be an indication of needing more support.

**Sharing with Students in the Classroom**

Often, when we have to share difficult news with a classroom of students, we may need help with what to say. The script serves various purposes, gives a consistent message for all students to hear, but also provides support for those who may have more difficulty sharing something that is already hard to share. If the classroom teacher expresses concern or anticipates having difficulty discussing the crisis, assistance should be provided (i.e. an administrator/designee and a crisis responder may assist the teacher when the information is being shared, in addition to engaging students in conversation).

When engaging students in the classroom and sharing the information about the crisis, the following are some important considerations:

**Read the Script**

Request that staff read the statement during first period or a previously determined time is important so all students hear the same message at about the same time. This avoids confusion and rumors during recess if some have heard and others have not.

**Help Support Students in the Classroom**

After reading the script, teachers may want to help students process the information. For younger students, talking about feelings might be helpful, such as “When someone dies, people can feel lots of different things. Some people feel sad, while others feel confused. What are some feelings you might be having right now?” or “What are some other feelings people might feel?” For older students, giving them an opportunity to dialogue and/or write/draw cards/letters is often helpful.

**Visit Specific Classrooms, as needed**

If the crisis involves the death of a student(s), make a plan to visit each classroom of that deceased student(s) and check in with those classrooms. This should be done by an administrator and mental health/crisis response team members.

**Refer Student(s)**

The Crisis Counseling Referral Form for Teachers could be attached to this script so that if students are having a difficult time in class, they can be referred to the room you have identified for crisis counseling for students.



### **The Triage/Crisis Counseling Room**

This is the room students who are referred will go to. If this is kept open for nutrition and lunch, there might be students who come in and just want to hang out with their peers or make cards. Supplies recommended for the counseling room:

- Tissue
- Pens, pencils, markers
- Butcher paper
- Blank paper
- Summons/pass to go back to class
- Bell schedule (especially if you have outside support)
- School Map, with room numbers
- Access to someone with student schedule in case we can't get to a student during a particular period
- Counseling logs, sign in sheets

### **Counseling for Staff**

Although staff, like high school students, also tend to self-regulate with their peers, it is good to give them the option of a place to go, with a designated person to offer them support. Having a couple of substitute teachers on standby is a great idea in the event that teachers are having a difficult time and need to step out. It is ok for teachers to express emotion and let students know they feel sad. This is good modelling and gives students permission to feel what they need to feel. However, if the emotions are uncontrollable and impacts their ability to manage the classroom and continue with their duties, they should step out temporarily so they can regain their balance.

### **Sharing with Parents/Guardians**

Depending on the crisis incident and the level of media attention it receives, you might expect an influx of parents/guardians at your school site the following day. Once consent has been received to share the information with the school community, limited facts may be shared with parents/guardians via, Blackboard Connect, in a letter, or in a parent/guardian meeting. During the parent meeting it is important reassure them that the school will continue its routine and will have crisis counselors on-site to assist those who need support. If there is an on-going investigation, it is important seek out the guidance and support of the Los Angeles School Police Department during these meeting.

### **Important Considerations**

The following are important action items for consideration:

#### **1. Social Networking**

Students, staff, parents/guardians and other community members may often turn to social networking sites as a way to communicate information about the crisis; this information may be accurate or

rumored. Many also use social networking as an opportunity to express their thoughts and/or feelings, positive and negative, about the crisis. Some considerations in regard to social networking include:

- a. Encourage parents/guardians to monitor Internet postings regarding the crisis.
- b. Social networking sites may contain rumors, derogatory messages about the crisis, or messages that bully students. Such messages may need to be addressed. In some situations, postings may warrant notification to parents and/or law enforcement (see BUL-5688.1 *Social Media Policy for Employees and Associated Persons*, January 29, 2015).

## 2. School Culture & Events

It is important to acknowledge that the school community may experience a heightened range of emotions, including shock, fear, confusion and a lack of feeling safe, in the aftermath of a crisis as significant events transpire such as culmination, prom or graduation. Depending on the impact, such triggering events may require planning for additional considerations and resources.

## 3. The Deceased Student's Classrooms and Work

It is important to remember that when a student dies, there are many places and spaces that hold memory for students and staff as well. For example, the student will leave an empty chair in each classroom or there might be student work posted inside classroom walls and hallways. Removing or replacing these items too quickly might trigger a variety of feelings in students and staff, such as anger, confusion, and sadness. Some considerations for dealing with the space left by the deceased student are:

- a. Ensure that an administrator/designee and mental health crisis team member visits each class the student had to check in with them on the first day back.
- b. Replacing or moving student seating should be done eventually, but without haste. Perhaps doing so after the services for the student, or at an agreed upon time with other teachers and/or students.
- c. Removing student work from the walls, can be done when all the work is being replaced, being careful to not just remove the one deceased student's work. If there is a memorial set up for the student, perhaps a good time to transition is to make the work available to the family, when presenting them with artifacts from the memorial and/or letters/drawings by students.

## 4. Memorialization

In the event of a crisis related to a death, it is not uncommon for students/community members to initiate a memorial at or near the school site. The administrator/designee should offer guidelines for a meaningful, safe approach to acknowledge the loss. Schools should strive to treat all deaths that impact the school community in the same way. Memorials or dedications for an individual who has died should not glamorize or romanticize either the individual or the death. Some considerations for memorials include:

- a. Memorials created by students (including flowers, cards, pictures, stuffed animals, or other items):
  - i. Such memorials should not be disruptive to the daily school routine. Memorials placed in the hallway or heavily trafficked areas could be disruptive.
  - ii. Designate staff to monitor memorials for content. Inappropriate messages written by students should be removed promptly.

- iii. An established timeframe for the display of memorials should be shared with students and staff, after which any non-perishable and salvageable items should be reviewed for appropriateness and may be offered to the family by the identified school liaison. An example of a timeframe could be to keep the memorial in place until the day of the services or during a natural break in the school's calendar, whichever comes first.
  - iv. Prior to offering memorial items to the family, designate staff to review content for appropriateness.
  - v. It is important to keep in mind that more permanent memorials, such as trees, benches, or wall plaques, may create expectations among staff and students for any future deaths that might impact the school community.
- b. Memorial services or vigils:
- i. The focus of the school should be to maintain a regular schedule, structure and routine as much as possible given the circumstances, which will benefit the entire student body and staff.
  - ii. It is not recommended that a memorial service or vigil be held at the school site, as this would disrupt the regular schedule of a school. Additionally, a service or vigil at the school may inadvertently connect that individual's death to the school and a space or area of a school, serving as a reminder to students and staff when regular activities are resumed.

## 5. Fundraising

It is best practice for fundraising to occur off campus and not be associated with District or school officials. Any fundraising activities must comply with District policy (Board Rules 1251, 1255, 1288, and 2525; BUL-1633 dated March 29, 2005). The family of the deceased may choose to initiate a private fundraising activity, such as an online fundraising account.



CRISIS COUNSELING & INTERVENTION SERVICES

**COLLABORATE WITH LAW ENFORCEMENT**

**WHEN A SCHOOL BECOMES A CRIME SCENE OR CLOSED AREA**

**Guidelines from Los Angeles School Police Department**

**(213) 625-6631**

The goals of law enforcement personnel in general are to stop criminal acts, to apprehend suspects, to assist victims, to collect and preserve evidence, and protect life and property. When a criminal act or significant incident or natural disaster occurs or is suspected on a school campus or immediately outside the perimeter of a campus, police may designate all or a portion of the campus as a "crime scene" from which evidence must be sought, gathered and properly stored for further use during an investigation or a legal proceeding; or be designated as a "closed area" for purposes of public safety.

School administrators and staff should not enter a marked or otherwise identified crime scene or closed area or interfere with a police investigation. Likewise, students, parents and community members must not be allowed to enter, interfere with or "contaminate" a crime scene or enter a closed area. **Persons not authorized to be within an identified crime scene or closed area are themselves subject to arrest.**

1. Law enforcement personnel will establish a "crime scene" under various circumstances that present crime scene evidence or there is a necessity to preserve a scene for accurate and uncontaminated investigative documentation. This includes, but is not limited to the following conditions:
  - Murder or suicide.
  - Death due to suspicious circumstances.
  - When the victim of a crime may possibly die.
  - For serious crimes with or without injuries to students, staff or others (crimes including but not limited to vandalism (hate crimes), arson, suspicious packages/possible explosive devices).
  - Accidents of significant proportion, injuries or death.
2. **Only** authorized law enforcement and fire department personnel are allowed inside a designated crime scene area or closed area.
3. The first police officer(s) to arrive on scene will have specific duties to perform to ensure the protection of the crime scene or closed area. If officers seem impatient or abrupt toward staff, it is likely due to their attention to these necessary tasks. Despite the sometimes chaotic nature that characterizes many crises, the police and firefighters must be permitted to do their jobs according to established procedures.
4. *The Incident Commander will identify* who will serve as the liaison with the school's administration.

5. Depending on the size and the nature of the crime scene, or other significant incident creating a closed area, **the *Incident Commander* will determine if and when crisis team members or other support personnel from outside the school can enter the campus** to begin their intervention assessments and follow-up activities. It would thus be useful for school site administrators to identify **in advance** one or two adjacent locations that could be used on a temporary basis by other crisis team and support personnel to check in and establish contact with school site staff until access to the campus is allowed.
6. School administrators may be asked to provide one or more on-campus locations to isolate witnesses for questioning by law enforcement personnel. Keeping witnesses apart helps to preserve the integrity, clarity and objectivity of each person's account.

**\*Note: Death notifications to next-of-kin is the responsibility of law enforcement personnel.**



## CRISIS COUNSELING & INTERVENTION SERVICES

### COLLABORATION WITH OFFICE OF COMMUNICATIONS

#### Guidelines from Office of Communications

**(213) 241-6766**

News media reporters, photographers and camera crews may come to your campus as allowed by state law to gather information for use as “news.” Media persons with legitimate press passes may be on school property with the principal’s (or designee’s) permission if they have checked in with the school office, stated the purpose of their visit and agree to comply with reasonable “ground rules” set by the school. This typically results in reporters conducting interviews and gathering news from the sidewalk, rather than from activity on school property. The District continues to adhere to this rule, and reporters, especially those who have previously covered crises at LAUSD schools, understand these guidelines. **School or law enforcement authorities can establish different ground rules in the aftermath of a crisis than might be in place for a reporter’s visit on a more routine story.**

The media can be a quick and effective tool providing post-crisis, emergency information to parents and the community. Whenever possible, the District strives to be first with informing parents and the public about a crisis at an LAUSD school. As a result, the District must move quickly to confirm details through the Office of Communications, which will help with preparing information for release.

#### Advance Preparation

- Designate the most appropriate spokesperson for the school (principal or a designee). Depending on the level of the crisis, the spokesperson can also be the chief of school police and/or the director of communications. A Spanish-speaking spokesperson should also be available.
- Identify a room or an area on campus (or an alternate location adjacent to the campus) as a place where news media can be briefed. Anticipate a large media presence after a serious incident and pre-select your briefing area(s) accordingly.

#### When a Crisis Occurs

- After requesting appropriate assistance from 911, the School Police Department or the Local District office, **contact the Office of Communications, (213) 241-6766**, as soon as possible. Provide enough information to enable that office to be in contact with the media and thus lessen the communications burden on the school. A communications officer may be assigned to your school to assist with media relations activities.
- Write a brief fact sheet that can be used by persons answering the phone in the school office when parents or news media call in the hours immediately following an incident. The fact sheet can serve to confirm known facts (i.e., “Yes, we did have an explosion in one of our science labs. Two students were injured and have been taken to the hospital.”), and use follow-up phrases such as: “We’re still checking the facts to find out exactly what happened...The police are still investigating...Children are now back in their classes with their teachers...Everyone followed the evacuation plan that we have practiced...School will be dismissed today at \_\_\_\_\_ instead of the usual time...Parents with proper I.D. can pick their

children up at the Reunion gate on the \_\_\_\_\_ side of the campus starting at 1 p.m....We will send a letter home to all parents...," etc.

- Media should be referred to the designated media liaison or the Office of Communications.
- Before group media briefings or talking with a reporter, employees should work with the Office of Communications to coordinate interviews. Some tips for preparing a response include:
  - Write some basic chronological notes about the incident to use as your statement of what happened.
  - Make your statement before taking questions.
  - Refer to your notes, if necessary, when speaking to reporters or answering questions.
  - Avoid implications of “blame” or “responsibility” for an incident before the matter has been fully investigated.
  - Be mindful about the type of information about students or staff that can be provided to media and what, by law, must remain confidential.

### Post Crisis

- Students and parents should be asked to refer media questions to the principal.
- If a reporter wants to interview students on campus, the administrator (or media liaison) should select students, however students have the right to decline speaking to the media.
- The liaison or another staff person should be present and should halt the interview if questions to students become inappropriate.
- On-campus interviews with elementary level students after a traumatic incident are not recommended (a parent who is on campus that day may be willing to permit an interview).
- **Students waiting to give witness statements to police or school staff should not be permitted to speak with reporters first.**
- Media cannot enter classrooms to speak with students without specific permission from the principal. Any interviews with or statements given by faculty members should be voluntary and not conducted during class time.
- Keep the Office of Communications staff (or the communications officer assigned to your school that day) informed of new developments.
- **Students waiting to give first hand witness statements are under police authority and should be isolated until released by law enforcement officials.**





LOS ANGELES UNIFIED SCHOOL DISTRICT  
OFFICE OF COMMUNICATIONS

PUBLIC INFORMATION RELEASE

This is a form to guide you in preparation for a public information release.

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Note: If this is used as a script, read only those items checked. Make no other comments.

(Check off, fill in, and cross off as appropriate)

- The (students/employees) [(are being) or (have been)] accounted for.
- No further information is available at this time.
- Emergency medical services [(are here) or (are on the way) or (are not available to us)]
- Police [(are here) or (are on the way) or (are not available to us)].
- Fire Dept./Paramedics [(are here) or (are on the way) or (are not available to us)]
- \_\_\_\_\_ [(are here) or (are on the way) or (are not available to us)].

- Communication center(s) for parents (is/are) being set up at: \_\_\_\_\_
- \_\_\_\_\_ to answer questions about individual employees.

- Injuries have been reported at \_\_\_\_\_ and are being treated at
- the site by (staff/professional medical responders). (#) \_\_\_\_\_ reported injured.

- Students have been taken to a safe area, \_\_\_\_\_, and are with [(classroom
- teachers/staff) or (\_\_\_\_\_)]

- Students have been taken to the local emergency room for treatment of serious injury.

Parents of injured students should go to the emergency room at \_\_\_\_\_

- Structural damage has been reported at the following sites: \_\_\_\_\_

Release restrictions:  No  Yes If yes, what? \_\_\_\_\_

Released to the public as Public Information Release # \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**For further assistance, please contact the LAUSD's Office of Communications (213) 241-6766.**



LOS ANGELES UNIFIED SCHOOL DISTRICT  
STUDENT HEALTH AND HUMAN SERVICES  
SCHOOL MENTAL HEALTH  
CRISIS COUNSELING & INTERVENTION SERVICES

**CRISIS COUNSELING REFERRAL FORM**

After a critical incident, some students may need extra support and crisis counseling services. To maintain order, crisis counselors will summons students from this list.

Complete the form below and provide as much information as possible in the Comments section, such as:

- They have witnessed community violence involving a death or serious injury
- They had a close relationship to the teacher/staff member
- They have experienced a recent loss of family/friend
- Any other relevant information

Please return this form to \_\_\_\_\_ (designated staff/office).

Thank you for your support and cooperation.

PERSON MAKING THE REFERRAL: \_\_\_\_\_

Room/Office: \_\_\_\_\_ Date: \_\_\_\_\_

Name & DOB (optional)	Grade/ Room #	Comments



LOS ANGELES UNIFIED SCHOOL DISTRICT  
 STUDENT HEALTH AND HUMAN SERVICES  
 SCHOOL MENTAL HEALTH

CRISIS COUNSELING & INTERVENTION SERVICES

**STUDENT SIGN-IN SHEET**

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

PERIOD/ TIME IN	GRADE	STUDENT NAME (PRINT)	BIRTHDATE	SEEN BY (SPECIFY CRISIS COUNSELOR)	TIME OUT



LOS ANGELES UNIFIED SCHOOL DISTRICT  
STUDENT HEALTH AND HUMAN SERVICES  
SCHOOL MENTAL HEALTH

ATTACHMENT I

CRISIS COUNSELING & INTERVENTION SERVICES

**CONFIDENTIAL CRISIS COUNSELING LOG**

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

Crisis Counselor: \_\_\_\_\_ Contact Number: \_\_\_\_\_

STUDENT NAME	DOB	GRADE	REFERRED BY
<b>COMMENTS/REASON SEEN</b>			
NEEDS FOLLOW-UP? (CHECK ONE) <input type="checkbox"/> YES <input type="checkbox"/> NO			

STUDENT NAME	DOB	GRADE	REFERRED BY
<b>COMMENTS/REASON SEEN</b>			
NEEDS FOLLOW-UP? (CHECK ONE) <input type="checkbox"/> YES <input type="checkbox"/> NO			

STUDENT NAME	DOB	GRADE	REFERRED BY
<b>COMMENTS/REASON SEEN</b>			
NEEDS FOLLOW-UP? (CHECK ONE) <input type="checkbox"/> YES <input type="checkbox"/> NO			

STUDENT NAME	DOB	GRADE	REFERRED BY
<b>COMMENTS/REASON SEEN</b>			
NEEDS FOLLOW-UP? (CHECK ONE) <input type="checkbox"/> YES <input type="checkbox"/> NO			

STUDENT NAME	DOB	GRADE	REFERRED BY
<b>COMMENTS/REASON SEEN</b>			
NEEDS FOLLOW-UP? (CHECK ONE) <input type="checkbox"/> YES <input type="checkbox"/> NO			



LOS ANGELES UNIFIED SCHOOL DISTRICT  
STUDENT HEALTH AND HUMAN SERVICES  
SCHOOL MENTAL HEALTH

ATTACHMENT J

CRISIS COUNSELING & INTERVENTION SERVICES

**CRISIS TEAM MEMBERS/RESPONDERS SIGN-IN SHEET**

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

NAME	TITLE	SCHOOL/OFFICE	EMAIL (@lausd.net)	PHONE	LANGUAGES SPOKEN



## Parent Authorization for Release/Exchange of Information

Date: \_\_\_\_\_ To Parent/Guardian(s) of: \_\_\_\_\_

This document authorizes the release/exchange of information relating to my child between the agency personnel listed below and a representative of LAUSD.

The information received shall be reviewed only by appropriate professionals in accordance with the Family Educational Rights and Privacy Act of 1974.

TO: _____ Name / Title	RE: _____ Student Last Name      First Name
_____ Agency, Institution, or Department	Date of Birth: ____ / ____ / ____ Month      Day      Year
_____ Street Address	_____ Street Address
_____ City      State      Zip	_____ City      State      Zip
I hereby give you permission to release/exchange the following information:	
<input type="checkbox"/> Medical/Health <input type="checkbox"/> Speech & Language <input type="checkbox"/> Educational	
<input type="checkbox"/> Psychological/Mental Health <input type="checkbox"/> Other – Specify: _____	
The information will be used to assist in determining the needs of the pupil.	
THIS INFORMATION IS TO BE SENT TO:	
_____ Name	_____ Title/School or Office
_____ Address & Telephone Number	
This authorization shall be valid until _____ unless revoked earlier.	
I request a copy of this authorization: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Signature: _____ Parent/Legal Guardian	Date: _____





LOS ANGELES UNIFIED SCHOOL DISTRICT  
STUDENT HEALTH AND HUMAN SERVICES  
SCHOOL MENTAL HEALTH

ATTACHMENT K

## Autorización de Padres Para Intercambiar Información

Fecha: \_\_\_\_\_ A los Padres/Tutores de: \_\_\_\_\_

Este documento autoriza el intercambio de información sobre su niño/a entre el personal de la agencia indicada y un representante del Distrito Escolar Unificado de Los Ángeles.

La información recibida será revisada únicamente por profesionales apropiados en acuerdo con Los Derechos Educativos Familiares y Acto de Privacidad de 1974.

TO: \_\_\_\_\_ RE: \_\_\_\_\_  
Nombre / Título Apellido del Estudiante Primer Nombre

\_\_\_\_\_ Fecha de Nacimiento: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Agencia, Institución, o Departamento Mes Día Año

\_\_\_\_\_ Dirección Dirección

\_\_\_\_\_ Ciudad Estado Código Postal Ciudad Estado Código Postal

Por la presente doy permiso para divulgar / intercambiar la siguiente información:

Médica/Salud  Hablar y Lenguaje  Educacional  
 Psicológico/Salud Mental  Otra Cosa: \_\_\_\_\_

La información será usada para determinar las necesidades del alumno.

ESTA INFORMACIÓN SERÁ ENVIADA A:

\_\_\_\_\_ Nombre Título/Escuela o Oficina

\_\_\_\_\_ Dirección y Número de Teléfono

Esta autorización será válida hasta \_\_\_\_\_ solo que sea revocada antes.

Yo requiero una copia de esta autorización:  Si  No

Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_  
Padre / Tutor Legal

SAMPLE ONLY: For an electronic version of this Excel spreadsheet, go to <http://ccis.lausd.net>, under the Crisis Response section.

**Name of School**  
**Crisis Response - Student List**

INCIDENT DATE: \_\_\_\_\_

INCIDENT TYPE: \_\_\_\_\_

	DATE REFERRED	GRADE	LAST NAME	FIRST NAME	DOB	SEEN BY	DATE SEEN	F/U (Yes or No)	OTHER NOTES
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

SAMPLE ONLY: For an electronic version of this Excel spreadsheet, go to <http://ccis.lausd.net>, under the Crisis Response section.



LOS ANGELES UNIFIED SCHOOL DISTRICT  
STUDENT HEALTH AND HUMAN SERVICES  
SCHOOL MENTAL HEALTH  
Crisis Counseling & Intervention Services

LOCAL DISTRICT \_\_\_\_\_ CRISIS TEAM LIST

	CRISIS TEAM MEMBER NAME (Last, First)	TITLE	LOCATION/SCHOOL	CONTACT #	LANGUAGE(S)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					