



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

**NUMBER:** BUL-5800.1

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Division of School Operations

**DATE:** July 31, 2023

**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-5800.0 *Crisis Preparedness, Response, and Recovery*, on the same subject issued by the Office of Educational Services, dated October 12, 2015.

The following are major changes included in this bulletin:

- There are two new attachments in this policy:
  - Attachment A – Crisis Preparedness, Response, and Recovery (CPRR) Supplemental Tools List
  - Attachment B – How to Access CPRR Supplemental Tools
- Section II. Acronyms and Definitions specify acronyms used throughout the policy and includes additional terms: *compassion fatigue* and *family liaison*.
- Section IV. Multi-tiered Crisis Response Team Model outlines the progressive response to support a school site in the aftermath of a critical incident.
- Section V. Crisis Response Plan provides guidelines for how to respond to a crisis that occurs in any District site, including schools, offices, or within departments.

**GUIDELINES:** I. **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

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All Employees  
All Locations



of school disruption as well as restore safety and security to the school community to promote attendance, academic achievement, and wellness.

## II. ACRONYMS AND DEFINITIONS

### A. Acronyms

The following acronyms will be used throughout this policy:

<b>ACRONYM</b>	<b>TERMINOLOGY</b>
CPRR	Crisis Preparedness, Response, and Recovery
ICS	Incident Command System
ISSP	Integrated Safe School Plan
iSTAR	Incident System Tracking Accountability Report
LASPD	Los Angeles School Police Department
PSA	Pupil Services and Attendance
PSW	Psychiatric Social Worker
SHHS	Student Health and Human Services

### B. Definitions

Terminology referenced throughout the policy is defined as follows:

#### **Compassion Fatigue**

*Compassion fatigue* is the experience of short-term exhaustion associated with the cumulative physical, emotional, and psychological effects of exposure to crises or traumatic events in the work of helping others.

#### **Crisis**

A *crisis* can be sudden, unexpected, anticipated, or traumatic. It is a critical incident that can disrupt the work/school day, interfering with teaching, learning, attendance, and work, as well as pose a safety threat. Common reactions to a *crisis* may include shock, confusion, and fear. Individual students, staff, families, or other school community members may experience each *crisis* differently. Examples of *crises* that may impact the school community include:

- An accident on or near the school/office grounds
- A violent incident at or near a school or District site
- The death of a student, staff, or one of their family members by suicide or trauma
- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism



### **Family Liaison**

A *family liaison* is an employee identified by the school site administrator to be the point of contact for the family as it relates to a crisis. If the identified person agrees to be the *family liaison*, this voluntary role includes gathering pertinent information about the incident, obtaining consent to share information with stakeholders (e.g., staff, students, parents/ guardians), helping to assess the impact to the family, and identifying/providing linkages or supports needed.

### **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.

### **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 lost a loved one. A crisis or critical incident becomes traumatic when it overwhelms the ability of an individual to cope.

## **III. RESPONSIBILITY FOR POLICY IMPLEMENTATION**

### **A. All Employee Responsibilities**

1. Adhere to the CPRR policy.
2. Respond to crisis incidents.

### **B. School Site Administrator/Designee Responsibilities**

1. Establish a safe, civil and secure school environment.
2. Establish a multidisciplinary School Site Crisis Team, in accordance with the ISSP.
3. Ensure that the CPRR policy and all applicable protocols are implemented.
4. Report incident in iSTAR as appropriate and update as needed.

### **C. Region Administrators and Staff Responsibilities**

1. Work collaboratively to establish a multidisciplinary Region Crisis Team to provide support to schools and offices, as needed.
2. Facilitate crisis response training by SHHS personnel for multidisciplinary School Site Crisis Team members to ensure adherence of the CPRR policy.



D. Central Office Staff

1. Work collaboratively to establish a multidisciplinary Central Office Crisis Team to provide support to District offices, Regions, and schools as needed.
2. Support this policy by assisting schools with consultation, training, and support as needed.
3. Facilitate annual training to multidisciplinary Region Crisis Teams that will enhance supportive services to schools in the aftermath of a crisis.

IV. **MULTI-TIERED CRISIS RESPONSE TEAM MODEL**

There are three tiers of crisis response: school site, Region, and Central Offices. The basic structure of the multidisciplinary support teams on all three tiers should be similar in their composition and incorporate District staff with multidisciplinary experience in various areas of crisis.

In alignment with the multi-tiered crisis response model, when a crisis impacts a school site, the response begins at the school site level under the guidance of the administrator/designee. The scope, severity and impact of an incident may activate the Region office, District office, or a combination thereof. See CPRR Supplemental Tool A1 - Multi-Tiered Crisis Response Flow Chart.

A. Tier I: School Site Crisis Response

Multidisciplinary 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 Region Crisis Team.
- The School Site Crisis Team may be activated as a stand-alone team to provide social-emotional support and recovery to the school community or as part of the ICS Team during an emergency or disaster, depending on the incident.

B. Tier II: Region Crisis Response

The school site administrator/designee contacts Region Operations for support and assistance if the crisis response required is beyond the scope of what the School Site Crisis Team can provide.

- Region Operations designates Region Crisis Team member(s) to assist with determining the level of support needed, remain on-site, coordinate the combined school and Region Crisis Team efforts and report back to the Region.



- Assistance from the Region Crisis Team includes consultation, assistance with communications and memos, providing direct intervention services, and guidance regarding strategies for recovery in the aftermath of the critical incident.

C. Tier III: Central Crisis Response

In collaboration with Region Operations, the school site administrator/designee determines if there is a need for support from the Central Crisis Team if the response required is beyond the scope of what the School Site and Region Crisis Team can provide.

- Assistance from the Central Crisis Team includes consultation, assistance with communications and memos, providing direct intervention services, and guidance regarding strategies for recovery in the aftermath of the critical incident.
- Support from the Central Crisis Team may include response from other District offices/departments (e.g., Office of Environmental Health and Safety, LASPD, Transportation, Food Services, Division of Special Education, and Student Health and Human Services), as well as external agencies (e.g., local law enforcement, community agencies, LA County Department of Mental Health, Victim's Assistance).

V. **CRISIS RESPONSE PLAN**

Crises can impact various areas of the District. They can impact a school, multiple schools, offices and Regions, as well as departments within the District (e.g., Beyond the Bell Branch, Transportation Services Division, Food Services Division, Maintenance and Operations). The following are general preparedness, response, and recovery protocols for the administrator/designee to implement during any crisis in a school, District office, department, at District and school-related activities, and in all areas within the District's jurisdiction.

A. Preparedness

1. **Establish a Multidisciplinary School Site Crisis Team**

- a. School Site Crisis Team members should be comprised of multidisciplinary staff including administrators and out-of-classroom support staff (e.g., School Nurse, School Counselor, Coordinator, School Psychologist, PSA Counselor, PSW, School Administrative Assistant, Plant Manager, Custodian, Cafeteria Manager, Campus Aids, Beyond the Bell staff).
- b. The composition of the School Site Crisis Team will vary by school and must be staffed by District personnel only.



- c. In accordance with [REF-5511 Completing and Updating the Integrated Safe School Plan](#), the School Site Crisis Team Chart should be reviewed and updated online throughout the school year if there are any changes in staff. See CPRR Supplemental Tool A2 – Multidisciplinary School Site Crisis Team Chart.
2. **Establish a Multidisciplinary Region Crisis Team**
  - a. The composition of the Region Crisis Team is determined by Region leadership and will vary by Region. Region Crisis Teams should be multidisciplinary and support School Site Crisis Teams. Crisis team members may include school support staff from various departments such as the Division of School Operations, Division of Instruction, Student Health and Human Services, District Nursing, School Counseling Services, Psychological Services, Beyond the Bell Branch, and LASPD.
  - b. The Region Crisis Team roster should be updated whenever there are any changes in staff. See CPRR Supplemental Tool A3 – Region Crisis Team Roster Template.
3. **Establish a Multidisciplinary Central Crisis Team**
  - a. School Mental Health, Crisis Counseling and Intervention Services is responsible for maintaining a list of Central Crisis support staff who are able to provide crisis response services, as needed. The Central Crisis Team should be comprised of multidisciplinary employees from departments such as the Division of School Operations, Division of Instruction, Student Health and Human Services, District Nursing, School Counseling Services, Psychological Services, Beyond the Bell Branch, and LASPD.
  - b. The Central District office crisis response team roster should be updated, as needed. See CPRR Supplemental Tool A4 – Central Crisis Team Roster Template.
4. **Schedule Regular Multidisciplinary Crisis Team Meetings**

Multidisciplinary crisis teams should meet at least quarterly to review protocols and procedures regarding preparedness, response, and recovery. See CPRR Supplemental Tool B1 – Crisis Team Training and Meeting Schedule for recommendations. Crisis team meetings should:

  - a. Be documented by maintaining agendas and sign-in sheets.
  - b. Provide crisis team members information about their roles and responsibilities.
  - c. Provide opportunities to participate in preparedness activities.



- d. 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 District site.
- e. Address barriers or challenges to providing appropriate and effective crisis response (e.g., accessibility of locations on site, language needs of the school community, bell schedules, co-located sites, extracurricular activities).
- f. Provide/coordinate staff development and training on identified topics (see CPRR Supplemental Tool B1 – Crisis Team Training and Meeting Schedule). For support with staff development and training, contact Region Operations.
- g. Develop strategies to mitigate the long-term impact on student mental health, well-being, and academic achievement by re-engaging students in the learning process.
- h. Identify school and community-based resources.

**5. Provide Opportunities for Training and Professional Development**

- a. School Mental Health, Crisis Counseling and Intervention Services, in collaboration with the Central Crisis Team, should organize and implement the Annual District Crisis Team Training for identified Region Crisis Team members.
- b. Region Crisis Team members should organize and implement trainings for School Site Crisis Teams.
- c. School Site Crisis Team members should implement learning with other school staff to establish crisis preparedness, response, and recovery.

**B. Response**

The following are general procedures for the administrator/designee to respond to crisis situations. Refer to the ISSP for protocols regarding specific types of emergencies. See CPRR Supplemental Tool B2 - Crisis Response Checklist, for an abbreviated version of the response procedures described below.

**1. Ensure Campus/Office Safety**

- a. Call 911 for immediate, emergency life threatening situations.
- b. Call LASPD at (213) 625-6631 or local law enforcement for assistance.
- c. Secure site and implement lockdown, if necessary. ([BUL-5469 Lockdown and Rapid Relocation Procedures for All Schools](#))



## 2. **Identify the Family Liaison(s)**

Limiting the number of people who contact the family helps guard against exacerbating an already stressful situation. The family liaison could be an administrator/designee or other staff member. Consider the following when deciding who the family liaison will be:

- Who is the best person to contact this student/family? Is there a staff member that is more connected and emotionally available to act as a family liaison? (e.g., the initial contact can be made with both the administrator/designee and family liaison)
- Think of the student/family and any circumstances that might be unique to them (e.g., language needs, culture).
- What is the best time to call, given the known circumstances? (e.g., if you are informed that the incident occurred in the middle of the night, choosing to call later in the afternoon or evening might give the family time with their loved ones or time to rest)

## 3. **Determine the Facts**

If the incident involves a student, the family liaison should contact the parent/guardian listed in MiSiS for information. Sometimes the surviving parent/guardian is so impacted, they are unable to provide accurate or coherent information, in which case you may inquire if there is someone in their family they would rather have you connect with for updates or support. Usually, the parent/guardian will refer to another adult in their extended family, such as a grandparent, aunt, or uncle.

If the incident involves a staff person from your District site, the family liaison should reach out to the emergency contact(s) listed on the employee's emergency card. See CPRR Supplemental Tool C6 – Electronic Template Links for Crisis Response for a template to gather staff emergency card information electronically.

Together, with other crisis team members, the identified family liaison should determine the facts of the situation, including obtaining consent to share information from next of kin. Some relevant sources of information may include staff, parents/guardians, and law enforcement.

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





- a. Confirm the incident, including where and when it happened (e.g., *We noticed your child has been absent, are they ok? What happened?*)
- b. If appropriate, offer condolences (e.g., *On behalf of our school community, I would like to extend my condolences to you and your family.*)
- c. Determine who else in the family might be impacted by the incident, including other school-aged children.
  - How were they involved or impacted?
  - What is the condition of those involved?
- d. Explore and offer supportive resources needed.
- e. Obtain parent/family consent to share information with District stakeholders (e.g., staff, students, parents/guardians), including cause of illness or death). See CPRR Supplemental Tool B3 – Communication with Staff, Students, Parents/ Caregivers – for guidance about how to ask for consent to share information. **Note:** The family is not obligated to consent to share information and if they decline to consent, this must be respected.

#### 4. **Activate the Multidisciplinary Crisis Team**

Identify the crisis team members that will support with response at the District site. Monitor the effects of compassion fatigue with the understanding that the effects of being a crisis responder accumulate over time. Factors to consider that may impact an individual's ability to provide support for a specific situation are:

- The frequency and number of crisis incidents that crisis team member has responded to within the school year
- Physical and emotional proximity to the incident, in addition to assisting and responding to the crisis
- Recent trauma, loss, or other stressors
- Engaging in unhealthy coping (e.g., not getting enough sleep, social isolation)

#### 5. **Notify**

- a. Region Operations or site administrator, as soon as practically possible
- b. Administrator/designee of other school sites, co-located schools, or offices, as appropriate
- c. Other offices, as appropriate (e.g., Office of Communications, Staff Relations)
- d. Document the incident in iSTAR and update as needed.



**6. Assess the Crisis Response Need**

The multidisciplinary crisis team meets to assess the impact and severity of the incident and determine the level of crisis response needed. This assessment will guide the response and recovery strategies utilized. Variables to consider when assessing the impact of the crisis include:

- a. Type of incident
- b. Number of students and staff that may be impacted
- c. Emotional proximity to the crisis incident, including the relationship of the involved individual(s) to the school community. The impact to the school or District site may be affected by the degree to which the individual(s) were involved in the school, office, or department.
- d. Physical proximity to the crisis incident
- e. History of other crises at the site or for those involved in the current crisis
- f. Time the crisis incident occurred (e.g., during school hours, after school, weekend, holiday). Depending on the time and nature of the incident, the meeting may necessitate a virtual space (e.g., the team is planning for crisis response after work hours).
- g. School and community resources available

**7. Develop a Response Plan**

Crisis response and interventions should be determined by the impact and severity of the incident. The response plan developed by the crisis team should be documented and managed by the incident commander. The response plan strategies should include:

- a. Communication
  - Contacting parent/guardian or next of kin
  - Notification to staff (e.g., certificated, classified, before/after school staff)
  - Notification to students
  - Notification to parents/guardians
  - Notification and consultation with other relevant offices
- b. Logistics and Operations
  - Referral forms
  - Counseling logs
  - Sign-in sheets
  - Triage locations
- c. Crisis Counseling/Psychological Triage
  - Psychological First Aid
  - Classroom interventions



- Linkages to services
- d. Incident Debriefing
  - Debrief with responding multidisciplinary crisis team members
  - Determine follow-up needed
- e. Documentation
  - iSTAR, update as needed
- f. Important Considerations
  - Social Media
  - School Events
  - Memorialization
  - Fundraising

See CPRR Supplemental Tool B4 – Crisis Response Action Plan for a detailed description of each aforementioned response plan strategy.

C. Recovery

Recovery planning begins at the preparedness phase of crisis response. The effectiveness of recovery efforts depends on pre-planning and the development of 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 schools and offices. As the initial effects of a crisis subsides, it is important for the crisis team to continue to assess the ongoing effects of the incident and modify the plan accordingly.

There are short-term and long-term recovery activities to consider in the aftermath of a crisis. In the short-term (days to weeks), the school/District site may focus on restoring regular school/work functions and routines as efficiently and promptly as possible. In the long-term (weeks to months), the school/District site may focus on individuals who require more intensive services, as well as systemic changes to restore a safe and healthy learning and working 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 that impacts the school community:

- a. Monitor impacted students during school and before/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 CPRR Supplemental Tool B4 – Crisis Response Action Plan.

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

The following should be considered in the weeks, months, or years after a crisis occurs that may impact the school community:

- a. Students and staff may need additional support and/or referrals when they:
  - Have close connections to the deceased (e.g., siblings, relatives, current and former teachers, close friends).
  - Experienced a recent loss or trauma, witnessed acts of violence, or have a history of suicide (self or family member).
- b. Upcoming holidays, anniversaries, birthdays, and other significant events (e.g., graduation, personalized yearbook pages) that may trigger some students and staff.
- c. Students who require a higher level of care may be referred for additional services to 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 CPRR Supplemental Tool D2 - Parent Authorization for Release/Exchange of Information.
- d. Staff who might be in need of mental health support services may be directed to their District-sponsored medical plan or the District's available employee assistance program (EAP). Note: EAP is also available for employees that are not eligible for District-sponsored health care. See CPRR Supplemental Tool D3 – Employee Assistant Program.



- e. Provide professional development on constructive ways to cope with stress and promote staff wellness. For support with trainings, contact Region Operations.

VI. **CONFIDENTIALITY**

All student and personnel matters are confidential and may not be shared, except with those persons who need to know, and only disclose the information necessary to protect the health and safety of the student/others. Personnel who “need to know” shall not disclose student or personnel information without appropriate legal authorization. Information sharing should be within the confines of the District’s reporting procedures and investigative process. The District will not tolerate retaliation against anyone for reporting threatening behaviors and/or cooperating in an investigation.

VII. **SUSPECTED CHILD ABUSE OR NEGLECT**

If the District employee, as a mandated reporter, reasonably suspects child abuse or neglect, report the incident to the appropriate child protective services agency, following [BUL-1347.5 Child Abuse and Neglect Reporting Requirements](#).

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, refer to guidelines delineated in [BUL-2637.5 Suicide Prevention, Intervention, and Postvention \(Students\)](#), or contact Region Operations.

IX. **THREAT ASSESSMENT AND MANAGEMENT**

For matters related to threat assessment and management, follow guidelines delineated in [BUL-5799.2, Threat Assessment and Management \(Student-to-Student, Student-to-Adult, Student-to-School\)](#), or contact Region Operations.

**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.

**ATTACHMENTS:** A. CPRR Supplemental Tools List  
B. How to Access CPRR Supplemental Tools



**RELATED  
RESOURCES:**

[BUL-1347.5, \*Child Abuse and Neglect Reporting Requirements\*](#), March 27, 2023.

[BUL-5269.3, \*Incident System Tracking Accountability Report \(iSTAR\)\*](#), June 20, 2022.

[BUL-5469.3, \*Lockdown and Rapid Relocation Procedures for All Schools\*](#), May 8, 2023

[BUL-5532.1, \*Policy on Co-Locations for District School Facilities' Use Pursuant to Education Code Section 47614 \(Proposition 39\)\*](#), December 4, 2017.

[BUL-2637.5, \*Suicide Prevention, Intervention, and Postvention \(Students\)\*](#), July 3, 2023.

[BUL-5799.2, \*Threat Assessment and Management \(Student-to-Student, Student-to-Adult, Student-to-School\)\*](#), July 3, 2023.

[REF-5511, \*Completing and Updating the Integrated Safe School Plan\*](#), revised annually.

**ASSISTANCE:**

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

For support and consultation, contact the SHHS Student and Family Wellness Hotline at (213) 241-3840 Monday-Friday (8:00 am-4:30 pm).

In case of an emergency, call 911. For law enforcement and/or after-hours response, contact LASPD at (213) 625-6631 or the respective local law enforcement department.

**L.A. UNIFIED RESOURCES**

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

*Division of Special Education* (213) 241-6701– for assistance with cases involving students with disabilities.

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

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



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

**EMERGENCY RESOURCES (NON-L.A. UNIFIED)**

*988 Suicide & Crisis Lifeline* (24/7) – For individuals who are experiencing mental health-related distress or are worried about a loved one who may need crisis support, call or text 988, chat at [988lifeline.org](https://988lifeline.org), or call (800) 273-8255.

*Los Angeles County Department of Mental Health ACCESS 24/7* (800) 854-7771 – Psychiatric Mobile Response Team (PMRT) – access to mental health services in LA County. Services include deployment of crisis evaluation teams, information and referrals, gatekeeping of acute inpatient psychiatric beds, interpreter services and patient transport.

*Los Angeles Police Department Mental Evaluation Unit (MEU), including Systemwide Mental Assessment Response Team (SMART)* (213) 996-1300 – for law enforcement and mental health response, when an individual is a flight risk, violent, or high risk for harm to self or others.

For additional resources and information, including emergency services, crisis lines, and online resources, see CPRR Supplemental Tool D1 – Resource Guide.



**CRISIS PREPAREDNESS, RESPONSE, AND RECOVERY (CPRR)**  
**SUPPLEMENTAL TOOLS LIST**

- CPRR Supplemental Tool A – Crisis Response Charts**
  - CPRR A1 – Multi-tiered Crisis Response Flow Chart
  - CPRR A2 – Multidisciplinary School Site Crisis Team Chart (sample)
  - CPRR A3 – Region Crisis Team Roster Template
  - CPRR A4 – Central Crisis Team Roster Template
  
- CPRR Supplemental Tool B – Crisis Preparedness**
  - CPRR B1 – Crisis Team Training and Meeting Schedule
  - CPRR B2 – Crisis Response Checklist
  - CPRR B3 – Communication with Staff, Students, Parents/Caregivers
  - CPRR B4 – Crisis Response Action Plan
  
- CPRR Supplemental Tool C – Crisis Response**
  - CPRR C1 – Crisis Team Member Sign-In Sheet
  - CPRR C2 – Crisis Counseling Referral Form (for Staff)
  - CPRR C3 – Crisis Counseling Self-Referral Form (for Students)
  - CPRR C4 – Crisis Counseling Referral Form (for Parents/Caregivers)
  - CPRR C5 – Confidential Crisis Counseling Documentation (for Crisis Responders/Team Members)
  - CPRR C6 – Electronic Template Links for Crisis Response
  
- CPRR Supplemental Tool D – Crisis Recovery**
  - CPRR D1 – Resource Guide
  - CPRR D2 – Parent/Guardian Authorization for Release/Exchange
  - CPRR D3 – Employee Assistance Program
  
- CPRR Supplemental Tool E – Handouts and Templates**
  - CPRR E1 – Template Letters, Memos, Blackboard Connect Messages
  - CPRR E2 – Psychological First Aid Handouts
  - CPRR E3 – Grief and Loss Handouts
  - CPRR E4 – Anxiety Prevention Handouts





### **HOW TO ACCESS THE CPRR SUPPLEMENTAL TOOLS**

To access the Supplemental Tools listed above and referenced throughout this policy:

- Join Schoology group, School-Site Crisis Teams. Go to: [lms.lausd.net](https://lms.lausd.net)
- Click Employees. Log in with your single sign-on (SSO).
- On the top bar, click on GROUPS (NOT Course), then click JOIN or MY GROUPS in the top right corner of the page. You will be prompted to enter the access code:

**C45W-76V2-XR5JF**

- After joining GROUPS, click on RESOURCES (on the menu on the left side of the screen, under the Members icon).
  - Click on District Policies and Bulletins
  - Click on BUL-5800 Crisis Preparedness, Response, and Recovery to access all the Supplemental Tools.
  - Materials in the Resources folder will be organized by topic and will be uploaded as they become available.