

Los Angeles Unified School District

Safe School Plan, Volume 3 - Recovery

SECTION 4

Threat Assessment and Management

**A. BUL-5799.0 Threat Assessment & Management
(Student-to-Student, Student-to-Adult),
including attachments**



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Threat Assessment and Management
(Student-to-Student, Student-to-Adult)

NUMBER: BUL-5799.0

ISSUER: Michelle King, Senior Deputy Superintendent
School Operations

Rene Gonzalez, Executive Director
Student Health and Human Services

DATE: July 16, 2012

ROUTING
All Employees
All Locations

POLICY: The Los Angeles Unified School District is committed to providing a safe, civil and secure school environment. In order to fulfill the District's mission, it is essential that all LAUSD students are able to learn in an environment that is safe and free from acts of intimidation, threats of violence or actual violence. No individual shall be subjected to retaliation, reprisal, or disciplinary action for reporting acts pursuant to this policy.

All students, employees and parents are expected to adhere to the **Board of Education's Resolution of Core Values to Keep our Students Safe** (April 8, 2008) which states:

1. The most important responsibility of all District employees is the safety of our students;
2. No person who presents a recognized threat to the physical or emotional health of students will knowingly be allowed to come into contact with children in our care;
3. In balancing the safety of our students against the rights of adults, children always come first.

(see [Attachment I](#), Board Motion/Resolution)

Any student who commits acts of violence or threatening behavior at school or any school related activity may be subject to removal from the premises, subject to disciplinary action and/or subject to criminal penalties. This action may be taken when there is reasonable cause to believe that such person has willfully disrupted the orderly operation of such campus or facility, as defined in Education Code §32210.

This policy encompasses behaviors or actions by students. The policy is applicable to all schools, District and school-related activities and in all areas within the District's jurisdiction.



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MAJOR CHANGES: This Bulletin replaces BUL-1119.1, titled “Organizing for Assessing and Managing Threats,” on the same subject issued by the Office of the Chief Operating Officer, dated December 7, 2005. It provides updated information and clarification of guidelines for Threat Assessment and Management (TAM) procedures at schools.

PURPOSE: The purpose of this bulletin is to outline administrative procedures governing school violence and threats involving students.

BACKGROUND: Violence results in significant human and fiscal costs and disrupts the learning environment. Threat and violence risk assessment and management in the educational setting is recognized as a challenging and dynamic process that calls for responses and interventions from administration, staff, law enforcement and the school community.

GUIDELINES: The following guidelines apply.

I. **DEFINITIONS**

School Violence

School violence falls on a continuum that recognizes severity, frequency, and recency. Violence can be impacted by individual characteristics, environmental stressors, and/or the relationship between involved parties. It is any act of physical, verbal or emotional aggression, and represents a continuum of behaviors that includes threats, violence, harassment, bullying, stalking, vandalism, emotional abuse, intimidation, and other forms of conduct that create anxiety, fear, and a climate of distrust in the educational setting.

Threat

The expression of a willful intent or desire to inflict harm that would likely result in death, bodily injury, physical damage to property, or disruption to institutions or District-sponsored activities. A threat may be direct, indirect, verbal, non-verbal, written, or electronic and may target an individual, a particular group on campus, the entire school, or the community.

Bullying

Any severe or pervasive physical or verbal act or conduct, including electronic communications, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects on a reasonable student:

1. Reasonable fear of harm to person or property of student(s)
2. Substantially detrimental effect on physical or mental health of student(s)
3. Substantial interference with academic performance
4. Substantial interference with ability to participate in or benefit from school services, activities, or privileges



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Hate Violence

Any act punishable as a hate crime under the Penal Code, including a criminal act (threat, injury, use of force, damage or destruction of property) committed, in whole or in part, because of one or more actual or perceived characteristics of the victim: (1) disability; (2) gender; (3) nationality; (4) race or ethnicity; (5) religion; (6) sexual orientation; and/or (7) association with a person or group with one or more of these actual or perceived characteristics.

II. **RESPONSIBILITIES OF DISTRICT EMPLOYEES**

All District employees are expected to:

- Adhere to the Threat Assessment and Management (TAM) policy and act in accordance with the policy.
- Report any suspected threats to the site administrator or designee immediately or as soon as possible.
- Cooperate in the investigation of complaints by providing relevant information.

A. Administrator/Designee must:

1. Establish a safe and respectful school environment.
2. Establish a multi-disciplinary school site threat assessment team, in accordance with the Coordinated Safe and Healthy School Plan, Volume 3.
3. Ensure that the TAM policy is implemented; including all applicable protocols (see Section III).

B. Educational Service Center (ESC) Administrators and Staff must:

1. Be responsible for enforcing the TAM policy.
2. Designate ESC staff to ensure the implementation of this policy and provide guidance and support, as needed, to the school site team.

C. Central Office Staff must:

1. Support this policy by assisting schools with guidance and support, as needed.
2. Align this policy with related District initiatives.

III. **PROTOCOL FOR RESPONDING TO SCHOOL VIOLENCE AND THREATS**

The following are general procedures for the administrator/designee to respond to any reports of violence or threats in schools, at District and school-related activities and in all areas within the District's jurisdiction. The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed. (See [Attachment A](#) for an abbreviated version of the protocol indicated below.)



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A. Secure Campus/Office Safety

1. Call 911 for immediate, emergency life threatening situations.
2. Call Los Angeles School Police Department (213) 625-6631 or local law enforcement for assistance at the school site or school related activity.
3. Secure site and/or implement lockdown, if necessary.
4. Contact the Los Angeles County Department of Mental Health ACCESS (800) 854-7771 for a mental health evaluation to determine risk to self or others and possible hospitalization (see Section III, H3).
5. Warn the intended victim(s) of the threat and/or take reasonable steps to protect the threatened individual(s) in the educational setting. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
6. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.

B. Notify

1. ESC Operations staff.
2. Other offices, as appropriate (see [Attachment H](#), Resource List).
3. Document the incident in the Incident System Tracking Accountability Report (iSTAR).

C. Investigate

Prior to convening a multi-disciplinary threat assessment team, designated staff from the team should gather background information that includes:

1. Student information (e.g., name, date of birth, address)
2. Emergency information (e.g., family contact, health care provider information)
3. Attendance records
4. Student cumulative records, including Individualized Education Program (IEP), psycho-educational assessment, prior school records
5. Student discipline records, including any history or discipline related to the incident
6. Student health information, including self-injurious behavior and/or suicidal ideation
7. Review of District computers and property (e.g., desks, books, lockers), as applicable, if reasonable suspicion exists for an administrative search
8. Personal communication devices, as applicable, if reasonable suspicion exists for an administrative search
9. Statements from witnesses (e.g., students, teachers, other staff)
10. Family situation information
11. Triggering events or other personal stressors (e.g., mental/physical health, death, divorce, economic or family stressors, relationship



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- problems)
12. Access to weapons
 13. Other pertinent information (e.g., written material, e-mails, pictures, social network postings)

The privacy of all students should be protected at ALL times, disclose information only on a need to know basis.

D. Convene a Threat Assessment Team

The multi-disciplinary team may include, but not be limited to, an Administrator, a Los Angeles School Police Department Officer, and a mental health professional (e.g., Psychiatric Social Worker, School Psychologist, Pupil Services and Attendance Counselor). The student making the threat, the targeted individual(s) or witness(es) should not be part of the threat assessment team meeting.

Critical roles of effective teams include:

1. Communication among all key stakeholders. The administrator/designee shall coordinate and document all actions.
2. Collaboration with other professionals across institutional boundaries, including local law enforcement, community mental health agencies, child protective services, and probation.
3. Coordination of services for prevention, early identification, and interventions.
4. Sharing of confidential information shall be restricted to those persons with a need to know basis. Information must not be discussed or divulged concerning any involved parties to any other person(s).
5. Consultation with other resources may include: ESC Administrator of Operations, ESC Operations Coordinators; Office of General Counsel; Educational Equity Compliance Office; Crisis Counseling and Intervention Services; Human Relations, Diversity and Equity; Division of Special Education; Behavior Support Unit; and Student Discipline, Expulsion and Support Unit.

E. Assess for Risk to Self or Others

1. The administrator /designee or the designated school site threat assessment team member will meet with the student to complete a risk assessment using [Attachment B](#), School Violence Risk Assessment Checklist and [Attachment C](#), Suicide Risk Assessment Checklist. The questions should not be read to the student, but rather should be used as a guide while assessing the student.
2. The multi-disciplinary threat assessment team will determine the level of risk by reviewing Attachment B, School Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist, as needed:



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- **Low Risk** - Does not pose imminent danger to self or others; insufficient evidence for violence potential.
- **Moderate Risk** - May pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
- **High Risk** - Poses imminent danger to self or others with a viable plan to do harm and exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

F. Suspected Child Abuse

If child abuse is suspected or there is concern that contacting the parent may escalate the student's current level of risk, and/or the parents/guardians are contacted and unwilling to respond, report the incident to the appropriate child protective services agency following the District's *Child Abuse and Reporting Requirements*, BUL-1347.2. This report should include information about the student's suicide risk.

G. Determine Appropriate Action Plan

Interventions will be based upon the severity and potential risk of the threat. The action plan determined by the team should be documented and managed by the school site administrator/designee. Actions may include:

1. Contact with and/or apprehension of student(s) who initiated the threat.
2. Removal of student from premises.
3. Conference with student(s) initiating the threat and his/her parent(s) and consider appropriate interventions, including access to mental health services, case management, school or community resources. Other actions may include discipline, change of class(es), and/or change of school.
4. Consider the possibility that there are circumstances that might increase the likelihood of an attack that may need to be addressed. Examples of triggers may include bullying, suspension, expulsion, relationship problems, significant loss, or interpersonal conflict.
5. Warn and protect the targeted individual(s) of the threat and/or take reasonable steps to protect the targeted individual(s) in the school, when appropriate. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
6. Design support system for the targeted individual and/or student who initiated threat, if appropriate.
7. Obtain a restraining order, when appropriate.
8. Monitor progress toward reestablishing school safety.



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H. Additional Actions

Additional interventions may be required if the behavior falls under any of the following categories:

1. Criminal Threat (bodily harm or an immediate physical threat)
 - a. Call Los Angeles School Police Department or local law enforcement.
 - b. Warn the targeted individual(s) and their parent/guardian of the threat and/or take reasonable steps to protect the targeted individual(s) while attending school or a school related activity/event.
 - c. Notify the ESC Operations staff and Student Discipline and Expulsion Support Unit.
2. Disciplinary Action
 - a. Contact Student Discipline and Expulsion Support Unit to discuss procedures for discipline and/or intervention.
 - b. If the student has an IEP, consult the appropriate staff from the Division of Special Education.
 - c. Notify the ESC Operations staff.
3. Mental Health Evaluation
 - a. While in school or at a school-sponsored activity, students who present with severe mental health/behavior issues, such as depression, homicidal or suicidal ideation, should be addressed by an administrator/designee to discuss any concerns for their safety and health/mental health well-being.
 - (1) Determine the level of risk by reviewing Attachment B, School Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist, as needed. If the behaviors are determined to be high risk, secure emergency services by calling 911, Los Angeles County Department of Mental Health ACCESS (800) 854-7771, and/or School Police (213) 625-6631.
 - (2) Supervise and monitor the student until appropriate assistance arrives.
 - (3) Non-law enforcement District employees should not transport students exhibiting the behaviors noted above.
 - b. Contact law enforcement to conduct a welfare check, as appropriate.
 - c. For assistance and consultation, contact Crisis Counseling and Intervention Services, School Mental Health at (213) 241-3841.

I. Student Re-entry Guidelines

1. A student returning to school following hospitalization, including psychiatric and drug or alcohol inpatient treatment, must have



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written permission by the health care provider to attend school (see [Attachment E](#), Medical Clearance for Return to School).

2. If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator/designee may consider holding a re-entry meeting with key support staff, parents, and student to facilitate a successful transition. See [Attachment D](#), Student Re-entry Guidelines for a checklist of action items to consider.
 3. As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs effect their ability to benefit from their educational program (see REF-5578.0 *Guidelines for Individualized Education Program Teams Regarding the Social-Emotional Needs of Students with Disabilities*, October 17, 2011).
 4. If the student is transferred to another school or location, the site administrator/designee should communicate with the receiving school to assist with the transition and ensure continued support services for the student. See Attachment D, Student Re-entry Guidelines for a checklist of action items to consider.
- J. Provide Resources (see Attachment H, Resource List)
1. For mental/physical health services, refer the student to School Mental Health, a community resource provider, or their health care provider.
 2. For students who pose a risk to themselves, provide the 24/7 Suicide Prevention Crisis Line (877) 727-4747.
- K. Monitor and Manage
1. The administrator/designee will monitor and manage the case as it develops and until it has been determined that the individual no longer poses an immediate threat to self or others.
 2. Maintain consistent communication with appropriate parties on a need to know basis.
 3. Update iSTAR, as needed.
- L. Document All Actions
1. Each administrator/designee shall maintain records and documentation of actions taken at the school for each case by completing an incident report in the iSTAR.
 2. The administrator/designee notes taken during the threat assessment meeting are for use by Los Angeles Unified School District attorneys. No copies of the notes shall be furnished to anyone including employees, students, or parents without permission from the Office of General Counsel. [Attachment G](#), Inter-office Correspondence, may be used to document notes during a threat assessment meeting.
 3. Notes, documents and records related to the incident are considered



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confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student's cumulative records.

IV. **RESPONDING TO SUICIDAL IDEATION AND BEHAVIOR**

For matter related to students exhibiting suicidal ideation and/or behaviors, follow guidelines as indicated in BUL-2637.1 Suicide Prevention, Intervention and Postvention, July 16, 2012 or contact the ESC Operations staff.

V. **RESPONDING TO STUDENTS WITH DISABILITIES**

For matters related to students with disabilities whose behavioral and emotional needs are documented to be more intense in frequency, duration, or intensity; affect their ability to benefit from their special education program; and are manifested at the school, at home, and in the community, follow guidelines as indicated in REF-5578.0 *Guidelines for Individualized Education Program Teams Regarding the Social-Emotional Needs of Students with Disabilities*, October 17, 2011 and contact the Division of Special Education (213) 241-8051 for further assistance.

For matters related to students with disabilities who are self-injurious, but the behavior is not related to suicide or suicidal ideation, follow guidelines as indicated in BUL-5376.0, *Behavior Intervention Regulations for Students with Disabilities with Serious Behavior Problems*, January 17, 2011 and contact the Division of Special Education (213) 241-8051 for further assistance.

VI. **RESPONDING TO BULLYING AND HAZING**

For matters of student-to-student, adult-to-student, and student-to-adult bullying or hazing follow guidelines as indicated in BUL-5212.0 Bullying and Hazing Policy, August 27, 2010 or contact the ESC Operations staff.

VII. **RESPONDING TO HATE VIOLENCE**

For incidents or threats related to hate-motivated violence follow guidelines as indicated in BUL-2047.0 Responding to and Reporting Hate-Motivated Incidents and Crimes, dated October 10, 2005 or contact the ESC Operations staff.

VIII. **CONFIDENTIALITY**

All matters are confidential and may not be shared, except with those persons who need to know. Information sharing should be within the



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confines of the District's reporting procedures and investigative process. The District will not tolerate retaliation against anyone for reporting threatening behaviors.

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

California Constitution Article 1, §28(c)
California Civil Code 43.92
California Code of Civil Procedure §527.6
California Education Code §§32210 et seq.
California Education Code §§35160 et seq.
California Education Code §44808
California Education Code §§48900 et seq.
California Education Code §48950
California Penal Code §§626 et seq.
Los Angeles Municipal Code §63.94
California Penal Code §422
Ewing v. Goldstein, 120 Cal. App 4th 807 (2004)
Tarasoff v. Regents of the University of California (1976) 17 Cal. 3d 425, 551 P.2d 334, 131 Cal. Rptr. 14

**RELATED
RESOURCES:**

[*Acceptable Use Policy \(AUP\) For District Computer and Network Systems, BUL-999.5*](#), dated May 1, 2012.

[*Behavior Intervention Regulations for Students with Disabilities with Serious Behavior Problems, BUL-5376.0*](#), dated January 17, 2011.

[*Bullying and Hazing Policy \(Student-to-Student, Adult-to-Student, and Student-to-Adult\), BUL-5212.0*](#), dated August 27, 2010.

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

[*Discipline Foundation Policy: School-Wide Positive Behavior Support, BUL-3638.0*](#), dated March 27, 2007.

[*Enrollment of Students Returning from Juvenile Justice Facilities and Other Placements, BUL-5553.0*](#), dated September 6, 2011.

[*Expulsion of Students – Policy and Procedures, BUL-4655.1*](#), dated August 22, 2011.

[*Guidelines for Individualized Education Program Teams Regarding the Social-Emotional Needs of Students with Disabilities, REF-5578.0*](#), dated October 17, 2011.



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[Guidelines and Procedures Relating to Student Behavior on School Bus, BUL-631](#), dated December 2, 2003.

[Guidelines on Use of Privately Owned Vehicles for Authorized School District Business, BUL-5310.0](#), dated October 20, 2010.

[Incident System Tracking Accountability Report, BUL-5269.0](#), dated November 12, 2010.

[Information Protection Policy, BUL-1077.1](#), dated December 5, 2006.

[Lockdown Procedures for All Schools, BUL-5469.0](#), dated May 4, 2011.

Los Angeles Unified School District Board Resolution, “Core Values to Keep our Students Safe,” passed April 8, 2008.

[Mandated Reporting of Certain Student Behavior, BUL-3927.2](#), dated September 13, 2010.

[Opportunity Transfers \(OTs\) Policy, BUL-4478.0](#), dated December 15, 2008.

Parent Student Handbook, Los Angeles Unified School District, 2012-2013.

[Pupil Records: Access, Confidentiality, and Notice of Education Rights, BUL-2469](#), dated April 24, 2006.

[Referral to Community Day Schools, BUL-847.0](#), dated March 22, 2004.

[Responding to and Reporting Hate-Motivated Incidents and Crimes, BUL-2047.0](#), dated October 10, 2005.

Safe School Plans Update for 2012-2013, REF-5511, Revised Annually.

[Section 504 and Students/Other Individuals with Disabilities , BUL-4692.0](#), dated May 15, 2009.

[Sexual Harassment Policy \(Student-to-Student, Adult-to-Student, and Student-to-Adult\), BUL-3349.0](#), dated November 29, 2006.

Suicide Prevention, Intervention and Postvention, BUL-2637.1, July 16, 2012.

[Title XI Policy/Complaint Procedures, BUL-2521.1](#), dated June 7, 2006.

[Uniform Complaint Procedures \(UCP\), BUL-5159.1](#), dated July 1, 2011.



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

LAUSD RESOURCES

Crisis Counseling and Intervention Service, School Mental Health (213) 241-3841 –for assistance with threat assessments, suicide prevention and mental health issues.

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.

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.

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

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.

NON-LAUSD RESOURCES

Los Angeles County Department of Mental Health ACCESS (800) 854-7771 – collaborates with Crisis Counseling & 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.



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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.

PROTOCOL FOR RESPONDING TO SCHOOL VIOLENCE AND THREATS

The following is a summary checklist of general procedures for the administrator/designee to respond to any reports of violence or threats in schools, at District and school-related activities and in all areas within the District's jurisdiction (student-to-student, student-to-adult). 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 5799.0, Guidelines Section III, Protocol for Responding to School Violence and Threats.

- A. SECURE CAMPUS/OFFICE SAFETY (This may include calling law enforcement, the Los Angeles County Department of Mental Health, warning the intended victim(s), or consulting with Crisis Counseling and Intervention Services.)
- B. NOTIFY (ESC Operations Staff, other offices, document on iSTAR)
- C. INVESTIGATE
Prior to convening a multi-disciplinary threat assessment team, designated staff from the team should gather background information that includes:
- Student information (e.g., name, date of birth, address)
 - Emergency card information (e.g., family contact, health care provider information)
 - Attendance record
 - Student cumulative records, including Individualized Education Program (IEP), psycho-educational assessment, prior school records
 - Student discipline records, including any history or discipline related to the incident
 - Student health information, including self-injurious behavior and/or suicidal ideation
 - Review of District computers and property (e.g., desks, books, lockers), as applicable, if reasonable suspicion exists for an administrative search
 - Personal communication devices, as applicable, if reasonable suspicion exists for an administrative search
 - Statement from witnesses (e.g., students, teachers, other staff)
 - Family situation information
 - Triggering events or other personal stressors (e.g., mental/physical health, death, divorce, economic or family stressors, relationship problems)
 - Access to weapons
 - Other pertinent information (e.g., written material, e-mails, pictures, social network postings)
- D. CONVENE A THREAT ASSESSMENT TEAM. (The multi-disciplinary team may include, but not be limited to, an Administrator, a Los Angeles School Police Department Officer, and a mental health professional.)
- E. ASSESS FOR RISK TO SELF OR OTHERS (see Attachment B, School Violence Risk Assessment Checklist, and Attachment C, Suicide Risk Assessment Checklist)
- Administrator/designee or designated threat assessment team member meets with the student making the threat.
 - Multi-disciplinary threat assessment team determines the level of risk.

- F. SUSPECTED CHILD ABUSE (When reporting child abuse, include information about the student's threat and suicide risk)
- G. DETERMINE APPROPRIATE ACTION PLAN (Interventions will be based upon the severity and potential risk of the threat. The action plan determined by the team should be documented and managed by the school site administrator/designee.)
- H. ADDITIONAL ACTIONS
May be required if the behavior falls under any of the following categories:
 - 4. Criminal Threat (bodily harm or an immediate physical threat)
 - 5. Disciplinary Action
 - 6. Mental Health Evaluation
- I. STUDENT RE-ENTRY GUIDELINES (If the student has been out of school for any length of time, including mental health hospitalization, or will be transferring to a new school, the school site administrator/designee may consider using re-entry guidelines for a successful transition. See Attachment D.)
- J. PROVIDE RESOURCES (see Attachment H, Resource List).
- K. MONITOR AND MANAGE (Monitor until it is determined that the individual no longer poses an immediate threat to self or others.)
- L. DOCUMENT ALL ACTIONS (Maintain records, complete iSTAR Incident Report and update, as needed.)

SCHOOL VIOLENCE RISK ASSESSMENT CHECKLIST

Student Name/DOB: _____ Location: _____ Date: _____

The administrator/designee or the designated school site crisis team member will meet with the student to complete a risk assessment. The questions below should not be read to the student, but rather should be used as a guide while assessing the student. The multi-disciplinary threat assessment team will determine the level of risk by reviewing the categories below:

CATEGORY	ASSESSMENT QUESTIONS	YES	NO	*
1. Motive, Justification	The student has motive(s) or feels justified in carrying out an act of violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Communication of Intent	The student has directly or indirectly communicated ideas or intent to harm. Communications may be verbal, non-verbal, electronic, written.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Preoccupation with Violence	The student has demonstrated inappropriate interest in any of the following:			
	School/terrorist attacks or attackers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Incidents of mass violence such as war, terrorism, mass murderers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Views violence as an acceptable or only way to solve the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. History of Violence/Threats	The student has engaged in any attack-related behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Means and Access	The student has the capacity to carry out an act of targeted violence. This may include increased interest in, possession or access to weapons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Suicidal Ideation	The student is experiencing hopelessness, desperation or despair. If yes, refer to Attachment B - Suicide Assessment Checklist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Evidence of Increasing Violence Potential	The student's conversation and "story" are consistent with his or her actions. Consider frequency (how often); recency (how recent); and intensity (how severe).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Impact on Others	Other people are concerned about the student's potential for violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Triggers	There are circumstances that might increase the likelihood of an attack. Examples may include bullying, suspension, expulsion, relationship problems, significant loss, or interpersonal conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Substance Use	The overindulgence in and dependence of a drug or other chemical leading to effects that are detrimental to the student's physical and mental health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Protective Factors	The student has positive school, home, community or religious relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The student desires a positive resolution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The student exhibits appropriate coping and problem-solving skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The student understands and respects rules, guidelines and policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* = NEED MORE INFORMATION

<p>12. Other Relevant Factors</p>	
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ASSESSMENT RESULTS:

RISK LEVEL	DEFINITION
<input type="checkbox"/> Low Risk	Does not pose imminent danger to self or others; insufficient evidence for violence potential.
<input type="checkbox"/> Moderate Risk	May pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
<input type="checkbox"/> High Risk	Poses imminent danger to self or others with a viable plan to do harm; exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

Adapted from the US Secret Service & US Department of Education, **Threat Assessment in Schools: A Guide to Managing Threatening Situations and To Creating Safer School Climates**, Washington D.C., May 2002.

SUICIDE RISK ASSESSMENT CHECKLIST

Student Name/DOB: _____ Location: _____ Date: _____

The administrator/designee or the designated school site crisis team member will meet with the student to complete a risk assessment. The questions below should not be read to the student, but rather should be used as a guide while assessing the student:

CATEGORY	ASSESSMENT QUESTIONS	YES	NO	*
1. Current Ideation	Is the student thinking of suicide now?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Communication of Intent	Has the student communicated directly or indirectly ideas or intent to harm/kill themselves? (Communications may be verbal, non-verbal, electronic, written.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Plan	Does the student have a plan to harm/ kill themselves now?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Means and Access	Does the student have the means/access to kill themselves?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Past Ideation	Has the student ever had thoughts of suicide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Previous Attempts	Has the student ever tried to kill themselves (i.e. previous attempts, repetitive self-injury)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Changes in Mood / Behavior	In the past year, has the student ever felt so sad he/she stopped doing regular activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has the student demonstrated abrupt changes in behaviors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has the student demonstrated recent, dramatic changes in mood?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Stressors	Has the student ever lost a loved one by suicide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has the student had a recent death of a loved one or a significant loss (e.g., death of family member, parent separation/divorce, relationship breakup)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has the student experienced a traumatic/stressful event (i.e. domestic violence, community violence, natural disaster)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has the student experienced victimization or been the target of bullying/harassment/discrimination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Mental Illness	Does the student have a history of mental illness (i.e. depression, conduct or anxiety disorder)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Substance Use	Does the student have a history of alcohol/substance abuse?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Protective Factors	Does the student have a support system of family or friends at school and/or home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Does the student have a sense of purpose in his/her life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Can the student readily name plans for the future, indicating a reason to live?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* = NEED MORE INFORMATION

12. Other Relevant Factors	
----------------------------	--

***ASSESSMENT RESULTS:**

	RISK LEVEL	DEFINITION
<input type="checkbox"/>	Low Risk	Does not pose imminent danger to self; insufficient evidence for suicide potential.
<input type="checkbox"/>	Moderate Risk	May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
<input type="checkbox"/>	High Risk	Poses imminent danger to self with a viable plan to do harm; exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

***For more information and details regarding suicide risk indicators and appropriate actions, refer to BUL-2637.1, Suicide Prevention, Intervention and Postvention (Students).**

STUDENT RE-ENTRY GUIDELINES

Student Name/DOB: _____ Location: _____ Date: _____

In planning for the re-entry of a student who has been out of school for any length of time, including mental health hospitalization, or if the student will be transferring to a new school, the school site administrator/designee may consider any of the following action items:

Returning Day	<input type="checkbox"/> Have parent escort student on first day back. Develop a re-entry communication and safety plan in the event of future emergencies.
Hospital Discharge Documents	<input type="checkbox"/> Request discharge documents from hospital or Medical Clearance for Return to School (see Attachment E) from parent on first day back.
Meeting with Parents	<input type="checkbox"/> Engage parents, school support staff, teachers, and student, as appropriate in a Re-Entry Planning Meeting. <ul style="list-style-type: none"> <input type="checkbox"/> Identify on-going mental health resources in school and/or in the community. <input type="checkbox"/> Modify academic programming, as appropriate. <input type="checkbox"/> Consider an assessment for special education for a student whose behavioral and emotional needs effect their ability to benefit from their educational program (see REF-5578.0 <i>Guidelines for Individualized Education Program Teams Regarding the Social-Emotional Needs of Students with Disabilities</i>, October 17, 2011) <input type="checkbox"/> If the student is prescribed medication, monitor with parent consent. <input type="checkbox"/> Offer suggestions to parents regarding monitoring personal communication devices, including social networking sites, as needed. <input type="checkbox"/> Notify student's teachers, as appropriate.
Identify Supports	<input type="checkbox"/> Assist the student in identifying adults they trust and can go to for assistance at school and at home.
Address Bullying, Harassment, Discrimination	<input type="checkbox"/> As needed, ensure that any bullying, harassment, discrimination is being addressed.
Designate Staff	<input type="checkbox"/> Designate staff (e.g., Psychiatric Social Worker, Pupil Services and Attendance Counselor, School Nurse, Academic Counselor) to check in with the student during the first couple weeks periodically.
Release/Exchange of Information	<input type="checkbox"/> Obtain consent by the parent to discuss student information with outside providers using the Parent Authorization for Release/Exchange of Information (see Attachment F).
Manage and Monitor	<input type="checkbox"/> Case management and monitoring – ensure the student is receiving and accessing the proper mental health and educational services needed.



Los Angeles Unified School District
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH

CONFIDENTIAL
ATTACHMENT E

Medical Clearance for Return to School
Following Mental Health Intervention Services or Hospitalization

Date: _____

Dear Doctor:

The student named below was either hospitalized or received mental health services recently for being a danger to himself/herself, danger to others and/or gravely disabled. Medical information from you is essential in planning for the student's safety, educational and health needs.

Student: _____ DOB: _____ Grade: _____

Please complete the following information and return to school nurse. Your cooperation is much appreciated.

Diagnosis/description of problem:

Please indicate any prescribed medications and dosages:

If the student no longer poses a threat to self or others at the time of discharge and can return to school, please sign below and indicate restrictions, if any.

The above named student does not pose a threat to self and/or others at the time of discharge and may return to school:
[] without restrictions [] with the following modifications/restrictions (indicate below)

Restrictions: _____

Doctor's Name (print) _____ Doctor's Signature _____

Return to School Nurse: _____ Contact Number: _____

AUTHORIZATION TO RECEIVE/RELEASE MEDICAL INFORMATION

Practitioner/Agency/Clinic _____ Re: _____ Last Name First Name

Name (Last, First) _____ Student Address: Street, City, Zip

Agency/Practitioner Address: Street, City, Zip Chart # DOB

Purpose for which information may be used: _____

School /Office Address City Zip

This authorization shall be valid until _____ unless revoked earlier.

I request a copy of this authorization: [] Yes [] No

Parent/Legal Guardian Signature Date

Note: This information will become part of the pupil's educational records and shall be made available, upon request, to the parent or pupil age 18 or older.



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

Parent Authorization for Release/Exchange of Information

Date: _____ To Parent/Guardian (s) of : _____

We are requesting your written authorization for release/exchange of information from the individual, agency, or institution indicated below.

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

TO: _____ RE: _____
Name / Title Student Last Name First Name

_____ Date of Birth: _____ / _____ / _____
Agency, Institution, or Department Month Day Year

_____ Street Address Street Address

_____ City State Zip _____ City State Zip

I hereby give you permission to release/exchange the following information:

- Medical/Health Speech & Language Educational
- Psychological/Mental Health 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

_____ Address & Telephone Number

This authorization shall be valid until _____ unless revoked earlier.

I request a copy of this authorization: Yes No

Signature: _____ Date: _____
Parent/Legal Guardian

Note: This information will become part of the pupil's educational records and shall be made available, upon request, to the parent or pupil age 18 or older.

John E. Deasy, Ph.D.
Superintendent of Schools

Michelle King
Senior Deputy Superintendent of
School Operations



INTER-OFFICE CORRESPONDENCE

LOS ANGELES UNIFIED SCHOOL DISTRICT

DATE: _____

RE: **THREAT ASSESSMENT NOTES**

**Attorney Client Communication
Confidential & Privileged**

**These are CONFIDENTIAL NOTES for use by Los Angeles Unified School District attorneys.
No copies of these notes shall be furnished to anyone including employees, students, or parents without permission
from the Office of General Counsel.**

THREAT ASSESSMENT NOTES

**Attorney Client Communication
Confidential & Privileged**

**These are CONFIDENTIAL NOTES for use by Los Angeles Unified School District attorneys.
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from the Office of General Counsel.**

RESOURCE LIST

This list includes selected offices and community resources that can be helpful before, during and after a crisis. **Remember that your first call in a life-threatening emergency should be to 911.** To reach specific personnel, refer to the LAUSD Guide to Offices at www.lausd.net, under “Offices”.

EMERGENCY RESOURCES

LA County Department of Mental Health ACCESS (Psychiatric Mobile Response Team) - 24/7	(800) 854-7771
LA County INFO Line (24 hour hotline)	211
Mental Evaluation Unit (MEU), including SMART	(213) 996-1300 (213) 996-1334
National Suicide Prevention Lifeline (24 hour hotline)	(800) 273-8255
Suicide Prevention Crisis Line (24 hour hotline)	(877) 727-4747
Valley Coordinated Children’s Services	(818) 708-4500

LAUSD RESOURCES

School Mental Health (including Crisis Counseling & Intervention Services, Suicide Prevention and Trauma Informed Services)	(213) 241-3841
Division of Special Education, Behavior Support Unit	(213) 241-8051
Education Equity Compliance Office	(213) 241-7682
Human Relations, Diversity and Equity – School Operations	(213) 241-5337
Educational Service Center (ESC) Operations Coordinators	Check ESC Directory
Los Angeles School Police Department (LASPD) Watch Commander (24/7-entire year)	(213) 625-6631
Office of General Counsel	(213) 241-7600
School Operations Division	(213) 241-5337
Student Discipline Proceedings and Expulsion Unit	(213) 202-7555

**MOTIONS/RESOLUTIONS PRESENTED TO
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

SUBJECT: Core Values to Keep our Students Safe

DATE NOTICED: 6-10-08

PRESENTED FOR ACTION: 6-24-08

PRESENTED BY: Ms. Galatzan, Ms. Canter
Ms. Garcia

MOVED/SECONDED BY: Ms. Galatzan,
Ms. Flores Aguilar

MOTION:

RESOLUTION: x

Whereas, On April 8, 2008, the Los Angeles School Board unanimously passed a resolution entitled Accountability for Student Safety;

Whereas, The Superintendent, the Chief Operating Officer, and the General Counsel immediately convened a working group to analyze current District policy on sexual abuse, collaboration with law enforcement, and the reassignment process for persons accused of sexual abuse and make recommendations to the Board;

Whereas, “Core values” communicate an organization’s priorities and values; now, therefore, be it

Resolved, That the following are core values of the Los Angeles Unified School District:

1. The most important responsibility of all District employees is the safety of our students;
2. No person who presents a recognized threat to the physical or emotional health of students will knowingly be allowed to come into contact with children in our care;
3. In balancing the safety of our students against the rights of adults, children always come first; and be it finally

Resolved, That the District will communicate these core values to students, parents, teachers, and all other employees of the Los Angeles Unified School District.

AYES

NOES

ABSTAIN

ABSENT

Ms. Canter	x			
Ms. Korenstein	x			
Ms. LaMotte	x			
Dr. Vladovic	x			
Ms. Galatzan	x			
Ms. Flores Aguilar	x			
Ms. Garcia	x			
TOTAL	7			

ACTION: ADOPTED