BUL-5799.0 Threat Assessment & Management (Student-to-Student, Student-to-Adult) Policy and Protocols

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Learn about BUL-5799.0 Threat Assessment & Management (Student-to Student, Student-to Adult)

Engage in learning about LAUSD resources as well as community resources for students who are a danger to self and/or others
“The biggest problem in the aftermath of high-profile school violence was originally thought to be overreacting but experience dictates that the biggest problem is actually under reaction to often blatant indicators that a student is moving on a pathway to serious violence”.

-Kevin Cameron
Examples of Reported Threats at Schools

- Threatening statements face-to-face or via social media
- Showing a weapon
- Receiving threatening calls on cell phone
- Stalking; relationship violence and threats
- Students coming up to another student asking him to join them in “shooting up the school”
- Student planning bomb threat at school via internet
Threat Assessment has been referred to as the “missing link” in violence prevention. It is the process of deliberately trying to connect the dots or data that paints the picture that someone is moving on a pathway towards serious violence before the violent act occurs.
Key Indicators

**Communications** - hit list, verbal/non verbal direct threats, verbal/nonverbal indirect threats

**Behaviors** - history of violence, bringing weapons to school, researching certain websites such as past events of violence, how-to sites

**Dynamics** - family history of violence, enabling parents, social norms or value that support/encourage/promote the behavior (e.g. gangs)
In many cases of serious youth violence the student did not have a “healthy connection” with a “mature adult”.

When this is the case, the question we ask in Threat Assessments is:

“What are they filling themselves with?”
“Empty Vessel”

Violent ideation
Violent books
Violent movies
Violent video games
Violent internet searches
Violent music
Violent peers, etc.
Have eyes to see things we do not see.

We often find evidence of planning in three key areas:

1) **Locker at school** (as well as, backpack, desk, car)
2) **Bedroom at home** (referred to as the “bedroom dynamic”).
3) **Technology** (cell phone, computer).
Who Should be part of the School Site Threat Assessment Team?

- An Administrator
- School Police Officer
- School Mental Health Professional / Administrator
- Other relevant individuals
- Not the Intended Target or Person of Interest
Protocol for Responding to School Violence and Threats (A)

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 II. 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 contact information (e.g., family contact, health care provider information)
   - Attendance record
   - Student cumulative records, including Individualized Education Program (IEP), psychological 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, or 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 (B)

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:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ASSESSMENT QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Motive and Initiation</td>
<td>The student has motive(s) or feel justified in carrying out an act of violence.</td>
</tr>
<tr>
<td>2. Communication of Intent</td>
<td>The student has directly or indirectly communicated ideas or intent to harm. Communications may be verbal, non-verbal, electronic, written.</td>
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<tr>
<td>3. Preoccupation with Violence</td>
<td>The student has demonstrated inappropriate interest in any of the following:</td>
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<tr>
<td></td>
<td>School/terrorist attacks or attackers</td>
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<td></td>
<td>Incidents of mass violence such as war, terrorism, mass murders.</td>
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<td></td>
<td>Views violence as an acceptable or only way to solve the problem.</td>
</tr>
<tr>
<td>4. History of Violence/Threats</td>
<td>The student has engaged in any attack-related behaviors.</td>
</tr>
<tr>
<td>5. Means and Access</td>
<td>The student has the capacity to carry out an act of targeted violence. This may include increased interest in possession or access to weapons.</td>
</tr>
<tr>
<td>6. Suicidal Ideation</td>
<td>The student is experiencing hopelessness, desperation or despair. If yes, refer to Attachment B – Suicide Assessment Checklist.</td>
</tr>
<tr>
<td>7. Evidence of Increasing Violence Potential</td>
<td>The student’s conversation and ‘story’ are consistent with his or her actions. Consider frequency (how often); recency (how recent); and intensity (how severe).</td>
</tr>
<tr>
<td>8. Impact on Others</td>
<td>Other people are concerned about the student’s potential for violence.</td>
</tr>
<tr>
<td>9. Triggers</td>
<td>There are circumstances that might increase the likelihood of an attack. Examples may include bullying, suspension, expulsion, relationship problems, significant loss, or interpersonal conflict.</td>
</tr>
<tr>
<td>10. Substance Use</td>
<td>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.</td>
</tr>
<tr>
<td>11. Protective Factors</td>
<td>The student has positive school, home, community or religious relationships.</td>
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<td></td>
<td>The student desires a positive resolution.</td>
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<tr>
<td></td>
<td>The student exhibits appropriate coping and problem-solving skills.</td>
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<td></td>
<td>The student understands and respects rules, guidelines and policies.</td>
</tr>
</tbody>
</table>

Assessment Results:

<table>
<thead>
<tr>
<th>RISK LEVEL</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Risk</td>
<td>Does not pose imminent danger to self or others; insufficient evidence for violence potential.</td>
</tr>
<tr>
<td>Moderate Risk</td>
<td>May pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.</td>
</tr>
<tr>
<td>High Risk</td>
<td>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.</td>
</tr>
</tbody>
</table>

* = NEED MORE INFORMATION

Prior Interventions

Immediate Interventions

Long Term Interventions

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.
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:

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning Day</td>
<td>Have parent escort student on first day back. Develop a re-entry communication and safety plan in the event of future emergencies.</td>
</tr>
<tr>
<td>Hospital Discharge Documents</td>
<td>Request discharge documents from hospital or Medical Clearance for Return to School (see Attachment E) from parent on first day back.</td>
</tr>
<tr>
<td>Meeting with Parents</td>
<td>Engage parents, school support staff, teachers, and student, as appropriate in a Re-Entry Planning Meeting.</td>
</tr>
<tr>
<td></td>
<td>Identify on-going mental health resources in school and/or in the community.</td>
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<tr>
<td></td>
<td>Modify academic programming, as appropriate.</td>
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<td></td>
<td>Consider an assessment for special education for a student whose behavioral and emotional needs effect their ability to benefit from their educational program (see RESE578.0 Guidelines for Individualized Education Program Teams Regarding the Social-Emotional Needs of Students with Disabilities, October 17, 2011)</td>
</tr>
<tr>
<td></td>
<td>Offer suggestions to parents regarding monitoring personal communication devices, including social networking sites, as needed.</td>
</tr>
<tr>
<td></td>
<td>Notify student’s teachers, as appropriate.</td>
</tr>
<tr>
<td>Identify Supports</td>
<td>Ask the student in identifying adults they trust and can go to for assistance at school and at home.</td>
</tr>
<tr>
<td>Address Bullying, Harassment, Discrimination</td>
<td>As needed, ensure that any bullying, harassment, discrimination is being addressed.</td>
</tr>
<tr>
<td>Designate Staff</td>
<td>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.</td>
</tr>
<tr>
<td>Release/Exchange of Information</td>
<td>Obtain consent by the parent to discuss student information with outside providers using the Parent Authorization for Release/Exchange of Information (see Attachment F).</td>
</tr>
<tr>
<td>Manage and Monitor</td>
<td>Case management and monitoring – ensure the student is receiving and accessing the proper mental health and educational services needed.</td>
</tr>
</tbody>
</table>
Safety Plan

Outside Mental Health Agency Providing Me Support

Mental Health Agency:

Los Angeles Unified School District
STUDENT HEALTH AND HUMAN SERVICES

MY SAFETY PLAN

Triggers:
There are certain situations or circumstances which make me feel uncomfortable and/or anxious:
1. 
2. 
3. 

I should use my safety plan when:
1. 
2. 
3. 

Worrying:

I want to monitor when:
1. 
2. 
3. 

Overall:

I should use my safety plan if:
1. 
2. 
3. 

Tools to help me feel better:

1. 
2. 
3. 

School Support:

Healthy adults at school and/or away school staff can give me support:
1. 
2. 
3. 

Healthy adults at home or in my community can give me support:
1. 
2. 
3. 

Parent Support:

Actions my parent/guardian can take to help me stay safe:
1. 
2. 
3. 

Actions my case can take to help me stay safe:
1. 
2. 
3. 

Case Carrier:

I will stay safe by:
1. 
2. 
3. 

School Support:

Healthy adults at school and/or away school staff can give me support:
1. 
2. 
3. 

Healthy adults at home or in my community can give me support:
1. 
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Parent Support:

Actions my parent/guardian can take to help me stay safe:
1. 
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Actions my case can take to help me stay safe:
1. 
2. 
3. 

Case Carrier:

I will stay safe by:
1. 
2. 
3. 

Teacher responsibilities and strategies: Check all apply.
1. 
2. 
3. 

Counselor or identified school staff members:
1. 
2. 
3. 

Accommodations and Modifications:
1. 
2. 
3. 

Student responsibilities and strategies: Check all apply.
1. 
2. 
3. 

Student Health and Human Services
Page 1 of 2
Other Important Attachments

• Attachment F - Parent/Guardian Authorization for Release of Information
• Attachment H - SHHS Resource Guide
Case Vignette

• A parent reports to you that her 7th grade daughter, Megan, has been refusing to go to school for the past two weeks. Megan has been spending most of her time in her room on the computer.

  -What questions might you have for this parent?

• When you meet with Megan, she tells you that she hates two of her classmates and has thought of bringing a knife to school to get back at them.

  -What are some questions you might want to ask Megan?
  -Where else do you want to gather information from?
You find out the other two students have been picking on Megan for quite some time.

- What questions/information are important to ask or gather

- What next steps should you take?

- What next steps should the school take?
Everyone plays an important role
Goals of Psychological First Aid

- Stabilize emotions and behaviors
- Return in an improved mental and emotional state to engage in teaching and work
Resources

• Crisis Counseling and Intervention Services, School Mental Health (213) 241-3841 ccis.lausd.net

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

• Los Angeles County Department of Mental Health ACCESS (800) 854-7771 (Psychiatric Mobile Response Team- PMRT)

• Mental Health Evaluation Team/Case Management Team LASPD Watch Commander (213) 362 6631
A Big THANK YOU!

Inform  Consult  Involve  Collaborate  Empower
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