



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

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

NUMBER: BUL-5799.1

ISSUER: Pia V. Escudero
Executive Director
Student Health and Human Services

DATE: October 13, 2020

POLICY: The Los Angeles Unified School District is committed to providing safe, civil and secure learning and working environments. In order to fulfill the District's mission, it is essential that learning environments are safe and free from acts of intimidation, threats of violence, and/or actual violence. No individual shall be subjected to retaliation, reprisal, or disciplinary action for reporting acts pursuant to this policy.

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

MAJOR CHANGES: This bulletin replaces BUL-5799.0 *Threat Assessment and Management* on the same subject issued by School Operations and Student Health and Human Services, dated July 16, 2012.

The following are major changes in this bulletin:

- The protocols for threat assessment and management are described in the following four stages:
 - Stage I: Immediate Risk Reducing Interventions
 - Stage II: Information Gathering
 - Stage III: Multidisciplinary Threat Assessment Team Meeting
 - Stage IV: Implementing Action Plan
- The administrator/designee shall maintain records and documentation of actions taken at the school by completing an incident report and RARD in iSTAR.
- The only attachment is **Attachment A – Supplemental Tools List**, which provides information about how to access the supplemental tools/documents referenced in this policy in the **Schoology group: School-Site Crisis Teams**.

PURPOSE: The purpose of this bulletin is to outline administrative procedures for assessing and managing incidents of school violence and threats involving students.

BACKGROUND: Violence results in significant human/fiscal costs and disruption of 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 collaborative responses and interventions from administration and relevant stakeholders, such as staff, law enforcement, and the school community.

ROUTING

All Employees

All Locations

Co-located Charter Schools



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GUIDELINES: All threats are taken seriously. Behaviors of a person of concern that may pose a threat or risk to themselves and/or others can present in a variety of ways. Examples of behaviors that may indicate the need to implement this policy include, but are not limited to:

- Homicidal ideation; verbal/written threats to kill others, including the use of technology to communicate threats
- Possession of weapons, including replicas
- Bomb threats, including replicas, making and/or detonating explosive devices
- Fire setting
- Suicidal ideation
- Serious violence or violence with intent to harm or kill
- School violence motivated by factors including, but not limited to protected categories such as race, religion, sexual orientation, and other identity groups
- Gang related intimidation and violence

I. **ACRONYMS AND DEFINITIONS**

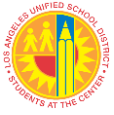
The following acronyms will be used throughout the policy:

ACRONYM	TERMINOLOGY
CCIS	Crisis Counseling and Intervention Services
ISSP	Integrated Safe School Plan
iSTAR	Incident System Tracking Accountability Report
LASPD	Los Angeles School Police Department
LD	Local District
PMRT	Psychiatric Mobile Response Team
PSA	Pupil Services and Attendance
PSW	Psychiatric Social Worker
RARD	Risk Assessment Referral Data
SHHS	Student Health and Human Services
SMH	School Mental Health
STPL	Suicide Threat Prevention Liaison
TAM	Threat Assessment and Management

The terminology referenced throughout the policy are defined as follows:

Action Plan

An *action plan* is a framework of interventions that the school has or will implement to mitigate the threat of school violence, including past, immediate, and future actions. The *action plan* developed should reflect the level of risk determined by the multidisciplinary threat assessment team. For example, an *action plan* for a person of concern deemed low risk will look different than one for a person deemed high risk. The actions/interventions recommended should be reasonable, have a designated person, a start and end time, and be completed.



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Baseline Behavior

Baseline behavior refers to behavior that is typical for the person of concern. Serious violence is an evolutionary process and any significant increase or shift in previously identified baseline behavior may indicate that an individual is on a pathway towards serious violence.

Fluidity

Students who verbalize threats to others may also be experiencing suicidal ideation. *Fluidity* refers to the way a person can move from thoughts of homicide to thoughts of suicide, indicating a need to explore suicidal ideation whenever a student poses a threat to others.

Multidisciplinary Threat Assessment Team

The term *multidisciplinary* indicates a team that includes but is not limited to SHHS Professionals (e.g., PSW, PSA, Nurse, Restorative Justice Advisor, System of Supports Advisor, Student Support Programs Counselor), Academic Counselor, Teachers, Coordinators and Administrators, School Police, and LD Operations.

Pathway to Violence

The *pathway to violence* is not a straight line. As an individual moves along a *pathway to violence*, they are influenced by a large number of factors. The person's motivation will fluctuate, as will their emotional state. It is vital that the multidisciplinary threat assessment team be aware of these fluctuations and assess the behavior over a period of time, as well as on the totality of circumstances.

Person of Concern

The student making/posing a threat is referred to as the *person of concern*.

Safety Plan

A *safety plan* is a set of personalized interventions and strategies identified to mitigate school violence and support the well-being and safety of the student. Similar to an action plan, the *safety plan* should be reasonable and individualized to meet the student's needs. The *safety plan* should be developed in collaboration with the student, parents/guardians, and school staff, and should include strategies to reduce safety concerns for the individual, as well as the identification of their social-emotional support system at home and at school. The *safety plan* may be modified to meet the needs of the individual as the situation evolves.

Suicide/Threat Prevention Liaison (STPL)

STPL(s) are the administrator/designee and/or mental health professionals (e.g., PSW, PSA, School Psychologist, or School Counselor) identified in the ISSP School Site Suicide/Threat Assessment Team. The school site administrator designates these individuals annually. School staff may seek support from the



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STPL when they are concerned about a student's suicidal/homicidal ideation/behavior(s).

Target

The individual or site (e.g., school) being threatened is referred to as the *target*.

School Violence

School violence 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. 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.

Threat

The expression of a willful intent or desire to inflict harm that would likely result in death, bodily injury, or cause a target to experience fear for their safety and/or the safety of others. A *threat* may be direct, indirect, verbal, non-verbal, written, or electronic and may target an individual, a group on campus, the entire school, or the community.

Worrisome Behaviors

The majority of threat-making behavior can be categorized as worrisome behavior. *Worrisome behaviors* are those that cause concern for members of the school or school community that may indicate that an individual is moving toward a risk of serious physical violence toward another person or school site. Identifying and following up on worrisome behaviors results in earlier interventions and produces better outcomes.

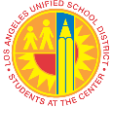
II. RESPONSIBILITY FOR POLICY IMPLEMENTATION

A. All Employee Responsibilities

1. Adhere to the TAM policy and act in accordance with the policy.
2. Report any worrisome behaviors or suspected threats to the school site administrator/designee and/or STPL immediately or as soon as practically possible.
3. Cooperate in any investigation(s) by providing accurate, relevant information.

B. School Site Administrator/Designee Responsibilities

1. Designate STPL(s) in the ISSP's *School Site Suicide/Threat Assessment Team*.
2. STPLs only assess students, not employees. For assessments of non-students, see BUL-5798.0 *Workplace Violence, Bullying and Threats*.



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3. Establish a multidisciplinary school site threat assessment team, in accordance with the ISSP *School Site Suicide/Threat Assessment Team*.
4. Respond to reports of students exhibiting worrisome behaviors or making threats immediately or as soon as practically possible.
5. Ensure that the TAM policy is implemented.
6. Provide follow-up to relevant staff such as LD Operations, as needed.
7. Report incident in iSTAR as appropriate and update, as needed.

C. Local District Administrators and Staff Responsibilities

1. Facilitate threat/risk assessment and intervention training by SHHS personnel for school site threat assessment team members and STPL(s) to ensure adherence to the TAM policy.
2. Designate LD staff to ensure the implementation of the TAM policy and provide guidance/support, as needed, to all school sites.

D. SHHS District Office Staff Responsibilities

1. Support the school site implementation of the TAM policy by assisting LDs and schools with guidance/consultation, as needed.
2. Align this policy with related District policy, procedures, and initiatives.

E. Co-located Independent Charter School Administrator/Designee Responsibilities

Independent charter schools that are co-located on a District site must abide by the District's ISSP, including the TAM policy. Accordingly, co-located charter schools must identify STPL(s) at their school sites who will assess students pursuant to the TAM policy. Co-located charter schools must also inform the co-located L.A. Unified school when there are safety concerns. The co-located charter school must also notify the Charter Schools Division Operations Coordinator, as indicated throughout the bulletin, and is required to work with the District Principal to submit an iSTAR report, which may include a RARD. Schools following this policy must also follow BUL-5532.1 *Policy on Co-Locations for District School Facilities' Use Pursuant to Education Code Section 47614*, which informs co-located charters about the ISSP, as well as requirements to report incidents.

The responsibilities of the administrator/designee of independent co-located charter schools include:

1. Designate STPL(s) in the ISSP's *School Site Suicide/Threat Assessment Team*.
2. Respond to reports of students exhibiting worrisome behaviors or making threats or as soon as practically possible.
3. Ensure that the TAM policy is implemented.
4. Provide follow-up to relevant staff such as the co-located L.A. Unified school and Charter Schools Division Operations Coordinators, as needed.



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5. Work with the District Principal and/or Charter Schools Division Operations Coordinators to submit an incident report and update, as needed.

III. **PROTOCOL FOR THREAT ASSESSMENT AND MANAGEMENT**

A threat assessment should be conducted when there is a direct, clear, and plausible threat of serious physical violence toward another person or District site. Additionally, a threat assessment could be conducted if the totality of the circumstances warrants an assessment. In general, to evaluate a threat, the team should have as many details about the person of concern, including baseline behavior, worrisome behaviors, threats made, and relevant past behaviors. For example, information gathered can include specific details about the thoughts and planning of a specific threat. A lack of specific details may indicate that little thought has gone into the threat and the threat maker is just venting frustration or trying to frighten people. A threat that contains specific details about targets, weapons, locations, and motivation is much more likely to be carried out. The more detail contained in a threat, the more thought that has gone into the planning.

The primary purpose of a threat assessment is to determine if a person of concern poses a risk of violence to the target(s) they have threatened. The following are general protocols and procedures for the administrator/designee to respond to any reports of school violence or threats in schools, at District and school-related activities, and in areas within the District's jurisdiction. For an abbreviated version of the protocol outlined below, see Supplemental Tool A1 – Protocol for Responding to Threats of School Violence.

There are four stages for the threat assessment and management process that an administrator/designee should follow:

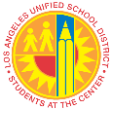
- Stage I: Immediate Risk Reducing Interventions
- Stage II: Information Gathering
- Stage III: Multidisciplinary Threat Assessment Team Meeting
- Stage IV: Implementing Action Plan

Within each stage, the urgency of the situation may dictate the order in which the subsequent protocols are followed and necessary.

STAGE I: IMMEDIATE RISK REDUCING INTERVENTIONS

A. Secure Campus/Office Safety

1. For immediate, emergency life-threatening situations, call 911.
2. Call LASPD (213) 625-6631 or local law enforcement for assistance at the school site or school related activity. An initial interview by law enforcement is not a substitute for a multidisciplinary threat assessment team meeting.
3. Secure site and/or implement lockdown, if necessary.



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4. If appropriate, notify relevant offices (e.g., LD, SMH, Student Discipline and Expulsion Support Unit) and parents/guardians, as soon as practically possible.

B. In Case of an Incident of School Violence

1. Call 911.
2. Render first aid until professional medical treatment and/or transportation can be received.
3. Supervise the student(s) to ensure their safety.
4. Inform the school site administrator/designee and/or STPL(s) immediately or as soon as practically possible.
5. Evacuate the area by relocating nearby students and staff, as soon as practically possible.
6. Notify appropriate offices (e.g., LD, SMH, Student Discipline and Expulsion Support Unit) and parents/guardians, as soon as practically possible.
7. Engage the School Site Crisis Team and STPL(s) to determine and implement the appropriate postvention response, action plan, safety plan, and reentry guidelines to ensure the safety and well-being of the student(s) and others who might have been affected by the incident.

STAGE II: INFORMATION GATHERING

An individual's behaviors and emotional state can be influenced by a number of factors, including triggers, attack related behaviors, relationship dynamics, protective factors, and risk factors. Therefore, to effectively evaluate a threat, the multidisciplinary threat assessment team should have as much past and present information about the person of concern, as well as details regarding the threat or incident.

A. Gather Relevant Information

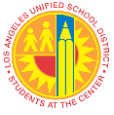
Review all school records and other relevant information listed in Supplemental Tool B1 – Information Gathering Checklist. If documents or information are missing or unknown, an effort should be made to gain access to the information.

B. Interview Relevant Parties

Interview all relevant parties separately. The administrator/designee or designated STPL(s) should gather essential information from multiple sources, including one or more school staff members who have direct knowledge of the threat and/or relevant knowledge of the student.

The following supplemental tools may be utilized to interview all relevant parties:

- Supplemental Tool B2 – Student Interview
- Supplemental Tool B3 – Witness/Target Interview



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- Supplemental Tool B4 – Teacher/Staff Interview/Questionnaire
- Supplemental Tool B5 – Parent/Guardian Interview

All interviews, information gathered, and consultations for support made by the assessing parties should be done in a confidential setting and not in the presence of any student(s). Another designated staff member should supervise involved student(s), as needed. In addition to the interviews mentioned above, written statements may be gathered, but are not required.

If an intended target is identified during any of the aforementioned interviews, if appropriate, make sure to warn the intended target(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 inform the parent/guardian.
- If the targeted individual is an adult, take appropriate steps to inform them of the threat.
- Consult with LD Operations and law enforcement, as needed.

C. Additional Considerations

The following are important to consider when intervening with youth who are exhibiting warning signs that they may be on a pathway towards violence:

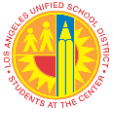
1. **When Certificated Staff Accompany a Student to the Hospital**

If LASPD, PMRT or other local law enforcement determines that the student will be transported to an emergency hospital/medical facility, the school site administrator may designate a certificated staff member to accompany the student if:

- a. The student requests the presence of a staff member;
- b. The school is unable to make contact with the parent/guardian;
- c. Parent/guardian is unavailable to meet the student at the hospital; or
- d. The school site administrator deems this is appropriate based on considerations such as age, developmental level, or pertinent historical student information.

2. **Providing Information for a Psychiatric Evaluation**

If the student will be transported, the assessing party should complete Supplemental Tool C2 – Summary of Relevant Student Information, indicating summary of incident and pertinent historical information. A copy of this document should be provided to PMRT or law enforcement prior to transporting to a hospital emergency room. For guidelines on how to complete Supplemental Tool C2, refer to Supplemental Tool C1 – How to Complete the Summary of Relevant Student Information.



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The privacy of all students should be protected at all times. Disclose confidential information only on a need to know basis, and only disclose the information necessary to protect the health and safety of the student/others.

STAGE III: MULTIDISCIPLINARY THREAT ASSESSMENT TEAM MEETING

A. Identify Multidisciplinary Threat Assessment Team Members

An effective threat assessment team ensures communication among all stakeholders. It is important to include individuals that have information and knowledge of the incident/case being reviewed. A multidisciplinary threat assessment team may include, but is not limited to:

- Administrator/Designee
- STPL
- L.A. Unified mental health professional (e.g., PSW, PSA, School Psychologist)
- LD Operations Coordinator

Some optional members might also include:

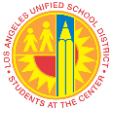
- LASPD Officer
- Teacher(s)
- Nurse
- After-school staff
- SHHS staff
- Special Education staff (e.g., Least Restrictive Environment Specialist, Behavior Support)
- Office of General Counsel
- Community agency (e.g., Department of Children and Family Services, mental health, private therapist)

The person of concern, the targeted individual(s), and/or parent/guardian are not part of the multidisciplinary threat assessment team meeting.

B. Multidisciplinary Threat Assessment Team Meeting

1. Prepare for the Meeting

- a. Compile information gathered from the checklist and interviews (included in Supplemental Tools B1-B5) for the team to review the history and current status of the person of concern.
- b. Make copies of Supplemental Tool D1 – School Violence Threat Assessment Checklist to share with each participant.
- c. Allow sufficient time (e.g., 2 hours) to review the case and develop an action plan as a team.



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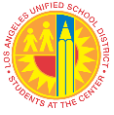
2. Convene the Meeting

- a. Sign In – Use sign-in sheet template Supplemental Tool D4 – Multidisciplinary Threat Assessment Team Meeting Sign-in Sheet.
- b. Introductions – Indicate name, position, department, and relation to the person of concern.
- c. Identify Action Plan Note Taker - Use notes template Supplemental Tool D2 – Multidisciplinary Threat Assessment Team Meeting Action Plan.
- d. Review Incident – Provide a summary of the incident that initiated the TAM process.
- e. Review History and Information Gathered – Review all information gathered, including interviews and relevant history/past behavior of the person of concern.
- f. Determine Level of Risk - Based on all information obtained, review Supplemental Tool B6 – Threat/Risk Assessment Levels, Indicators, and Action Plan Options to determine the level of risk as a team (information also in Supplemental Tool D1).
 - **No Known Current Risk** - indicates that there is no evidence of homicidal/suicidal ideation at this time.
 - **Low Risk** – indicates the person of concern is at little risk for school violence.
 - **Moderate Risk** – indicates the person of concern is at an elevated risk for school violence.
 - **High Risk** – indicates the person of concern is at high or imminent risk for violence, and immediate intervention is required to prevent an act of school violence from occurring.
- g. Action Plan – Using Supplemental Tool D2 – Multidisciplinary Threat Assessment Team Meeting Action Plan identify past action(s) taken, immediate action(s), and long-term action(s), including responsible parties for each action step identified.
 - The action plan should be consistent with the level of risk determined by the team.
 - The action plan should be managed by the school site administrator/designee.
 - Any action items listed should be completed within the identified timeline(s).
 - It is important to note that all levels of risk, including No Known Current Risk, has recommended action steps.
 - See Supplemental Tool B6 – Threat/Risk Assessment Levels, Indicators and Action Plan Options for appropriate actions and considerations by risk level.

C. Additional Considerations

1. Disciplinary Action

Contact Student Discipline and Expulsion Support Unit to discuss procedures for discipline and/or intervention.



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2. Suspected Child Abuse or Neglect

Report the incident to the appropriate child protective services agency, following BUL-1347.4 *Child Abuse and Neglect Reporting Requirements* if child abuse or neglect by a parent/guardian is suspected.

For example:

- contacting the parent/guardian regarding the suicidal/homicidal ideation/behavior may escalate the student's current level of risk
- the parent/guardian is contacted and unwilling to respond
- the parent/guardian refuses treatment for the student of concern
- the parent/guardian is unable to safeguard the student
- the student has access to weapons
- when additional minors are in the home and therefore may be at risk

The report should include information about any concerning homicidal/suicidal ideations or behaviors exhibited by the student. The reporting party should follow directives provided by the child protective services agency personnel.

3. Duty to Warn

Per *Tarasoff v. The Regents of the University of California* mental health professionals have a “duty to protect” as well as a “duty to warn” a potential victim of serious threat of physical violence and to notify the police (California Civil Code §43.92).

4. Criminal Threat (as determined by LASPD or local law enforcement)

The target may call LASPD or local law enforcement to file a criminal complaint.

STAGE IV: IMPLEMENTING ACTION PLAN

In general and when appropriate, meet with parents/guardians, as well as all involved students to discuss actions taken, action plan items, safety plan for student(s), and reentry. Meetings should be conducted separately for each involved party and their parent/guardian (see Supplemental Tool E – Safety Planning and Reentry). Consider the following options when developing a student safety plan and conducting a reentry meeting:

A. Student Safety Planning

1. Throughout the safety planning process, a collaborative problem-solving approach should be used to assess and address any potential barriers the student may have with following through with the safety plan.
2. Review the developed safety plan with the parent/guardian, specifically the trusted adults identified as gatekeepers for support at school and at home/community. Discuss suitability of these adults, review Supplemental Tool F3 – Adult Gatekeeper for School Safety handout,



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and inform parent/guardian that identified adults may receive Supplemental Tool F3 handout, as appropriate.

3. Provide and review Supplemental Tool F3 – Adult Gatekeeper for School Safety handout with the identified trusted adults in school, as appropriate. Written parental consent is required to notify trusted adults identified from the home/community on the student’s safety plan. Parents/guardians may consent by writing their initials on the consent line at the end of the signature section of the safety plan (see Supplemental Tool E2 or E4, Student Safety Plan).

B. Student Reentry Meeting

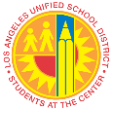
1. If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator/designee may consider holding a reentry meeting with key support staff, parents, and student to facilitate a successful transition. See Supplemental Tool E6 - Student Reentry Guidelines for a checklist of action items to consider.
2. It is strongly encouraged that written permission by the health care provider be obtained for a student following hospitalization, including psychiatric and drug or alcohol inpatient treatment, prior to returning to school.
3. If the person of concern and/or target transfers or matriculates to another school and an immediate threat to self or others remains, follow the guidelines in BUL-3927.2 *Mandated Reporting of Certain Student Behavior*.

C. Provide Resources

1. Provide parents/guardians, staff, and witnesses the appropriate handouts (see Supplemental Tools F1-F4).
2. Provide Supplemental Tool F5 – Resource Guide to parents/guardians and staff, as needed.

D. Document Actions

1. Notes, Documents, and Records
 - a. The administrator/designee action plan notes taken during the threat assessment meeting are for use by L.A. Unified attorneys unless stated otherwise in this bulletin. No copies of the action plan notes shall be furnished to anyone including employees, students, or parents without permission from the Office of General Counsel. Supplemental Tool D2 – Multidisciplinary Threat Assessment Team Meeting Action Plan should be used to document the action plan during a threat assessment meeting.
 - b. Notes, documents and records related to the incident are considered confidential information. These notes should be kept in a confidential file separate and apart from the student’s cumulative records.



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2. Documenting on iSTAR

- a. The administrator/designee shall maintain records and documentation of actions taken at the school by completing an incident report and RARD in iSTAR. For information on completing iSTAR reports with the issue type *Threat* and *Suicidal Risk*, see Supplemental Tool G1 – Completing the RARD on iSTAR.
- b. Do not upload Supplemental Tool D1 – School Violence Threat Assessment Checklist and Supplemental Tool D2 – Multidisciplinary Threat Assessment Team Meeting Action Plan or any other follow-up meeting notes in iSTAR.
- c. When documenting in iSTAR, include the 10-digit student identification number for the student in the *Persons Involved* tab. Any previous reports involving the student will be displayed in this tab, which may influence additional safety and action planning.
- d. If the student is assessed by a member of the school site crisis response team who does not have reporting access to iSTAR, the school site crisis team member should complete Supplemental Tool G2 – RARD and submit it to the school site administrator within 24 hours or by the end of the next school day, for submission on iSTAR. The RARD should not be mailed.

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

For matters related to students exhibiting suicidal ideation and/or self-injurious behaviors, follow guidelines as indicated in BUL-2637.4 *Suicide Prevention, Intervention and Postvention* or contact the LD Operations staff.

VI. **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 BUL-5577.1 *Counseling and Educationally Related Intensive Counseling Services (ERICs) for Students with Disabilities* 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-6269.1 *Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities* and contact the Division of Special Education (213) 241-8051 for further assistance.



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VII. **RESPONDING TO BULLYING AND HAZING**

For matters of student-to-student and student-to-adult bullying or hazing follow guidelines as indicated in BUL-5212.2 *Bullying and Hazing Policy (Student-to-Student, Student-to-Adult)* or contact the LD Operations staff.

VIII. **RESPONDING TO HATE VIOLENCE**

For incidents or threats related to hate-motivated violence, follow guidelines as indicated in BUL-2047.2 *Hate-Motivated Incidents and Crimes - Response and Reporting* or contact the LD Operations staff.

IX. **CONFIDENTIALITY**

All student matters are confidential and may not be shared, except with those persons who need to know. Personnel who “need to know” shall not disclose student 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.

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., 35160 et seq., 44808, 48900 et seq., 48950
California Penal Code §§422, 626 et seq.
Los Angeles Municipal Code §63.94
Tarasoff v. Regents of the University of California (1976) 17 Cal. 3d 425, 551
Education Code Section 47614

RELATED RESOURCES: BUL-5212.2, Bullying and Hazing Policy (Student-to-Student and Student-to-Adult), November 26, 2014.

BUL-1347.4, Child Abuse and Neglect Reporting Requirements, September 28, 2018.

BUL-5577.1, Counseling and Educationally Related Intensive Counseling Services (ERICS) for Students with Disabilities, July 21, 2014.

BUL-5800.0, Crisis Preparedness, Response and Recovery, October 12, 2015.

BUL-2047.2, Hate-Motivated Incidents and Crimes – Response and Reporting, September 4, 2018.

BUL-5269.2, Incident System Tracking Accountability Report, July 10, 2013.



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BUL-3927.2, Mandated Reporting of Certain Student Behavior, September 13, 2010.

BUL-6269.1, Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities, March 6, 2017.

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

BUL-2637.4, Suicide Prevention, Intervention, and Postvention, October 15, 2019

BUL-5798.0, Workplace Violence, Bullying and Threats (Adult-to-Adult), July 16, 2012.

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

Los Angeles Unified School District Board Resolution, “Safeguarding Our Schools: Demanding Common Sense Gun Laws and Best Practices to Protect our Students and Staff,” passed March 13, 2018.

The major changes in this policy include adaptations based upon the work of J. Kevin Cameron, Violence Threat Risk Assessment (VTRA™) Model, North American Center for Threat Assessment and Trauma Response™ Inc. 2020.

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

For support and consultation, contact SHHS, SMH CCIS at (213) 241-3840 Monday-Friday (8:00 am-5:00 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 District Operations (213) 241-5337 – for assistance with school operations and procedures concerning students and employees.

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

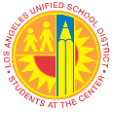
Division of Special Education (213) 241-6701– for assistance with cases involving students with disabilities.

Human Relations, Diversity and Equity (213) 241-3840 – for assistance with issues of bullying, conflict resolution, and diversity trainings.

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

Office of General Counsel (213) 241-6601 – for assistance/consultation regarding legal issues.

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



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EMERGENCY RESOURCES (NON-L.A. UNIFIED)

Los Angeles County Department of Mental Health ACCESS (800) 854-7771 – collaborates with L.A. Unified School Mental Health (SMH) 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.

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.

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.

National Suicide Prevention Lifeline (800) 273-8255 (TALK) – a 24-hour crisis line for individuals who are contemplating, threatening, or attempting suicide, including their family and friends.

Trevor Project – Trevor Lifeline (866) 4-U-TREVOR (866) 488-7386 - a 24-hour hotline; provides crisis intervention and suicide prevention services for lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13-24.

For additional resources and information, including emergency services, crisis lines, and online resources, see Supplemental Tool F5 – Resource Guide.



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ATTACHMENT A

SUPPLEMENTAL TOOLS LIST

- ☐ **Supplemental Tool A – Protocol and FAQs for Responding to Threats of School Violence**
 - ☐ A1 – Protocols for Responding to Threats of School Violence
 - ☐ A2 – Frequently Asked Questions for Threat Assessment and Management
- ☐ **Supplemental Tool B – Information Gathering**
 - ☐ B1 – Information Gathering Checklist
 - ☐ B2 – Student Interview
 - ☐ B3 – Witness/Target Interview
 - ☐ B4 – Teacher/Staff Interview/Questionnaire
 - ☐ B5 – Parent/Guardian Interview
 - ☐ B6 – Threat/Risk Assessment Levels, Indicators, & Action Plan Options
- ☐ **Supplemental Tool C – Summary of Relevant Information**
 - ☐ C1 – How to Complete the Summary of Relevant Student Information
 - ☐ C2 – Summary of Relevant Student Information
- ☐ **Supplemental Tool D – Convening the Multidisciplinary Threat Assessment Team Meeting**
 - ☐ D1 – School Violence Threat Assessment Checklist
 - ☐ D2 – Multidisciplinary Threat Assessment Team Meeting Action Plan
 - ☐ D3 – Multidisciplinary Threat Assessment Team Follow-up Meeting
 - ☐ D4 – Multidisciplinary Threat Assessment Team Meeting Sign-In Sheet
- ☐ **Supplemental Tool E – Safety Planning & Reentry**
 - ☐ E1 – Guidelines for Developing a Safety Plan for an Elementary School Student in the Aftermath of a Threat
 - ☐ E2 – Student Safety Plan (Elementary School)
 - ☐ E3 – Guidelines for Developing a Safety Plan for a Secondary School Student in the Aftermath of a Threat
 - ☐ E4 – Student Safety Plan (Secondary School)
 - ☐ E5 – Student Safety Plan Agreement
 - ☐ E6 – Student Reentry Guidelines
 - ☐ E7 – Parent/Guardian Authorization for Release/Exchange Information
 - ☐ E8 – Parent/Guardian Consent to Search Template
- ☐ **Supplemental Tool F – Handouts and Resources**
 - ☐ F1 – School Violence Prevention Awareness for Parents/Caregivers
 - ☐ F2 – School Violence Prevention Awareness for Staff
 - ☐ F3 – Adult Gatekeeper for School Safety
 - ☐ F4 – Student Gatekeeper for School Safety
 - ☐ F5 – Resource Guide
- ☐ **Supplemental Tool G – Documentation on iSTAR**
 - ☐ G1 – Completing the Risk Assessment Referral Data (RARD) on iSTAR
 - ☐ G2 – Risk Assessment Referral Data (RARD)



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ATTACHMENT A

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

- Join Schoology group, School-Site Crisis Teams. Go to: 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-5799 Threat Assessment & Management to access all the Supplemental Tools.
 - Materials in the Resources folder will be organized by topic and will be uploaded as they become available.