



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

NUMBER: BUL-5799.2

ISSUER: Andrés E. Chait
Chief of School Operations
Division of School Operations

DATE: July 31, 2023

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-5799.1 *Threat Assessment and Management* on the same subject issued by Student Health and Human Services, dated October 13, 2020.

The following are major changes in this bulletin:

- In accordance with California Education Code §49390-49395, this policy provides guidance regarding the mandated reporting of student threats or perceived threats to commit homicide in Section II - Employees as Mandated Reporters of Student Threats or Perceived Threats.
- There are two attachments in this policy:
 - Attachment A – Threat Assessment and Management (TAM) and Risk Assessment (RA) Supplemental Tools List
 - Attachment B – How to Access TAM and RA Supplemental Tools
- Supplemental Tools referenced as “RA Supplemental Tool” are applicable to this policy, as well as [BUL-2637.5 Suicide Prevention, Intervention and Postvention \(Students\)](#).
 - The supplemental tool previously titled Adult Gatekeeper is now titled Trusted Adult.

ROUTING
All Employees
All Locations
Co-located Charter Schools



- The supplemental tool previously titled Student Gatekeeper is now titled Student Upstander.
- Safe Gun Storage information for parents/caregivers is available in Supplemental Tool F – Handouts and Resources.

GUIDELINES:

I. 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.

Threats are serious. 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

II. EMPLOYEES AS MANDATED REPORTERS OF STUDENT THREATS OR PERCEIVED THREATS

- A. In accordance with California Education Code §49390-49395, all employees are mandated reporters of student threats or perceived threats to commit a homicidal act related to school or a school activity.
1. An employee who is alerted to or observes any student threat or perceived threat to commit homicide, must immediately report the threat or perceived threat to the Los Angeles School Police Department (LASPD) at (213) 625-6631 or local law enforcement, as well as the site administrator.



- a. A *threat* or *perceived threat* means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.
 - b. *Reasonable suspicion* means articulable facts, together with rational inferences from those facts, warranting an objective suspicion.
 - c. The report shall include copies of any documentary or other evidence associated with the threat or perceived threat.
 - d. District employees should not utilize the Los Angeles Schools Anonymous Reporting (LASAR) application to report a threat or perceived threat.
2. When two or more employees are jointly alerted to a threat or perceived threat, when there is agreement among them, the required report to law enforcement may be made by any of them in a single report. An employee who has knowledge that the designated reporting employee has failed to make the single report shall thereafter make the report to law enforcement.
Note: A report in this case means a phone call to law enforcement; it is not in the form of a written document.
- B. Upon receiving a report of a threat or perceived threat, the local law enforcement agency, with the support of the school site or local educational agency, shall immediately conduct an investigation.
1. The investigation shall include a search conducted at the school site, only if the search is justified by a reasonable suspicion that it would produce evidence related to the threat or perceived threat.
- C. An investigation by law enforcement, including LASPD, is not a substitute for a multidisciplinary threat assessment team meeting.
1. The guidelines and procedures indicated below should still be followed.
 2. All reports made to law enforcement should be documented in iSTAR, including actions taken thereafter (e.g., scheduled/held a multidisciplinary threat assessment team meeting).



III. ACRONYMS AND DEFINITIONS

A. Acronyms

The following acronyms will be used throughout this policy:

ACRONYM	TERMINOLOGY
ISSP	Integrated Safe School Plan
iSTAR	Incident System Tracking Accountability Report
LASPD	Los Angeles School Police Department
MHET	Mental Health Evaluation Team
PMRT	Psychiatric Mobile Response Team
PSA	Pupil Services and Attendance
PSW	Psychiatric Social Worker
RA	Risk Assessment (suicide and threat assessment)
RARD	Risk Assessment Referral Data
SHHS	Student Health and Human Services
STPL	Suicide/Threat Prevention Liaison
TAM	Threat Assessment and Management

B. Definitions

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.

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 assess for suicidal ideation whenever a student poses a threat to others.

Multidisciplinary Threat Assessment Team

The term *multidisciplinary* indicates a team that may include but is not limited to SHHS Professionals (e.g., PSW, PSA Counselor, Restorative Justice Advisor, System of Supports Advisor, Student Support Programs Counselor), Counselor, School Nurse, School Psychologist, Teacher, Coordinator, Administrator, School Police, and Region 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 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.

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.

Suicide/Threat Prevention Liaison (STPL)

STPL(s) are the administrator/designee and/or behavioral health professionals (e.g., PSW, PSA Counselor, School Psychologist, or 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 *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*.

Threat of Serious Physical Violence

The expression of a willful intent or desire to inflict physical harm that would likely result in death, bodily injury, or cause a target to experience fear for their physical safety and/or the physical 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.

IV. RESPONSIBILITY FOR POLICY IMPLEMENTATION

A. All Employee Responsibilities

1. Report any suspected threats or worrisome behaviors to the school site administrator/designee, crisis team member, and/or STPL immediately or as soon as practically possible.



2. Cooperate in any inquiries and investigation(s) by providing accurate, relevant information.

B. School Site Administrator/Designee Responsibilities

1. Designate Crisis Team Members/STPL(s) in the ISSP's *School Site Suicide/Threat Assessment Team*.
2. Respond to reports of students making threats or exhibiting worrisome behaviors immediately or as soon as practically possible.
3. Establish a multidisciplinary school site threat assessment team, in accordance with the ISSP *School Site Suicide/Threat Assessment Team*.
4. Monitor and follow-up to ensure that the risk has been mitigated through support and resources.
5. Provide follow-up to relevant staff such as Region Operations and Instructional Directors, as needed.
6. Report incident in iSTAR as appropriate and update, as needed.

C. Region Administrators and Staff Responsibilities

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

D. SHHS District Office Staff Responsibilities

1. Support the school site implementation of the TAM policy by assisting Regions 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 health and safety policies, including the TAM policy.

1. Identify personnel at their school sites who will assess students.
2. Monitor and follow-up to ensure that the risk has been mitigated through support and resources.



3. Follow the established protocol for reporting incidents and providing updates to the District Principal and Charter Schools Division by providing a written report when there are safety concerns and/or significant incidents that happen on their campus.

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 \(Proposition 39\)*](#), which informs co-located charters about the ISSP, as well as requirements to report incidents.

V. **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 TAM Supplemental Tool A1 – Protocol for Responding to Threats of School Violence.

There are four stages for the threat assessment and management process:

- 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. Respond Immediately

1. For immediate, emergency life-threatening situations, call 911.
2. An employee who is alerted to or observes any student threat or perceived threat to commit homicide, must immediately report the threat or perceived threat to the LASPD at (213) 625-6631 or local law enforcement, as well as the site administrator. Refer to Section II of this policy.
3. Call LASPD (213) 625-6631 or local law enforcement for assistance at the school site or school related activity. An investigation by law enforcement is not a substitute for a multidisciplinary threat assessment team meeting.
4. Secure site and/or implement lockdown, if necessary.
5. School administrators may conduct searches of individual students or relevant areas of the school when they have reasonable suspicion that the search will turn up evidence related to the threat.
6. If appropriate, notify relevant offices (e.g., Region, SHHS, Student Discipline and Expulsion Support) 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 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., Region, SHHS, Student Discipline and Expulsion Support) 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

The administrator/designee, crisis team member, and designated STPL(s), should work together to gather essential information from multiple sources. Review all school records and other relevant information listed in TAM 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

1. Interview all relevant parties separately, 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:
 - TAM Supplemental Tool B2 – Student Interview
 - TAM Supplemental Tool B3 – Witness/Target Interview
 - TAM Supplemental Tool B4 – Teacher/Staff Interview/Questionnaire
 - TAM Supplemental Tool B5 – Parent/Guardian Interview
2. 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). In addition to the interviews mentioned above, written statements may be gathered, but are not required.
3. Information gathered during these interviews/assessments will dictate next steps. Based on the information gathered and assessment of the student(s), the assessing party should collaborate with at least one other designated school site crisis team member to determine next steps. Consult with Region Operations, as needed. See TAM Supplemental Tool B6 – Threat/Risk Assessment Levels, Indicators, and Action Plan Options.



4. If the level of risk is determined to be high, contact LASPD (213) 625-6631 or PMRT (800) 854-7771 for an assessment and possible transport to a hospital for a mental health evaluation. Only one agency should be contacted for a response. Either agency is authorized to assess, determine if the current circumstances meet criteria for a hold, and transport an individual for a psychiatric evaluation (5150/5585), if needed.

C. Additional Considerations

The following are important to consider when intervening with youth who are exhibiting homicidal ideation/behavior:

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 who agrees to accompany them;
- 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 RA Supplemental Tool C2 – Summary of Relevant Student Information, indicating a summary of the incident and pertinent historical information. A copy of this document should be provided to MHET, PMRT, law enforcement, or the transporting agency prior to transporting the student to a hospital emergency room. For guidelines on how to complete RA Supplemental Tool C2, refer to RA Supplemental Tool C1 – How to Complete the Summary of Relevant Student Information.

3. **Suspected Child Abuse or Neglect**

Report the incident to the appropriate child protective services agency, following [BUL-1347.5 Child Abuse and Neglect Reporting Requirements](#) if the District Employee, as a mandated reporter, reasonably suspects child abuse or neglect. A mandated reporter may have reasonable suspicion, depending on the facts, when:



- contacting the parent/guardian regarding the homicidal/suicidal 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.

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 behavioral health professional (e.g., PSW, PSA Counselor, School Psychologist, Counselor, Nurse)
- Region Operations Coordinator

Some optional members include:

- LASPD Officer
- Teacher(s)
- After-school staff
- SHHS staff
- Special Education staff (e.g., Least Restrictive Environment Specialist, Behavior Support, Case Carrier)
- Office of General Counsel
- Community agency (e.g., Department of Children and Family Services, mental health provider, 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 TAM Supplemental Tools B1-B5) for the team to review the history and current status of the person of concern.
- b. Make copies of TAM Supplemental Tool D1 – School Violence Threat Assessment Checklist to share with each participant.
- c. Allow sufficient time (e.g., two hours) to review the case and develop an action plan as a team utilizing a confidential space.

2. Convene the Meeting

- a. Sign In – Use sign-in sheet template TAM 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 TAM 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 TAM Supplemental Tool B6 – Threat/Risk Assessment Levels, Indicators, and Action Plan Options to determine the level of risk as a team (information also in TAM 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 TAM 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, have recommended action steps.
- See TAM 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 (SDES) at (213) 202-7555 regarding student discipline procedures including thorough investigation, proper documentation in MiSIS, and other means of correction.

2. **Duty to Warn**

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 Region Operations, Office of General Counsel, and law enforcement, as needed.

3. **Criminal Threat**

- Only law enforcement agencies can make the determination of a criminal threat.
- 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.

There are circumstances that might increase a student’s risk of homicide. Examples may include suspension, expulsion, relationship problems, significant loss, or interpersonal conflict. Consider the following options when developing a student safety plan and conducting a reentry meeting:

A. Student Safety Planning

Develop a safety plan for all involved students. A safety plan is a list of coping strategies and resources that a student may use before, during, or after a homicidal crisis. See RA Supplemental Tool E – Safety Planning and Reentry for recommendations and templates for developing a student safety plan.

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 for support. Discuss the suitability of adults identified at home/community. Inform parent/guardian that the identified adults at school may receive the Trusted Adult handout and that they may share this with the identified home/community adults, as well. See RA Supplemental Tools F2 – Trusted Adult.
3. Provide and review RA Supplemental Tools F2 – Trusted Adult handout with the identified trusted adults in school, as appropriate. Written parental consent is required to notify trusted adults identified in the home/community section of 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 RA Supplemental Tools E2 or E4, Student Safety Plan.
4. If the student enrolls in a new school, to the extent possible, staff from the sending school should notify the receiving school of the safety plan to ensure continuity of care and appropriate updates/revisions, as needed.

B. Student Reentry Meeting

Follow student reentry guidelines. See RA Supplemental Tool E5 - Student Reentry Guidelines for a checklist of action items to consider.

1. If the student is absent or out of school due to a mental health



evaluation/hospitalization, the school site administrator/designee, crisis team member, or STPL should hold a reentry meeting with key support staff, parents/guardians, and student upon the student's return to facilitate a successful transition.

2. It is strongly encouraged that a student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization (including psychiatric and drug or alcohol inpatient treatment), have written permission by a licensed California health care provider to attend school, including any recommendations regarding physical activity. See TAM Supplemental Tool A2 – FAQs for Threat Assessment and Management.
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-3927.3 Mandated Reporting of Certain Student Behavior](#).

C. Provide Resources

Mobilize a support system and provide resources. See RA Supplemental Tool F1 - Resource Guide.

1. Connect student and family with social, school, and community supports.
2. Refer the student to the nearest District Mental Health Clinic or Wellness Center, a community resource provider, or their health care provider for mental/physical health services.
3. Provide parents/guardians, staff, and witnesses the appropriate handouts. See TAM & RA Supplemental Tool F – Handouts and Resources.

D. Monitor and Manage

1. The administrator/designee, crisis team member, and/or STPL(s) should monitor and manage the case as it develops and until it has been determined that the student no longer poses an immediate threat to others.
2. If deemed appropriate/necessary, request consent from parent/guardian to conduct a search of the student, as needed. See RA Supplemental Tool E8 – Parent/Guardian Consent to Search template.
3. Maintain consistent communication with appropriate parties on a need-to-know basis. See section VI. Confidentiality.
4. If the parent/guardian is not following the safety recommendations, a suspected child abuse report may be filed.



5. See [BUL-1347.5 Child Abuse and Neglect Reporting Requirements](#).

E. 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. TAM 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.
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 RA Supplemental Tool G1 – Completing the RARD on iSTAR.
 - b. Do not upload TAM 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. See TAM Supplemental Tool A2 – FAQs for Threat Assessment and Management.
 - 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 crisis team member who does not have reporting access to iSTAR, they should complete RA Supplemental Tool G2 – RARD and submit it to the school site administrator/designee within 24 hours or by the end of the next school day, for submission on iSTAR. The RARD should not be mailed.



VI. **CONFIDENTIALITY**

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

VII. **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 \(Students\)](#) or contact the Region Operations.

VIII. **RESPONDING TO STUDENTS WITH DISABILITIES**

This bulletin applies to all students. After implementing the steps outlined in this policy, there are additional considerations for 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) 241-6701 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) 241-6701 for further assistance.

IX. **RESPONDING TO BULLYING AND HAZING**

For matters of student-to-student and student-to-adult bullying or hazing follow guidelines as indicated in [BUL-5212.3 Bullying and Hazing Policy \(Student-to-Student\)](#) or contact Region Operations.



X. 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 Region Administrator of Operations/Designee.

XI. RESPONDING TO WORKPLACE VIOLENCE, BULLYING AND THREATS

For incidents or threats related to adult-to-adult or adult-to-student workplace violence, follow guidelines as indicated in [BUL-5798 Workplace Violence, Bullying and Threats \(Adult-to-Adult\)](#) or contact Region Operations.

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, 49390 et seq.
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

ATTACHMENTS: A. TAM and RA Supplemental Tools List
B. How to Access TAM and RA Supplemental Tools

RELATED RESOURCES: [BUL-1347.5, Child Abuse and Neglect Reporting Requirements](#), March 27, 2023.

[BUL-2047.2, Hate-Motivated Incidents and Crimes – Response and Reporting](#), September 4, 2018.

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

[BUL-3927.3, Mandated Reporting of Certain Student Behavior](#), November 21, 2022.

[BUL-5212.3, Bullying and Hazing Policy \(Student-to-Student\)](#), April 25, 2022.



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

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

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

[BUL-5577.1, Counseling and Educationally Related Intensive Counseling Services \(ERICs\) for Students with Disabilities](#), July 21, 2014.

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

[BUL-5800.1, Crisis Preparedness, Response and Recovery](#), July 3, 2023.

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

[BUL-133307.0, Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices \(PBIS/RP\)](#), November 21, 2022.

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.

This policy includes 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 the SHHS Student and Family Wellness Hotline at (213) 241-3840 Monday-Friday (8:00 am-4:30 pm).

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



enforcement department.

L.A. UNIFIED RESOURCES

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

Student Discipline and Expulsion Support (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.

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

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

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

EMERGENCY RESOURCES (NON-L.A. UNIFIED)

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

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

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

For additional resources and information, including emergency services, crisis lines, and online resources, see RA Supplemental Tool F1 – Resource Guide.



**THREAT ASSESSMENT AND MANAGEMENT (TAM)
AND RISK ASSESSMENT (RA) SUPPLEMENTAL TOOLS LIST**

- Supplemental Tool A – Protocol and FAQs for Responding to Threats of School Violence**
 - TAM A1 – Protocol for Responding to Threats of School Violence
 - TAM A2 – Frequently Asked Questions for Threat Assessment and Management

- Supplemental Tool B – Information Gathering**
 - TAM B1 – Information Gathering Checklist
 - TAM B2 – Student Interview
 - TAM B3 – Witness/Target Interview
 - TAM B4 – Teacher/Staff Interview/Questionnaire
 - TAM B5 – Parent/Guardian Interview
 - TAM B6 – Threat/Risk Assessment Levels, Indicators, & Action Plan Options

- Supplemental Tool C – Summary of Relevant Information**
 - RA C1 – How to Complete the Summary of Relevant Student Information
 - RA C2 – Summary of Relevant Student Information

- Supplemental Tool D – Convening the Multidisciplinary Threat Assessment Team Meeting**
 - TAM D1 – School Violence Threat Assessment Checklist
 - TAM D2 – Multidisciplinary Threat Assessment Team Meeting Action Plan
 - TAM D3 – Multidisciplinary Threat Assessment Team Follow-up Meeting
 - TAM D4 – Multidisciplinary Threat Assessment Team Meeting Sign-In Sheet

- Supplemental Tool E – Safety Planning & Reentry**
 - RA E1 – Guidelines for Developing a Safety Plan for an Elementary School Student
 - RA E2 – Student Safety Plan (Elementary School)
 - RA E3 – Guidelines for Developing a Safety Plan for a Secondary School Student
 - RA E4 – Student Safety Plan (Secondary School)
 - RA E5 – Student Reentry Guidelines



- RA E6 – Return to School Information for Parent/Guardian
- RA E7 – Parent/Guardian Authorization for Release/Exchange Information
- RA E8 – Parent/Guardian Consent to Search Template
- TAM E9 – Student Safety Plan Agreement

- Supplemental Tool F – Handouts and Resources**
 - RA F1 – Resource Guide
 - RA F2 – Trusted Adult
 - RA F3 – Student Upstander
 - RA F4 – Safe Gun Storage Information for Parents/Caregivers
 - TAM F5 – School Violence Prevention Awareness for Parents/Caregivers
 - TAM F6 – School Violence Prevention Awareness for Staff

- Supplemental Tool G – Documentation on iSTAR**
 - RA G1 – Completing the Risk Assessment Referral Data (RARD) on iSTAR
 - RA G2 – Risk Assessment Referral Data (RARD)



HOW TO ACCESS THE TAM AND RA SUPPLEMENTAL TOOLS

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

- Join Schoology group, School-Site Crisis Teams. Go to: lms.lausd.net
- 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-5799.2 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.