



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

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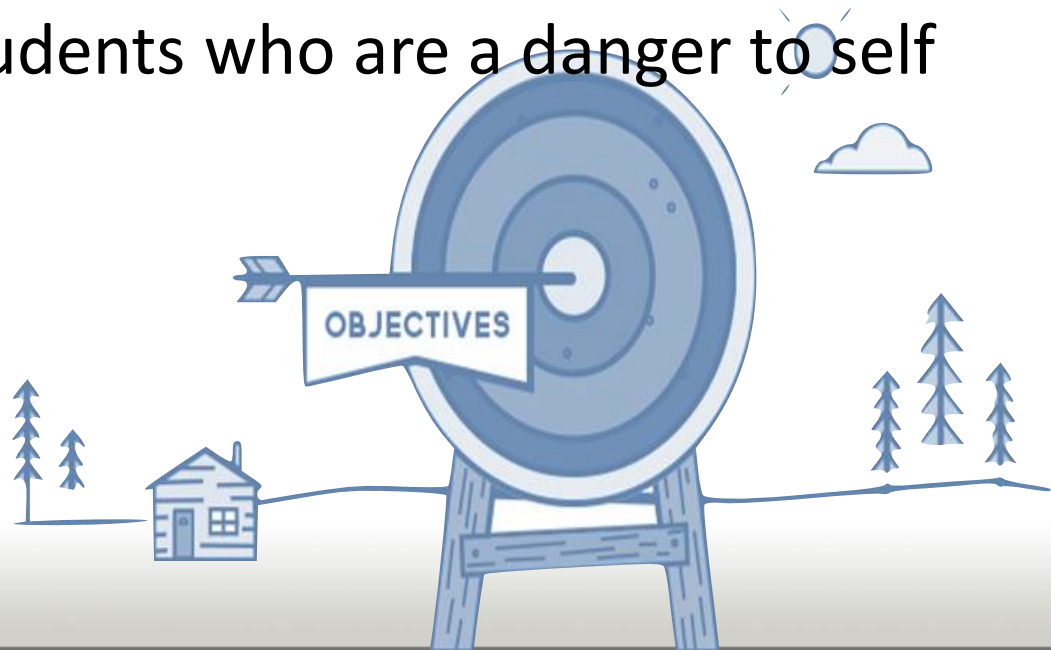


Objectives for Today



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



ONE YEAR LATER



Overreaction vs. Under Reaction

“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



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.



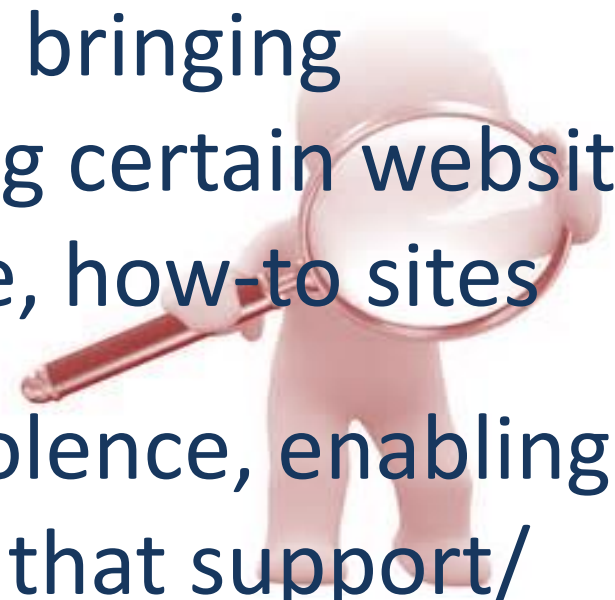
Key Indicators



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)





“Empty Vessels”



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.



“Empty Vessels”



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)

ATTACHMENT A
(Page 2 of 2)

PROTOCOL FOR RESPONDING TO SCHOOL VIOLENCE AND THREATS

The following is a summary checklist of general procedures for the administrator/designee to respond to any reports of violence or threats in schools, at District and school-related activities and in all areas within the District's jurisdiction (student-to-student, student-to-adult). The urgency of the situation will dictate the order in which the subsequent steps are followed.

For a complete description of each procedure, refer directly to the Bulletin 5799.0, Guidelines Section III, Protocol for Responding to School Violence and Threats.

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

SCHOOL VIOLENCE RISK ASSESSMENT CHECKLIST

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

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

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

* = NEED MORE INFORMATION

ATTACHMENT B
(Page 2 of 2)

12. Other Relevant Factors

ASSESSMENT RESULTS:

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

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

Threat Assessment Notes- Attorney Client Communication Confidential & Privileged (G)



INTER-OFFICE CORRESPONDENCE
LOS ANGELES UNIFIED SCHOOL DISTRICT

ATTACHMENT G

John E. Deasy, Ph.D.
Superintendent of Schools
Christopher L. Long
Senior Deputy Superintendent of Operations

THREAT ASSESSMENT NOTES

Attorney Client Communication
Confidential & Privileged

DATE: _____

Attorney Client Communication
Confidential & Privileged

RE: THREAT ASSESSMENT NOTES

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.

Student ReEntry Guidelines

Attachment (D)

ATTACHMENT D

STUDENT RE-ENTRY GUIDELINES

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

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

Returning Day	<input type="checkbox"/> Have parent escort student on first day back. Develop a re-entry communication and safety plan in the event of future emergencies.
Hospital Discharge Documents	<input type="checkbox"/> Request discharge documents from hospital or Medical Clearance for Return to School (see Attachment E) from parent on first day back.
Meeting with Parents	<input type="checkbox"/> Engage parents, school support staff, teachers, and student, as appropriate in a Re-Entry Planning Meeting. <input type="checkbox"/> Identify on-going mental health resources in school and/or in the community. <input type="checkbox"/> Modify academic programming, as appropriate. <input type="checkbox"/> Consider an assessment for special education for a student whose behavioral and emotional needs effect their ability to benefit from their educational program (see REF-5578.0 <i>Guidelines for Individualized Education Program Teams Regarding the Social-Emotional Needs of Students with Disabilities</i> , October 17, 2011) <input type="checkbox"/> If the student is prescribed medication, monitor with parent consent. <input type="checkbox"/> Offer suggestions to parents regarding monitoring personal communication devices, including social networking sites, as needed. <input type="checkbox"/> Notify student's teachers, as appropriate.
Identify Supports	<input type="checkbox"/> Assist the student in identifying adults they trust and can go to for assistance at school and at home.
Address Bullying, Harassment, Discrimination	<input type="checkbox"/> As needed, ensure that any bullying, harassment, discrimination is being addressed.
Designate Staff	<input type="checkbox"/> Designate staff (e.g., Psychiatric Social Worker, Pupil Services and Attendance Counselor, School Nurse, Academic Counselor) to check in with the student during the first couple weeks periodically.
Release/Exchange of Information	<input type="checkbox"/> Obtain consent by the parent to discuss student information with outside providers using the Parent Authorization for Release/Exchange of Information (see Attachment F).
Manage and Monitor	<input type="checkbox"/> Case management and monitoring – ensure the student is receiving and accessing the proper mental health and educational services needed.

Safety Plan

Outside Mental Health Agency Providing Me Support

ATTACHMENT D2

5212.3

L.A. UNIFIED SCHOOL DISTRICT

ATTACHMENT D

SAMPLE - INDIVIDUALIZED STUDENT SUCCESS PLAN

SCHOOL:

Mental Health Agency:



Los Angeles Unified School District
STUDENT HEALTH AND HUMAN SERVICES

MY SAFETY PLAN

Student's Name: _____ DOB: _____

Triggers

There are certain situations or circumstances which make me feel uncomfortable and/or agitated:

1. _____
2. _____
3. _____

Warnings

I should use my safety plan when I (thoughts, images, moods, situation):

1. _____
2. _____
3. _____

Coping Skills/Healthy Behaviors

Things I can do to calm myself down or feel better in the moment (e.g. favorite activities, hobbies, relaxation techniques):

1. _____
2. _____
3. _____

Places I Feel Safe

Places that make me feel better in a physical location, an imaginary happy place, or with safe people:

1. _____
2. _____
3. _____

School Support

Healthy adults at school and/or ways school staff can give me support:

1. _____
2. _____
3. _____

Adult Support

Healthy adults at home or in my community who I can go to for support or help during:

1. _____
2. _____
3. _____

Parent Support

Actions my parent/guardian can take to help me stay safe:

1. _____
2. _____
3. _____

Case Carrier Support

Actions my case carrier can take to help me stay safe:

1. _____
2. _____
3. _____

BUL-5212.3

L.A. UNIFIED SCHOOL DISTRICT
SAMPLE - INDIVIDUALIZED STUDENT SUCCESS PLAN
SCHOOL: _____

ATTACHMENT D

Student: _____ Date: _____

Students are our number one priority! Supporting the education of students requires a comprehensive and collaborative effort of all stakeholders.

The following success plan has been discussed and developed for (student's name) _____ on (date) _____. This plan does NOT replace an IEP, Section 504 Plan or a Behavior Support Plan. This plan should be customized to address the unique circumstances and agreements of the parties involved.

Administration responsibilities and strategies: Check all apply.

- ☐ I will continue to communicate and enforce the guidelines set forth by the Discipline Foundation Policy
- ☐ I will take all reported incidents of bullying and hazing seriously.
- ☐ I will be neutral and gather the facts from all involved parties.
- ☐ I will follow-up with the teacher and relevant staff to provide support to address the various concerns.
- ☐ I will follow-up with the involved parties to monitor that the bullying has stopped.
- ☐ I will _____

Teacher responsibilities and strategies: Check all apply.

- ☐ I will establish a safe school environment for all students.
- ☐ I will take all allegations of bullying and hazing seriously.
- ☐ I will remain neutral and gather all the facts from the involved parties.
- ☐ I will monitor to determine that the bullying has stopped. Give specific dates or frequency: _____
- ☐ I will communicate and reinforce positive behavior expectations and norms for classrooms, restrooms, yard, eating areas, and other school activities.
- ☐ I will meet with parents of involved students to discuss concerns, consequences and strategies for reconciliation.
- ☐ I will collaborate with the administration, counselors, other involved teachers, staff and parents.
- ☐ I will make appropriate referrals (e.g., for counseling, behavior support, Student Support and Progress Team).
- ☐ I will _____

Counselor or identified school staff members:

- ☐ I will monitor that the bullying has been resolved by meeting with the involved parties to provide support and monitoring as needed. Give specific dates or frequency: _____

Accommodations and Modifications: Check all apply.

- ☐ The class schedule has been modified to support the students involved.
- ☐ The lockers have been changed to a different location.

Student responsibilities and strategies: Check all apply.

- ☐ During lunch, nutrition and passing periods, my designated area is _____.
- ☐ During lunch and nutrition, I will remain in the proximity of school staff who will provide additional supervision and be a source of contact.
- ☐ My designated arrival location is _____ at _____ a.m.
- ☐ My designated pick-up location is _____ at _____ p.m.
- ☐ I will avoid conflicts with the other students and report any concerns or incidents of bullying or retaliation immediately to _____.

rooms, yard, eating areas, and other school
be treated.

ative prosocial methods.

Team.
rents.

al information with other
ent(s). By signing you have agreed to

by the school staff. We will revisit this

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____



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?

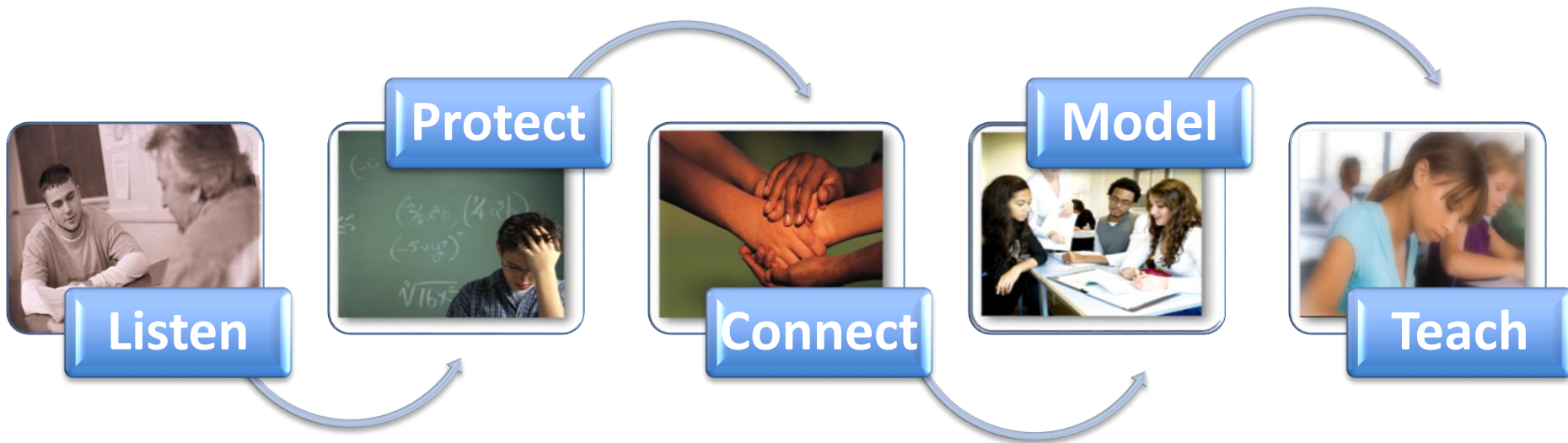


Case Vignette



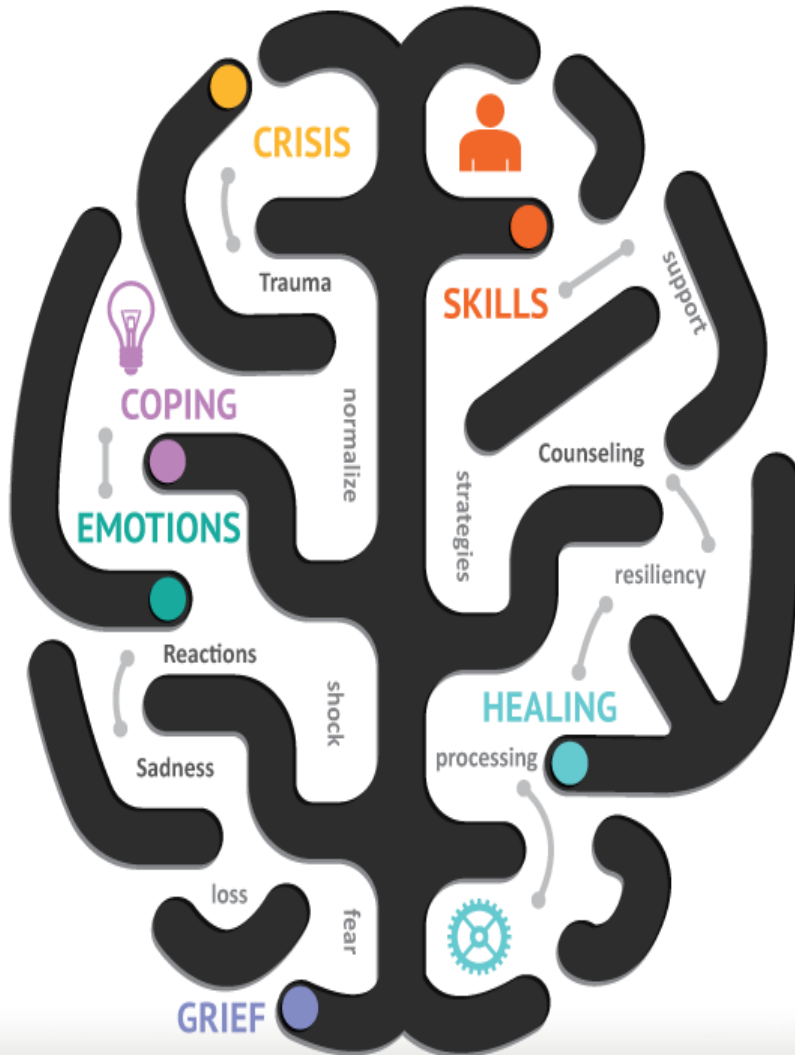
- You find out the other two students have been picking on Megan for quite some time.
 - What questions/information are important to ask or gather
 - What next steps should you take?
 - What next steps should the school take?

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

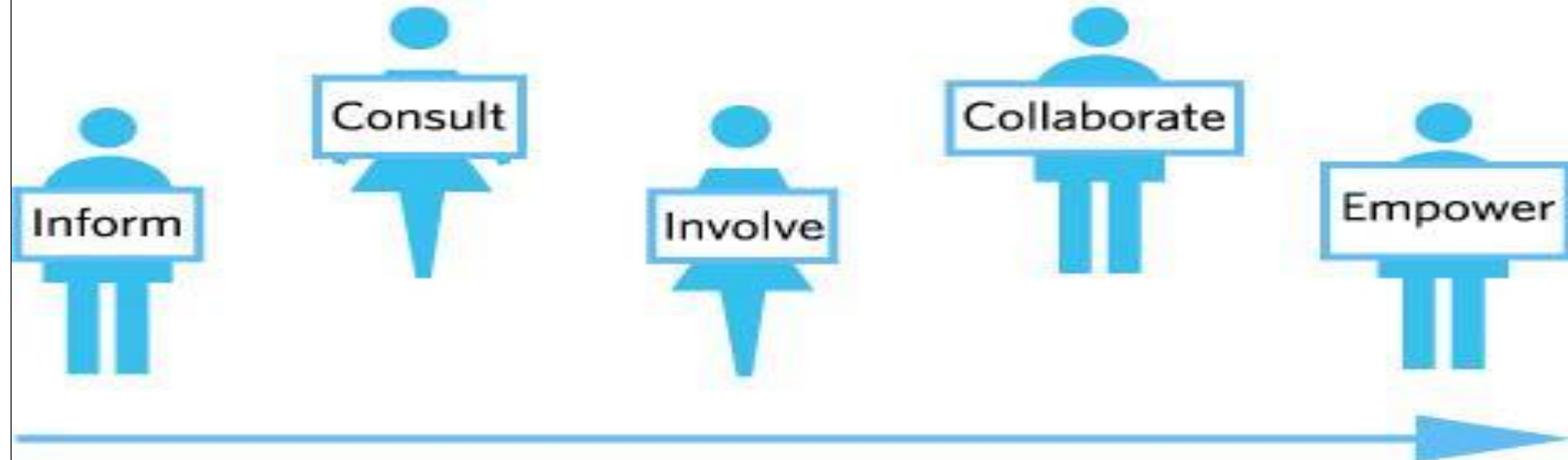


Resources



- 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!

A large, stylized red heart outline is positioned to the left of the text "THANK you!". The text is in a white, bubbly, hand-drawn font with a thick black outline. "A Big" is written in a smaller, similar font above "THANK".



Reflections & Questions

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