



CVUSD STUDENT SUICIDAL/HOMICIDAL THOUGHTS RESPONSE PROCEDURES

*Refer to Suicide Prevention and/or Homicidal Threat Assessment Policy for details

CALL 911 for any out of school attempt to harm self or others

First Responder Staff: Site Administrator, School Psychologists, School Counselors, School Nurses, MTSS-B Counselors, Intervention Counselors, BIP Counselors
Threat Inquiry Team (TIT): Site Administrator, School Psychologist, BIP Counselor, Behavior Specialist

Students presenting with suicidal or homicidal thoughts must be supervised by an adult

Contact Principal/Administrator immediately by phone

Contact on-site first responder staff to complete a threat screening. If an on-site first responder is not on site, contact the Behavior Intervention Program (BIP) Office at ext. 8907

Two trained First Responders will complete page 1 of the Threat Risk Screening packet and confirm whether the student presents with potential suicide risk, homicide risk, or both. If the potential risk is homicidal, the Threat Inquiry Team will be contacted to conduct the threat assessment process. If threat risk is suicidal, First Responders will continue the screening using **colored** district threat screening form/packet to determine level of concern.

If thoughts are **HOMICIDAL**, Administrator will contact the BIP Office and the TIT will conduct the homicidal threat assessment process. *Refer to Homicidal Threat Assessment Policy and Homicidal Threat Assessment Forms for details.

*Law Enforcement Authorities must be contacted if student is in possession of a weapon or causes bodily injury

Based on the **SUICIDE** threat level determined by the screeners, contact the Community Crisis Response Team (CCRT) (1-909-458-1517) if further assessment is needed. If additional support is needed, call the BIP Office ext. 8907.

Upon CCRT's assessment for **SUICIDAL THREAT**, one of three scenarios may take place:

- CCRT will decide that the level of threat requires the student to be transported to a mental health facility for hospitalization.
- CCRT determines student does not require hospitalization. Prior to releasing student to parent, discuss/review safety plan and have the parent sign the **Release of Student to Parent** section on CVUSD Threat Assessment Risk Form – Confidential. If parent refuses to sign, please make note on the form with a witness present.
- Student requires hospitalization and parents are not reachable or do not agree to CCRT assessment. Contact SRO.

FOLLOW UP for Suicide Threat Screening and Homicidal Threat Assessment

- Administrator or school counselor documents threat screening/assessment in AERIES under behavioral emergency. Input threat screening/assessment was completed on DATE and outcome.
- Copy of threat screening/assessment (Excluding Homicidal Threat Assessment Interviews) packet is filed confidentially by school site.
- Copy of threat screening form (Page 1/ front and back) for homicide and suicide threat screenings and a copy of all homicidal assessment forms completed, excluding interviews, given to parent/guardian.
- Original threat screening/assessment packet (ALL FORMS, even unused) sent to BIP office (Adult school room 7) within ONE business day.

If student is transported or voluntarily taken for a mental health assessment or hospitalized, hold a meeting prior to the student's return to class(es) to develop a plan of support. **Please see District Re-Entry Protocol.**

Parent/Guardian Notification

Parent/Guardian will be notified after Threat Risk Screening Form is completed unless further suicide threat screening or homicidal threat assessment is warranted, and notification applies as indicated below.

SUICIDE Threat Screening: Following the suicide threat screener, the site administrator or one of the First Responders will contact/notify the parent/guardian of the student.

HOMICIDAL Threat Assessment: Parent/guardian will be contacted by the TIT during the assessment/interview process.

Chino Valley Unified School District
Threat Risk Screening Form – Confidential

Student: _____ Grade: _____ School _____ Date/Time: _____

Referral made by: _____ Staff completing screening: _____

Reason for referral: _____

1. Is the student presently asserting suicidal ideation? _____ yes _____ no

2. Is the student having homicidal thoughts? _____ yes _____ no

***If yes, refer to Homicidal Threat Assessment forms and administrator will contact Threat Inquiry Team to conduct the Homicidal threat Assessment process. Discontinue completion of this form/page 1.**

3. Has there been a previous threat assessment/screening? _____ yes _____ no _____ unknown

What are the student’s motives or goals?

Does the student have a history of attempts/hospitalizations? _____ yes _____ no

Does the student have a plan related to harm to self or others? _____ yes _____ no

Does the student have the means to harm self or others? _____ yes _____ no

Intervention: (Mark Below) Was the student hospitalized? _____

_____ Resources provided to parent/guardian: _____

_____ Referred to SRO. Name of Officer: _____

_____ CCRT Team. Name of responders: _____

_____ School based counseling: _____

_____ Does the student have an IEP or Section 504 Plan? Program modification (e.g. 504, IEP)

_____ Other: _____

Contact parent/caregiver (Required) Date/time: _____

Parent Follow-up: _____

Staff Follow-up: _____

Staff Signature Date Administrator Signature Date

Staff Signature Date Parent/Guardian Signature Date

RELEASE OF STUDENT TO PARENT

My signature below verifies that I have spoken with a member of the school’s first responder staff (i.e. school psychologist, counselor, or nurse) _____(name) on _____(date) concerning my child’s suicide and/or homicide risk. I understand my child has been screened by a first responder staff for risk of suicide, or potential risk of homicide, and I have been advised to seek the services of a medical professional immediately. I understand that first responder staff have/have not referred my child to be assessed by the Threat Inquiry Team for risk of homicide.

I also have been advised by the school’s first responder staff on _____(date) that I should remove from the home (or lock up) all dangerous items, including but not limited to firearms, over-the-counter and prescription medications, alcohol, knives, and any other dangerous items.

I understand that the school’s first responder staff and/or the Threat Inquiry Team may follow up with me, my child, and the medical/health care provider to whom my child has been referred within two weeks.

I hereby acknowledge and agree to the above statements:

Parent/Guardian Signature: _____ Date: _____

Phone: _____

Email: _____

LOCAL RESOURCES

Emergency evaluations: 911 or;

- Canyon Ridge Hospital (909) 590-3700
- Community Crisis Response Team (909) 458-1517
- Loma Linda Hospital (800) 752-5999

Counseling services:

- CVUSD Behavioral Health (Medi-Cal only) (909) 628-1201, ext. 8969
- Chino Human Services (909) 334-3259
- Mariposa Community Counseling (909) 458-1350
- South Coast Community Services (909) 980-6700
- West End Family Counseling (909) 983-2020

Case Management/resources:

- Hope Family Resource Center (909) 628-1201, ext. 8960

Call centers/websites:

- National Suicide Prevention Lifeline (NSPL) 1-800-273-TALK (8255)
- www.nimh.nih.gov
- The Jason Foundation
- Jasonfoundation.com
- The Trevor Project
- Thetrevorproject.org

Homicidal Threat Assessment

This policy establishes a school-based threat assessment protocol to provide for timely and methodical school-based threat assessment and crisis intervention.

For all students presenting with ideation(s) and/or risk of a threatening nature to self or others, a limited screening process will be conducted by a site administrator and/or two First Responder Staff (Counselors, school psychologists, nurses, and/or licensed therapists), for the sole purpose of confirming whether the student presents with potential suicide risk, homicide risk, or both. If the potential risk is homicidal, the Threat Inquiry Team (Site Administrator, counselor, licensed therapist, school psychologist, and/or behavior intervention specialist) will be contacted to conduct the threat assessment process, explained in detail below.

Threat assessment best occurs in school climates of safety, respect, and emotional support. Student behavior rather than a student's demographic or personal characteristics will serve as the basis for a school-based threat assessment. Threat assessment is a process of evaluating the threat and the circumstances surrounding it through a problem-solving approach, including assessment and intervention. The Threat Inquiry team will determine whether a student poses a direct threat to the health or safety of others because the student's conduct is a substantive homicide risk to others and is classified as either: (1) a *serious* threat, which means a threat to hit, fight, or beat up, or (2) a *very serious* threat, which means a threat to kill, rape, or cause very serious injury with a weapon.

The threat assessment process is distinct from student discipline procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension or expulsion and the district will not impose suspension or expulsion, including emergency expulsion, *solely* for investigating student conduct or conducting a threat assessment. Nothing in this policy precludes district personnel from acting immediately to address an imminent threat, including implementation of Crisis Prevention Institute's (CPI) Nonviolent Crisis Intervention* strategies, including physical restraint, if the district has sufficient cause to believe that the student's presence poses an immediate and continuing danger to other students or school personnel.

**The core training program of Crisis Prevention Institute's (CPI) Nonviolent Crisis Intervention training equips staff with evidenced based strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. Participants are provided training in defining the stages of crisis in terms of identifiable behavioral levels and appropriate staff responses.*

Structure of Threat Inquiry Teams

The Superintendent or designee shall establish and ensure the training of a multidisciplinary Threat Inquiry Team to serve District schools. As the Threat Inquiry Team must be multidisciplinary, it will include persons with expertise in:

- Counseling, such as a school counselor, school psychologist, school behavior specialist, and/or licensed school social worker or marriage family therapist.

- School administration, such as a principal, assistant principal, or district level administrator.

Other Contributing Persons and/or Involvement with the Threat Inquiry Teams

Involvement of law enforcement, such as a school resource officer, will be consistent with Board Policy 5145.11 – Questioning and Apprehension by Law Enforcement will occur during situations when severe bodily injury or a deadly weapon is involved, and may occur when a threat is deemed serious or very serious as determined by the Threat Inquiry Team even though severe bodily injury or a deadly weapon is not involved. In addition, this includes situations in which a student’s level of threat may require the student to be transported to a mental health facility for hospitalization.

Involvement of the Community Crisis Response may occur for situations when a threat is deemed serious or very serious as determined by the Threat Inquiry Team. This includes situations in which a student’s level of threat may require the student to be transported to a mental health facility for hospitalization.

For students with disabilities, parents, guardians, and input from other knowledgeable members of the student’s Individualized Education Program (IEP) team or 504 Team, if available, will be provided the opportunity to provide input regarding a student’s disability-related behaviors and needs as part of the Threat Inquiry Team assessment protocol and process, to the extent possible.

For students with an IEP or Section 504 Plan who have disabilities that manifest in physical and/or verbal threatening conduct of a homicidal nature, the IEP or Section 504 team will, to the extent possible under the circumstances, proactively consider and determine the role of the homicide risk threat screening and assessment process in appropriately responding to such conduct, should it occur, based on the student’s individualized needs.

Although parents, guardians, or family members may be interviewed as part of the threat assessment process, if available, neither the student nor the student’s family members are part of the Threat Inquiry Team. This does not diminish the District’s commitment that school personnel will make every reasonable attempt to involve parents and the student regarding any decisions made following the homicidal threat assessment process, consistent with Board Policy and Administrative Regulation 5020 – Parent Rights and Responsibilities.

Function of the Threat Inquiry Team

Threat Inquiry Team members are responsible for conducting threat assessments to include consideration of students with disabilities, conduct Crisis Prevention and Intervention strategies and techniques when necessary, and determine the level of threat and next steps for each incident.

Each Threat Inquiry Team member functions as a “school official with a legitimate educational interest” in educational records controlled and maintained by the district. The district will provide the Threat Inquiry Team access to educational records as permitted by the Family

Educational Rights and Privacy Act (FERPA). No member of the Threat Inquiry Team, community resource members, or law enforcement members, shall use any student record beyond the prescribed purpose of the Threat Inquiry Team or re-disclose records obtained by being a member of the threat assessment team, except as permitted by FERPA.

The Threat Inquiry Team:

- Identifies and assesses the behavior of a student that is threatening, or potentially threatening to other students, staff, or school visitors. Threats of self-harm or suicide unaccompanied by threats of harm to others should be promptly evaluated according to Board Policy/Administrative Regulations 5141.52(a) – Suicide Prevention.
- Gathers and analyzes information about the student's behavior to determine and document a level of concern for the threat. The Threat Inquiry Team may conduct interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to evaluate the individual's threat in context to determine the meaning of the threat and intent of the individual. The Threat Inquiry Team may request and obtain records in the district's possession, including student education, special education, health records, and criminal history record information. The purpose of obtaining information is to evaluate situational variables, including considering students' disability(ies), and/or suspected disability(ies), rather than the student's demographic or personal characteristics.
- To the extent possible under the circumstances, requests, considers, and documents available information concerning whether the student has a disability and, if so, the nature and functional limitations of the disability and whether any behavior-related accommodations, supports, and/or services of a student's IEP or Section 504 Plan were implemented in response to the conduct triggering the assessment.
- Determines and documents the nature and level of severity of the risk; the probability that the potential injury will actually occur; and, for students with disabilities, whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk. The Threat Inquiry Team will not base a determination of threat on generalizations or stereotypes. Rather, the Threat Inquiry Team makes an individualized assessment, based on reasonable judgment, that relies on best available objective evidence, or current medical evidence as applicable. The TIT will only determine that a student with a disability is a homicide risk threat if it finds, based on these considerations, that the student is a direct threat to the health or safety of others.
- Communicates lawfully and ethically with each other, school administrators, and other school staff to support the safety and well-being of the District's students, and its staff; and
- Timely reports its determination to the superintendent or designee.

Follow Up

Depending on the level of concern determined, the Threat Inquiry Team develops and implements intervention strategies to manage the student's behavior in ways that promote a safe, supportive teaching, and learning environment, without excluding the student from the school.

If the Threat Inquiry Team determines that a student with a disability poses a homicide risk threat, it will fully document the basis for that decision and provide a copy of that documentation to the student's parent or guardian and to designated District personnel (e.g. Behavior Intervention Program Coordinator/office/staff).

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the Threat Inquiry Team aligns intervention strategies with the student's IEP or the student's Section 504 Plan by coordinating with the student's IEP team or Section 504 Plan Team. Although some of the functions of a school-based threat assessment may run parallel to the functions of a student's IEP team or 504 Plan team, school-based threat assessments remain distinct from those teams and processes. The IEP or 504 Plan may need to be amended based on the incident and recommendations of the Threat Inquiry Team.

If the Threat Inquiry Team determines that a student with a disability poses a homicide risk threat, then the school site administrator will notify appropriate members of the student's IEP/Section 504 team within one business day, which will determine whether the student needs additional accommodations, services, supports, modifications, and/or aids by either: convening an IEP or Section 504 team meeting to discuss such determination; or considering the determination at the student's next regularly scheduled (e.g., annual or triennial) IEP or Section 504 team meeting.

For students not yet identified as a student with disabilities, having been assessed by the Threat Inquiry Team may initiate the Child Find process consistent with Board Policy 6164.4(a) – Identification of Individuals for Special Education.

Data Collection and Review

Data will be collected and reviewed to consider for the purposes of revising or improving District threat assessment and crisis intervention procedures and protocol.

Other Tasks of the Threat Inquiry Team

The threat assessment team may also participate in other tasks that manage or reduce threatening or potentially threatening behavior and increase physical and psychological safety. This may include:

- Providing guidance to students and staff regarding recognition of behavior that may represent a threat to students, staff, school, the community, or the individual;
- Providing informational resources for community services boards or health care providers for medical evaluation or treatment, as appropriate;
- Assessing individuals other than students whose behavior poses a threat to the safety of students or staff and notify the superintendent or designee of such an individual.

Cross References:

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5145.11- Questioning and Apprehension by Law Enforcement)

(cf. 5141.52 - Suicide Prevention)

(cf. 6164.4 - Identification of Individuals for Special Education)



School Threat Assessment Decision Tree

Step 1. Evaluate the threat (BIP Counselor to complete Threat Assessment)

- Obtain a detailed account of the threat by using the Threat Assessment forms to interview the person who made the threat, the intended victim, and other witnesses.
- Write the exact content of the threat and key observations by each party.
- Consider the circumstances in which the threat was made and the student's intentions.
- For students with disabilities (504, IEP) or suspected, complete the Consideration of Disabilities Form on Page 8.

Is there communication of intent to harm someone or behavior suggesting intent to harm?

NO



Not a threat. Might be an expression of anger that merits attention. Refer to Next Steps Page 9.

YES



Step 2. Attempt to resolve the threat as transient.

- Transient threats are defined as statements that do not express a lasting intent to harm someone. Transient threats either are intended as figures of speech or reflect feelings that dissipate in a short period when the student thinks about the meaning of what he or she has said.
- Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm?
- Is the threat related to the student's disability and involves conduct being addressed through an IEP or Section 504 plan, including behavioral supports?

Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

YES



Case resolved as transient; refer to Next Steps Page 9.

NO



Step 3. Respond to a substantive threat.

For all substantive threats:

- Take precautions to protect potential victims.
- Warn intended victim and parents.
- Look for ways to resolve conflict.
- Discipline student, when appropriate.

Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon.

SERIOUS



Case resolved as serious substantive threat; refer to Next Steps Page 9.

VERY SERIOUS



Step 4. Conduct an investigation for a very serious substantive threat.

In addition to the information above, the student may be briefly placed elsewhere or suspended pending completion of the following:

- Law enforcement investigation for evidence of planning and preparation, criminal activity.
- Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan or Section 504 Plan if already receiving special education or other disability related- services and further assessment if suspected disability.





Step 5. Implement and monitor the safety plan (Administrator & Psychologist).

- Maintain contact with the student and revise the safety plan as needed.
- If student is hospitalized, follow the District's Re-Entry protocol.

THREAT ASSESSMENT REPORT (Led by Administrator and School Psychologist)

Name of person reporting threat:

Date/time threat reported:

Affiliation of person reporting threat: Student Parent Staff Other:

INCIDENT or BEHAVIOR OF CONCERN

Name of person making threat:

Date/time threat made:

Identification: Male Female Non-binary

Student's DOB:

Grade:

Does the student have a disability? An IEP or Section 504 Plan?

School:

Emergency Contact/Relationship:

Phone:

Location threat occurred: School Building or Grounds School Bus/Other Travel School-Sponsored Activity

Digital communication such as text or post Other _____

Summary of the incident or threat. What was reported? Include who said or did what to whom. Who else was present?



ASSESSMENT FINDINGS (All sources are not needed for all cases)

Sources of Information	Was information reviewed?	Relevant Findings
Prior threats	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Prior discipline incidents	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Academic records	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Special education and Section 504 records	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	*(For students with disabilities (504/IEP), or suspected, complete Consideration of Disabilities page 8)
Other records	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Records from other schools	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Records from outside agencies (e.g., social services or mental health)	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Law enforcement records (criminal history, contacts, firearms purchases, etc.)	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	

INTERVIEWS (Conducted by the BIP Counselor)

When a threat is identified, obtain a specific account of the threat by interviewing the student who made the threat, if appropriate to the circumstances. Interview the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the threatening individual's intentions.

Subject: Person who made threat or engaged in threatening behavior

Subject Name	Refer to prior page for additional identifying information.
Person(s) Conducting Interview	Location, Date of Interview



Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

2. What exactly did you say? And what exactly did you do?

3. What did you mean when you said or did that?

4. How do you think [person who was threatened] feels about what you said or did? (Probe to see if the subject believes it frightened or intimidated the person.)

5. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

6. What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)



Target (person who was target of threat) or **Witness** (person with relevant information)

If more than one, complete additional forms. If a group targeted, describe how subject identified the group (e.g., "everyone on this bus") and list all individuals.

Target Name		ID #	
Affiliation	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Other:	Grade (If Student)	
School		Building/ Program	
Emergency Contact		Relation	
Home Address		Phone	
Person(s) Conducting Interview		Location, Date of Interview	

Use these questions as a guide to interview the person targeted by the threat. Ask other questions as appropriate. If target is a minor, record parent under emergency contact.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

2. What exactly did (subject) say? And what exactly did (subject) do?

3. What did you think he or she meant when he or she said or did that? (Does target believe that subject intends to carry out the threat?)

4. How do you feel about what (subject) said or did?



5. What was the reason (subject) said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

6. What are you going to do now? (Ask questions to determine how target plans to respond to the threat and assist in planning a safe and non-provocative response.) What do you think he/she will do now?

KEY OBSERVATIONS (Led by the Behavior Intervention Specialist)

These items can help assess whether a threat is transient or substantive but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score. Explain the basis for the checklist responses in the space to the right of each.

Threat is likely to be less serious:

1. Subject admits to threat (statement or behavior).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
2. Subject has explanation for threat as benign (such as joke or figure of speech).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
3. Subject admits feeling angry toward target at time of threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
4. Subject retracts threat or denies intent to harm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
5. Subject apologetic or willing to make amends for threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
6. Subject willing to resolve threat through conflict resolution or some other means.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	

Threat is likely to be more serious: If YES for the items below, consider involving law enforcement authorities. For students with disabilities, consider information outlined on page 8.

7. Subject continues to feel angry toward target.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
8. Subject expressed threat on more than one occasion.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't	



	know/Not available	
9. Subject has specific plan for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
10. Subject engaged in preparation for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
11. Subject has prior conflict with target or other motive.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
12. Subject is suicidal. (Supplement with suicide assessment.)	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
13. Threat involved use of a weapon other than a firearm, such as a knife or club.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
14. Threat involves use of a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
15. Subject has possession of, or ready access to, a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
16. Subject has or sought accomplices or audience for carrying out threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
17. Threat involves gang conflict.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
18. Threat involves peers or others who have encouraged subject in making threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
Other relevant observations:		

THREAT CLASSIFICATION

The Threat Inquiry team will determine whether a student poses a direct threat to the health or safety of others because the student's conduct is a substantive homicide risk to others and is classified as either: (1) a serious threat, which means a threat to hit, fight, or beat up, or (2) a very serious threat, which means a threat to kill, rape, or cause very serious injury with a weapon.

*If student has a disability or suspected disability, complete page 8 before completing this section.

Date of initial classification:	<input type="checkbox"/> Not a threat	<input type="checkbox"/> Transient Threat	<input type="checkbox"/> Serious Substantive Homicidal Threat	<input type="checkbox"/> Very Serious Substantive Homicidal Threat
Comments:				



--

Consideration of Disabilities				
Date of Current IEP/504 being Reviewed:	<input type="checkbox"/> Primary Disability:	<input type="checkbox"/> Secondary Disability:		
Current Educational/Behavior Supports:	<input type="checkbox"/> BIP or SSP	<input type="checkbox"/> 1:1 Aide	<input type="checkbox"/> ERMHS/ Other Counseling: _____	<input type="checkbox"/> Behavior Intervention Services
List names and roles of persons providing input for consideration:				
Describe behavior/actions being considered:				
<p>Review and consideration of current and history of student’s disability-related assessment information, IEP information (including any behavior plan), and Section 504 Plan information (including any behavior plan): Comments:</p>				
<p>Describe any functional limitations of the student’s disability, which may relate to the conduct being assessed.</p>				
<p>List behavior-related accommodations, supports, and/or services of the student’s IEP or Section 504 Plan that were or were not implemented in response to the conduct:</p>				
<p>Relevant information provided by parent or guardian:</p>				
<p>Relevant information provided by other knowledgeable members of the student’s IEP or Section 504 team:</p>				
<p>List reasonable modifications of policies, practices or procedures or the provision of auxiliary aids or services that may mitigate the threat risk:</p>				
<p>The Threat Inquiry team determined that, in relation to the behavior subject to the threat assessment process, the conduct in question was caused by or was related to the disability.</p>				
<p>Yes No (Circle One)</p>				
<p>Comments:</p>				



The Threat Inquiry Team determined that the student's conduct was not a threat or was a Transient Threat because:

OR

The Threat Inquiry Team determined that the student poses a serious or very serious substantive homicide risk threat because the student is a direct threat to the health or safety of others. In reaching this decision, the Threat Inquiry Team has made an individualized determination, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices or procedures or the provision of auxiliary aids or services will mitigate the risk.

NEXT STEPS

<input type="checkbox"/> Parent(s) /Guardian(s) Contacted and Documents Provided	<input type="checkbox"/> Aeries Documentation	<input type="checkbox"/> Notify BIP Office & Risk Management	<input type="checkbox"/> Provide Copy of Threat Inquiry Packet to BIP Office	<input type="checkbox"/> Notify IEP/504 Team within <u>ONE</u> business day
--	---	--	--	---

*Documents provided to parent(s)/guardian(s) include Threat Assessment packet forms, excluding student, target, and witness interviews.

Not a threat OR Transient Threat: Check all boxes that apply below.

- Schedule IEP or Section 504 team meeting to discuss change to supports, accommodations, or services
 - Develop new or revise current behavior intervention plan (BIP)
 - Discuss counseling supports
 - Referral to MTSS-B
 - Referral to Chino Human Services
 - Referral to Behavioral Health
 - Referral for ERMHS Assessment
 - Develop new or revise current safety plan
 - Check in/ Check out with student. Staff(s) responsible _____
-
- Other Disciplinary Action: _____

Serious or Very Serious Substantive Homicidal Threat: Check all boxes that apply below.

- Involve law enforcement or CCRT
- Contacted target of threat, including parent if target is a minor
- Conflict Mediation
- Schedule IEP or Section 504 team meeting to discuss change to supports, accommodations, or services
- Develop new or revise current behavior intervention plan
- Discuss counseling supports
- Referral to MTSS-B
- Referral to Chino Human Services
- Referral to Behavioral Health
- Referral for ERMHS Assessment



- Develop new or revise current safety plan
 - Check in/ Check out with student. Staff(s) responsible _____
 - Other Disciplinary Action: _____
-
- Legal Action: _____

Documentation/Follow Up

- After the full assessment process is completed, notify the BIP office and Risk Management and submit all original packet forms to the Behavior Intervention Program (BIP) office within **ONE** business day. For students with disabilities, notify the IEP/ 504 Team members within **ONE** business day and schedule an amendment meeting, if appropriate, or discuss incident at next regularly scheduled (e.g., annual, triennial) IEP meeting.
- Document Threat Assessment in Aeries under Behavioral Emergency within **24 hours.**
Example Entry: A Threat Assessment was completed on DATE with the following staff present (Admin, School Psychologist, BIP Counselor, etc). Results of the Threat Assessment determined STUDENT NAME does not present as a threat to others **OR** does present as a serious or very serious homicidal threat to others and law enforcement agencies or the Community Crisis Response Team (CCRT) was contacted for further investigation.

Signatures

All members of those who conducted or contributed to this assessment.

Name/ Role	Signature/Date	Name/ Role	Signature/Date



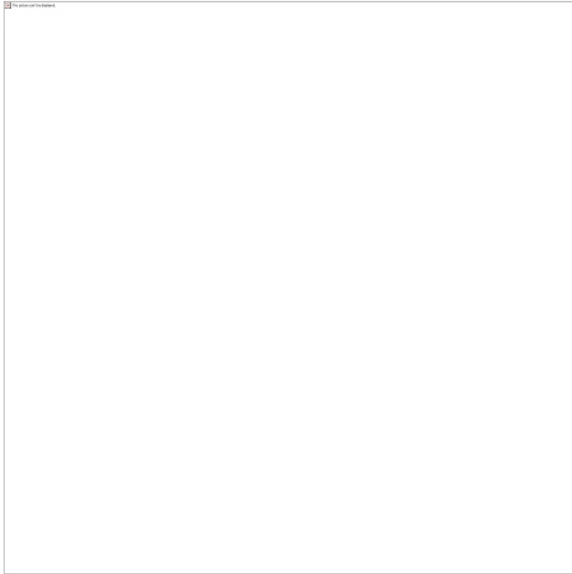
CHINO VALLEY
UNIFIED SCHOOL DISTRICT
*Student Achievement * Safe Schools * Positive School Climate*

Homicide Threat Response Procedures and Assessment Protocol

Chino Valley Unified School District
Special Education Department
Behavior Intervention Program

Learning Intentions

- To understand district procedures for responding to students making homicidal threats.
- To equip staff to respond to and intervene appropriately to homicidal threats.



The Purpose Behind Creating Policy and Procedures

To maintain a safe and secure school environment as part of the district's mission.

To promote the behavioral health of students, which enhances their academic performance.

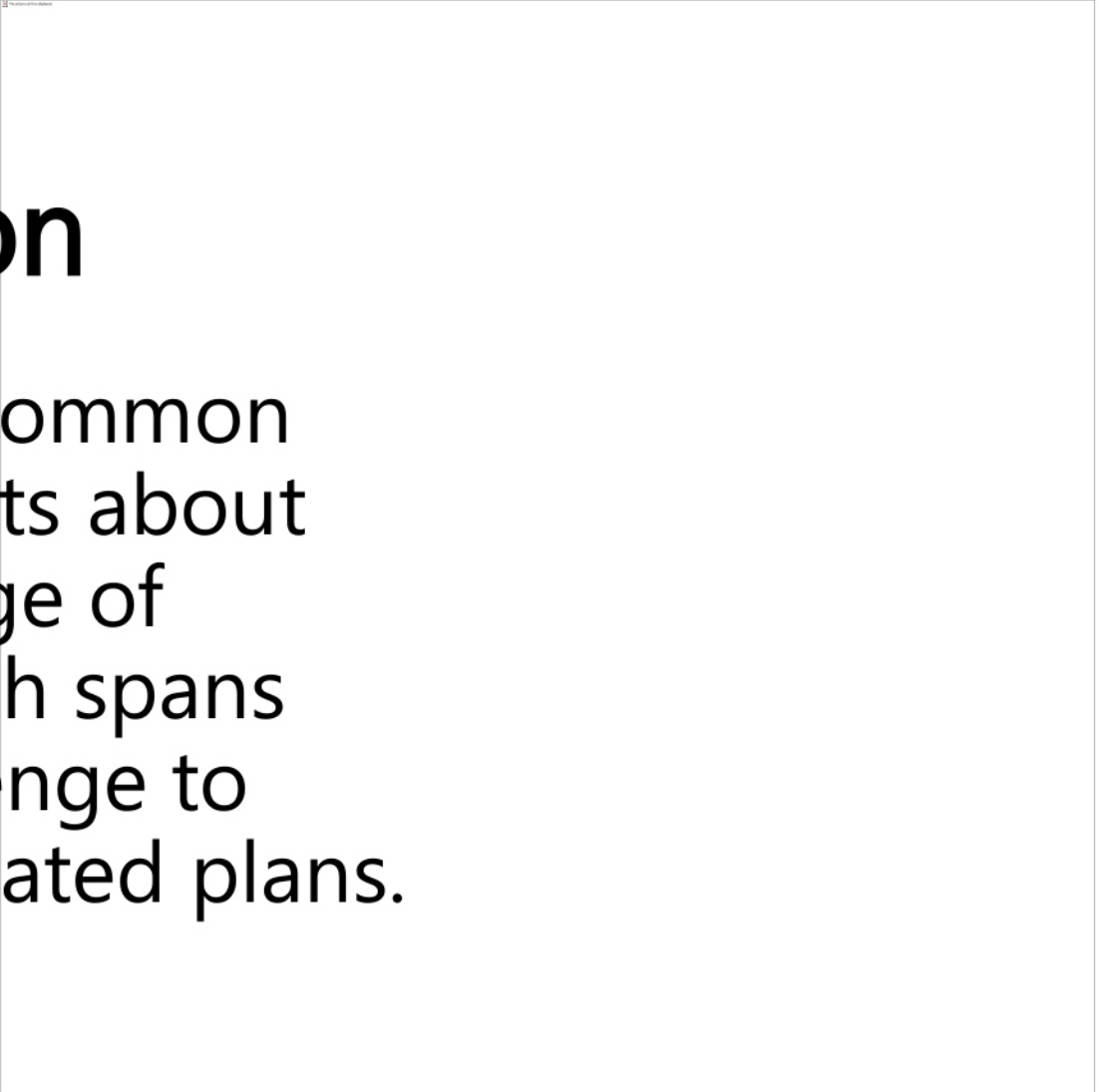
To keep all students safe and effectively address and support students in crisis.





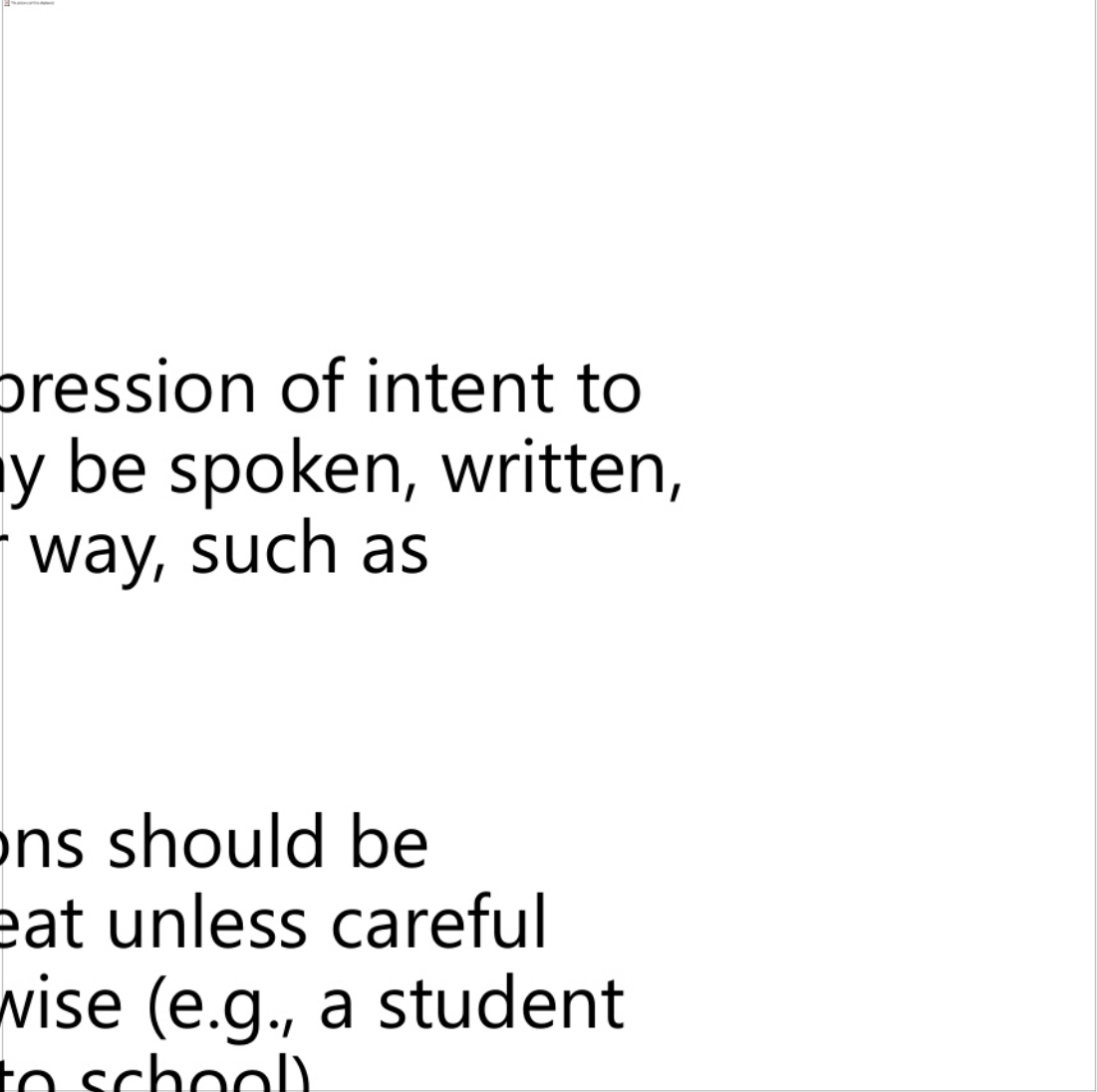
Homicidal Ideation

Homicidal ideation is a common medical term for thoughts about homicide. There is a range of homicidal thoughts which spans from vague ideas of revenge to detailed and fully formulated plans.



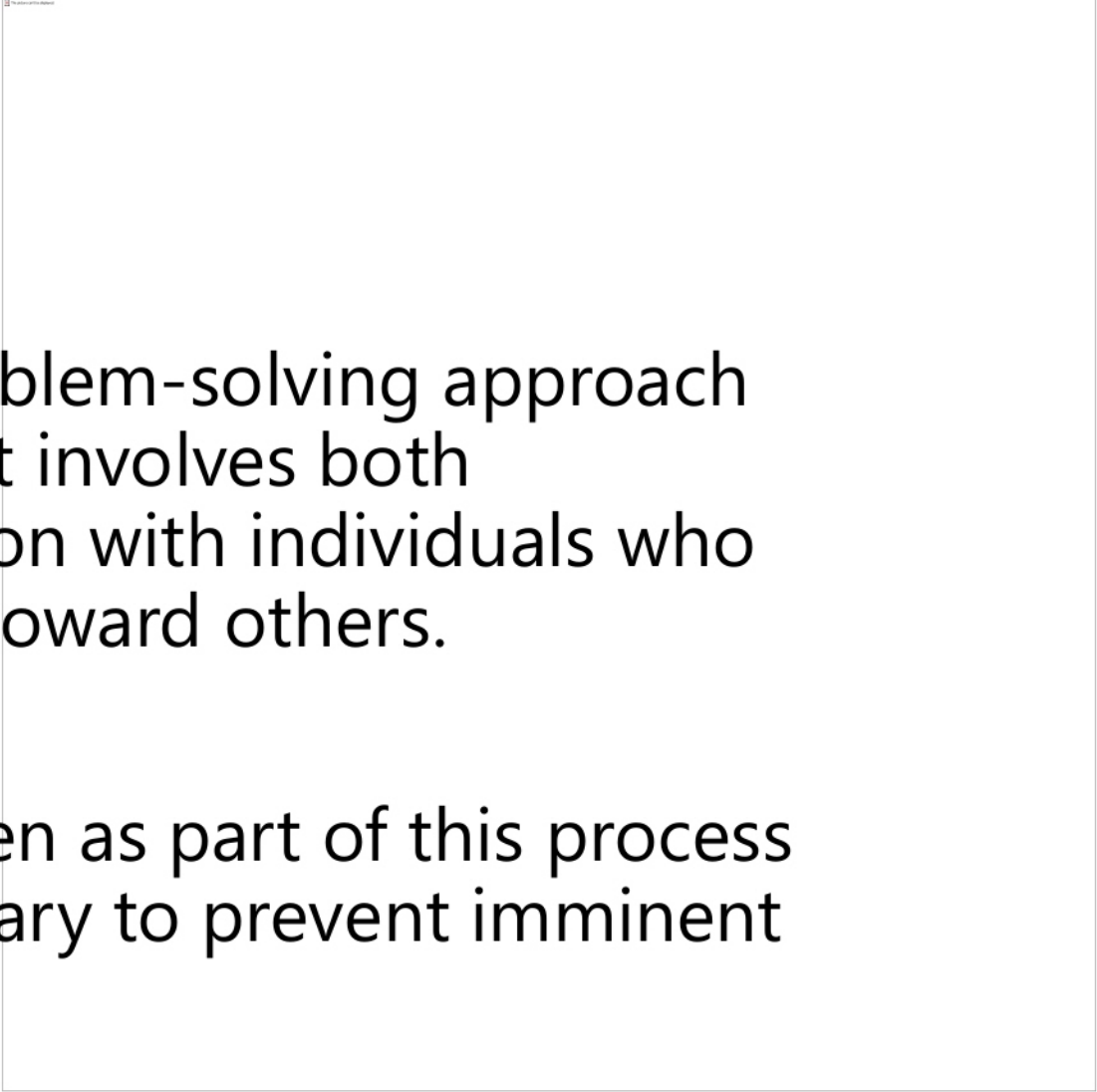


What is a Threat?

- A homicidal threat is an expression of intent to harm someone. Threats may be spoken, written, or expressed in some other way, such as through gestures.
 - Illegal possession of weapons should be presumed to indicate a threat unless careful investigation reveals otherwise (e.g., a student accidentally brought a knife to school).
- 



What is a Threat Assessment?

- Threat assessment is a problem-solving approach to violence prevention that involves both assessment and intervention with individuals who have threatened violence toward others.
 - Safety precautions are taken as part of this process when judged to be necessary to prevent imminent acts of violence.
- 



Who Conducts the Threat Assessment Process?

Threat Inquiry Team (TIT)

- Site Administrator (Principal, Assistant Principal)
- School Psychologist
- Behavior Intervention Specialist
- Behavior Intervention Counselor (Licensed Therapist)

Parent input is obtained and considered. For students with disabilities, 504 or IEP Team members' input is obtained and considered.

Consideration of Students with Disabilities

- Review and consider current and history of student's disability-related assessment information, IEP information (including any behavior goal and/or behavior plan), and Section 504 Plan information (including any behavior plan).
- Parents, guardians, and input from other knowledgeable members of the student's Individualized Education Program (IEP) team or 504 Team, if available, will be provided the opportunity to provide input regarding a student's disability-related behaviors and needs as part of the Threat Inquiry Team assessment protocol and process, to the extent possible.
- Consider the student's disability, circumstances, and history of behaviors when determining threat classification and before involving law enforcement.
- Consider students with suspected disabilities that may not yet have an IEP or Section 504 Plan based on review of records.

Consideration of Students with Disabilities Continued...

- For students with an IEP or Section 504 Plan who have disabilities that manifest in physical and/or verbal threatening conduct of a homicidal nature, the IEP or Section 504 team will, to the extent possible under the circumstances, proactively consider and determine the role of the homicide risk threat screening and assessment process in appropriately responding to such conduct, should it occur, based on the student's individualized needs.
- The Threat Inquiry Team determines and documents the nature and level of severity of the risk; the probability that the potential injury will actually occur; and, for students with disabilities, whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk. The Threat Inquiry Team will not base a determination of threat on generalizations or stereotypes. Rather, the Threat Inquiry Team makes an individualized assessment, based on reasonable judgment, that relies on best available objective evidence, or current medical evidence as applicable. The Threat Inquiry Team will only determine that a student with a disability is a homicide risk threat if it finds, based on these considerations, that the student is a direct threat to the health or safety of others.

Consideration of Students with Disabilities Continued...

- In cases where the student whose behavior is threatening or potentially threatening also has a disability, the Threat Inquiry Team aligns intervention strategies with the student's IEP or the student's Section 504 Plan by coordinating with the student's IEP team or Section 504 Plan Team.
- If the Threat Inquiry Team determines that a student with a disability poses a homicide risk threat, then the school site administrator will notify appropriate members of the student's IEP/Section 504 team within one business day, which will determine whether the student needs additional accommodations, services, supports, modifications, and/or aids by either: convening an IEP or Section 504 team meeting to discuss such determination; or considering the determination at the student's next regularly scheduled (e.g., annual or triennial) IEP or Section 504 team meeting.

CVUSD STUDENT SUICIDAL/HOMICIDAL THOUGHTS RESPONSE PROCEDURES

*Refer to Suicide Prevention and/or Homicidal Threat Assessment Policy for details

CALL 911 for any out of school attempt to harm self or others

First Responder Staff: Site Administrator, School Psychologists, School Counselors, School Nurses, MTSS-B Counselors, Intervention Counselors, BIP Counselors
Threat Inquiry Team (TIT): Site Administrator, School Psychologist, BIP Counselor, Behavior Specialist

Students presenting with suicidal or homicidal thoughts must be supervised by an adult

Contact Principal/Administrator immediately by phone

Contact on-site first responder staff to complete a threat screening. If an on-site first responder is not on site, contact the Behavior Intervention Program (BIP) Office at ext. 8907

Two trained First Responders will complete page 1 of the Threat Risk Screening packet and confirm whether the student presents with potential suicide risk, homicide risk, or both. If the potential risk is homicidal, the Threat Inquiry Team will be contacted to conduct the threat assessment process. If threat risk is suicidal, First Responders will continue the screening using **colored** district threat screening form/packet to determine level of concern.

If thoughts are **HOMICIDAL**, Administrator will contact the BIP Office and the TIT will conduct the homicidal threat assessment process. *Refer to Homicidal Threat Assessment Policy and Homicidal Threat Assessment Forms for details.

*Law Enforcement Authorities must be contacted if student is in possession of a weapon or causes bodily injury

Based on the **SUICIDE** threat level determined by the screeners, contact the Community Crisis Response Team (CCRT) (1-909-458-1517) if further assessment is needed. If additional support is needed, call the BIP Office ext. 8907.

Upon CCRT's assessment for **SUICIDAL THREAT**, one of three scenarios may take place:

- CCRT will decide that the level of threat requires the student to be transported to a mental health facility for hospitalization.
- CCRT determines student does not require hospitalization. Prior to releasing student to parent, discuss/review safety plan and have the parent sign the **Release of Student to Parent** section on CVUSD Threat Assessment Risk Form – Confidential. If parent refuses to sign, please make note on the form with a witness present.
- Student requires hospitalization and parents are not reachable or do not agree to CCRT assessment. Contact SRO.

FOLLOW UP for Suicide Threat Screening and Homicidal Threat Assessment

- Administrator or school counselor documents threat screening/assessment in AERIES under behavioral emergency. Input threat screening/assessment was completed on DATE and outcome.
- Copy of threat screening/assessment (Excluding Homicidal Threat Assessment Interviews) packet is filed confidentially by school site.
- Copy of threat screening form (Page 1/ front and back) for homicide and suicide threat screenings and a copy of all homicidal assessment forms completed, excluding interviews, given to parent/guardian.
- Original threat screening/assessment packet (ALL FORMS, even unused) sent to BIP office (Adult school room 7) within ONE business day.

If student is transported or voluntarily taken for a mental health assessment or hospitalized, hold a meeting prior to the student's return to class(es) to develop a plan of support. **Please see District Re-Entry Protocol.**

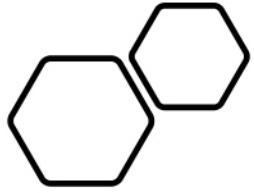
Parent/Guardian Notification

Parent/Guardian will be notified after Threat Risk Screening Form is completed unless further suicide threat screening or homicidal threat assessment is warranted, and notification applies as indicated below.

SUICIDE Threat Screening: Following the suicide threat screener, the site administrator or one of the First Responders will contact/notify the parent/guardian of the student.

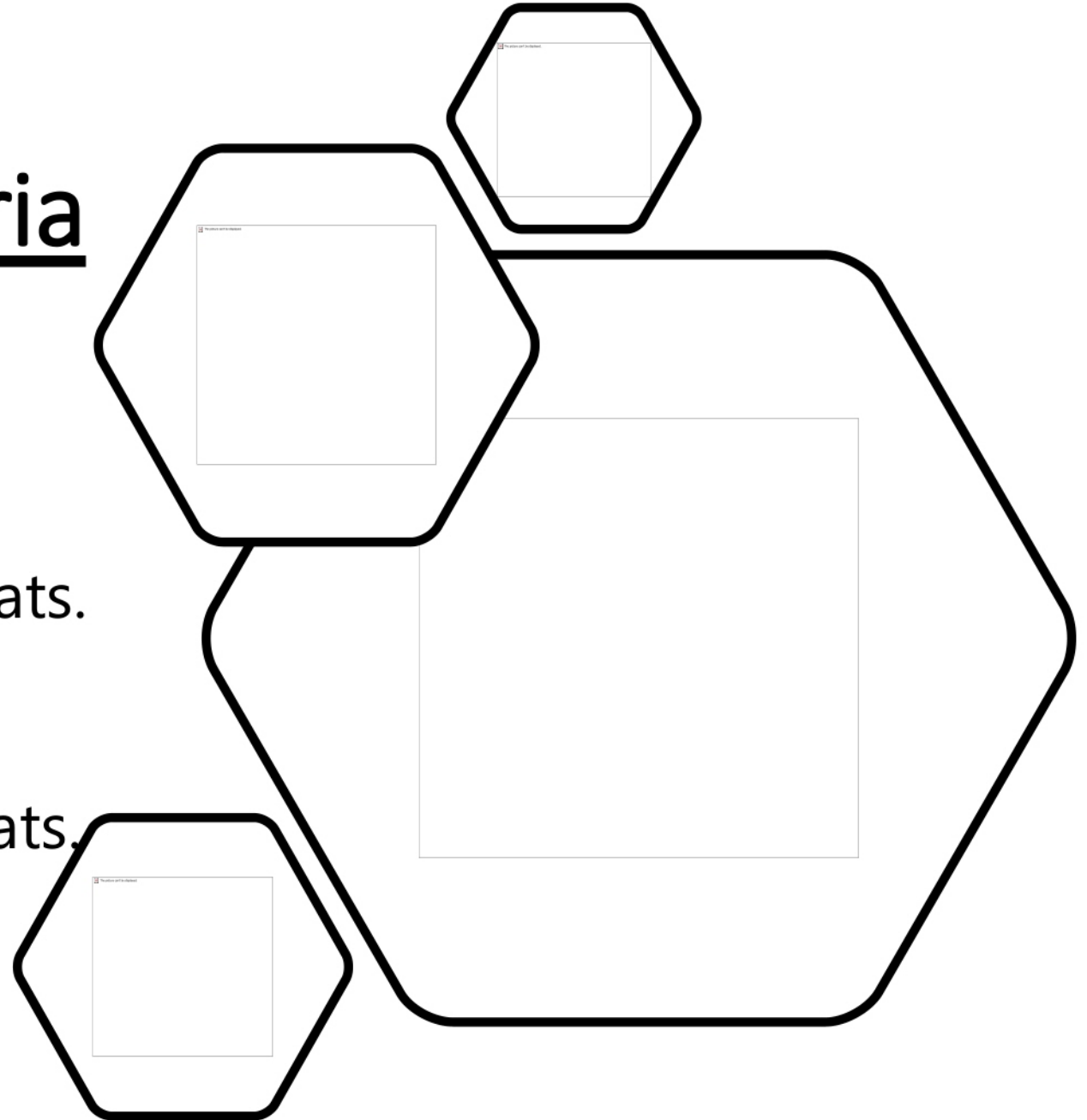
HOMICIDAL Threat Assessment: Parent/guardian will be contacted by the TIT during the assessment/interview process.

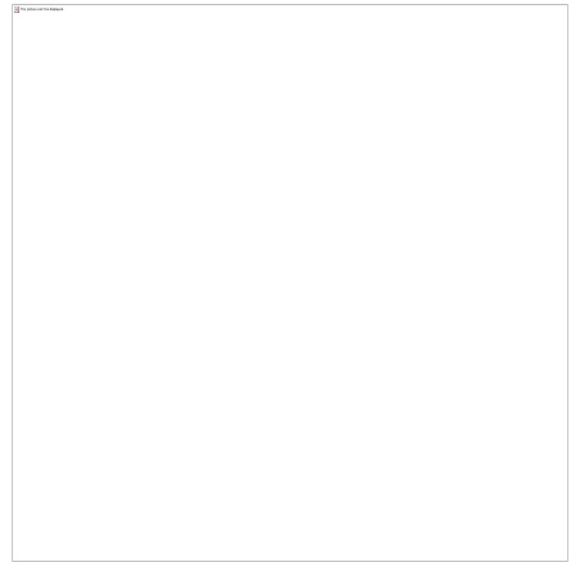
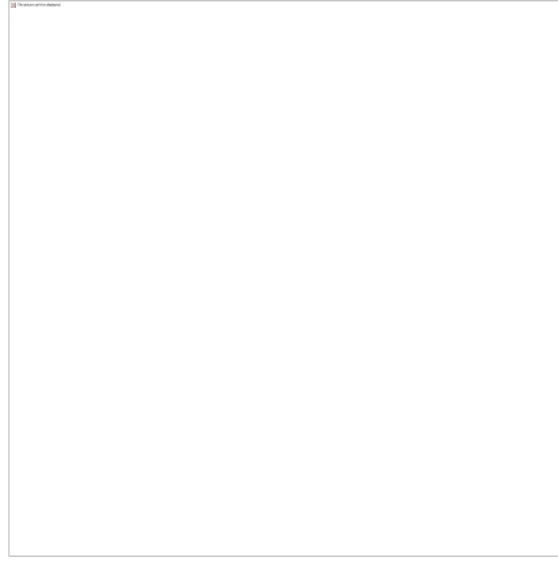
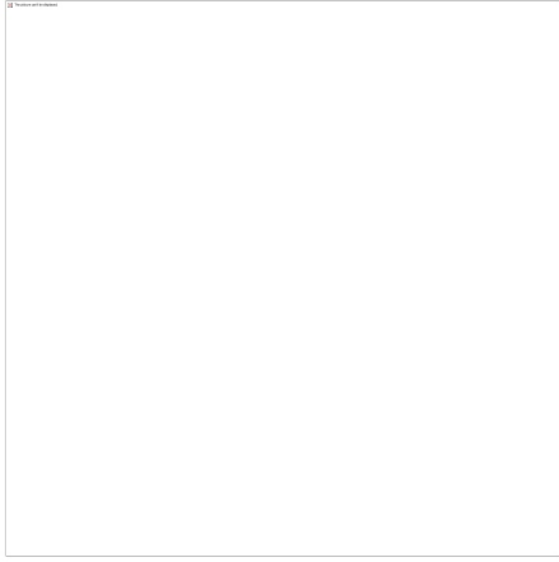
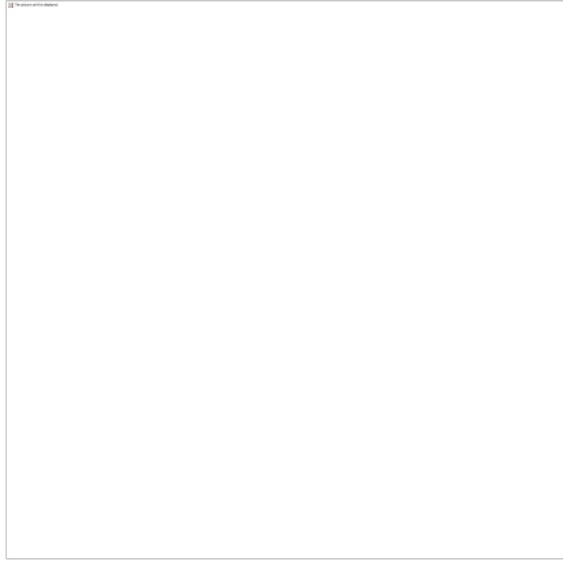
Suicidal & Homicidal Threat Response Procedures



Success Criteria

- I am able to understand district procedures for responding to students making homicidal threats.
- I can respond to and intervene appropriately to homicidal threats.





For Questions or Additional Support
Contact the Behavior Intervention Office

(909) 628-1201 EXT 8907



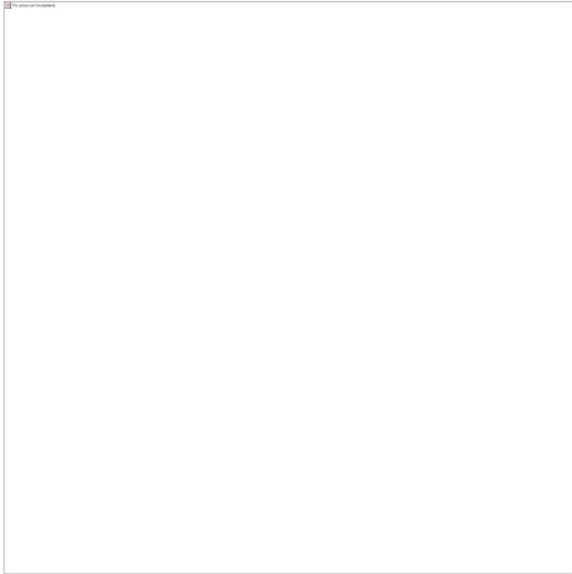
CHINO VALLEY
UNIFIED SCHOOL DISTRICT
*Student Achievement * Safe Schools * Positive School Climate*

Homicide Threat Response Procedures and Assessment Protocol

Chino Valley Unified School District
Special Education Department
Behavior Intervention Program

Learning Intentions

- To understand district procedures for responding to students making homicidal threats.
- To equip staff to respond to and intervene appropriately to homicidal threats.



The Purpose Behind Creating Policy and Procedures

To maintain a safe and secure school environment as part of the district's mission.

To promote the behavioral health of students, which enhances their academic performance.

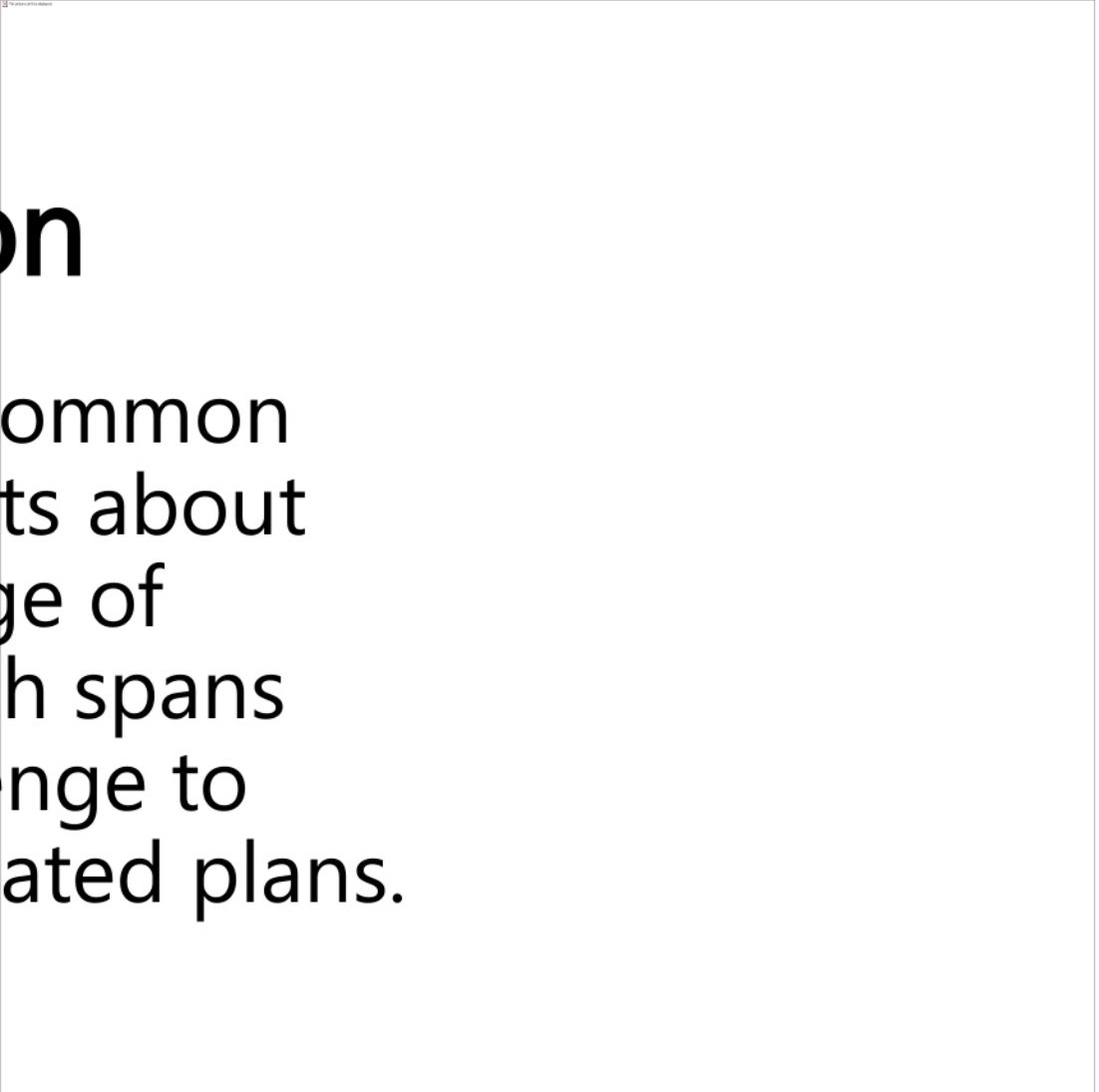
To keep all students safe and effectively address and support students in crisis.





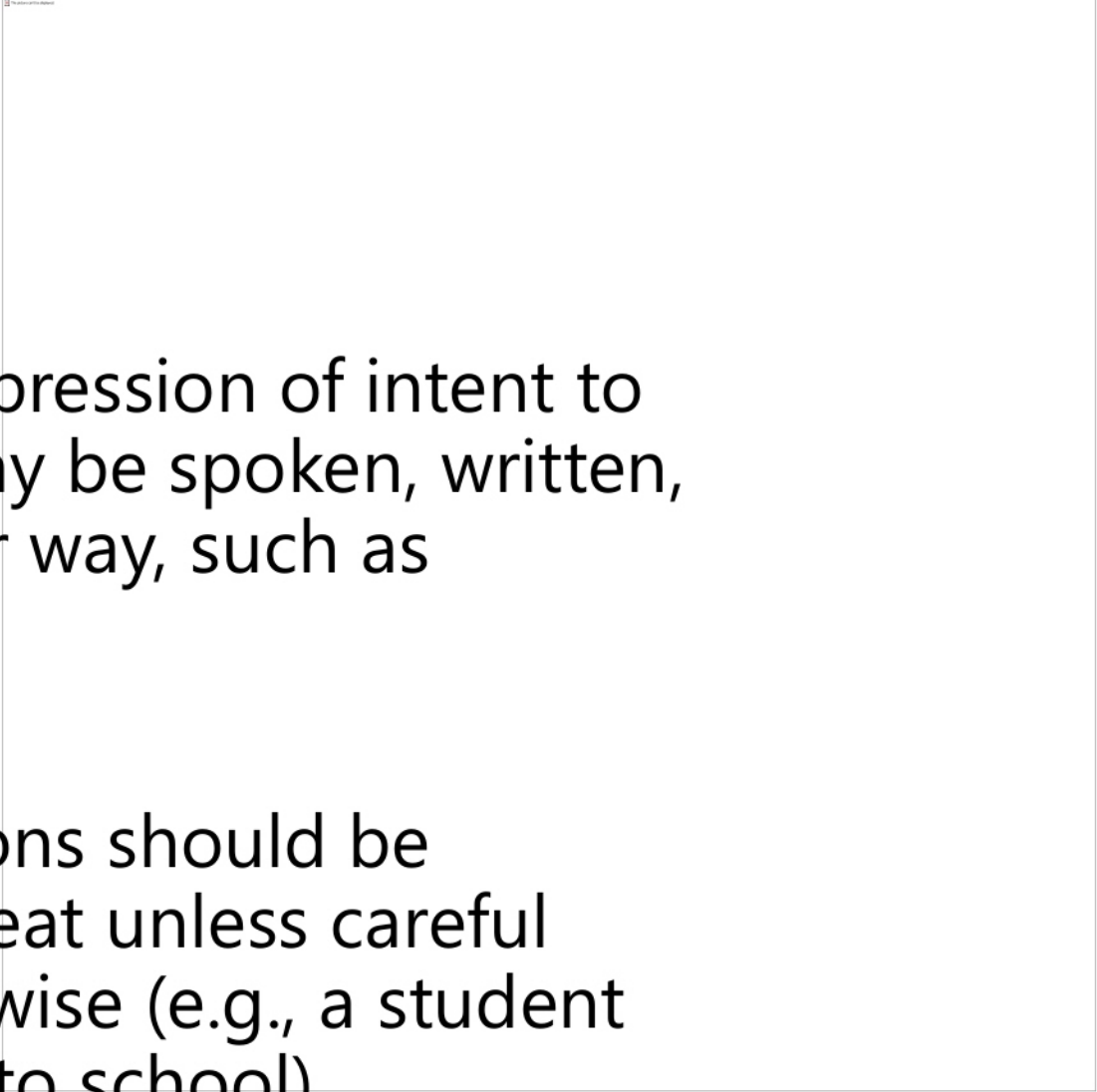
Homicidal Ideation

Homicidal ideation is a common medical term for thoughts about homicide. There is a range of homicidal thoughts which spans from vague ideas of revenge to detailed and fully formulated plans.



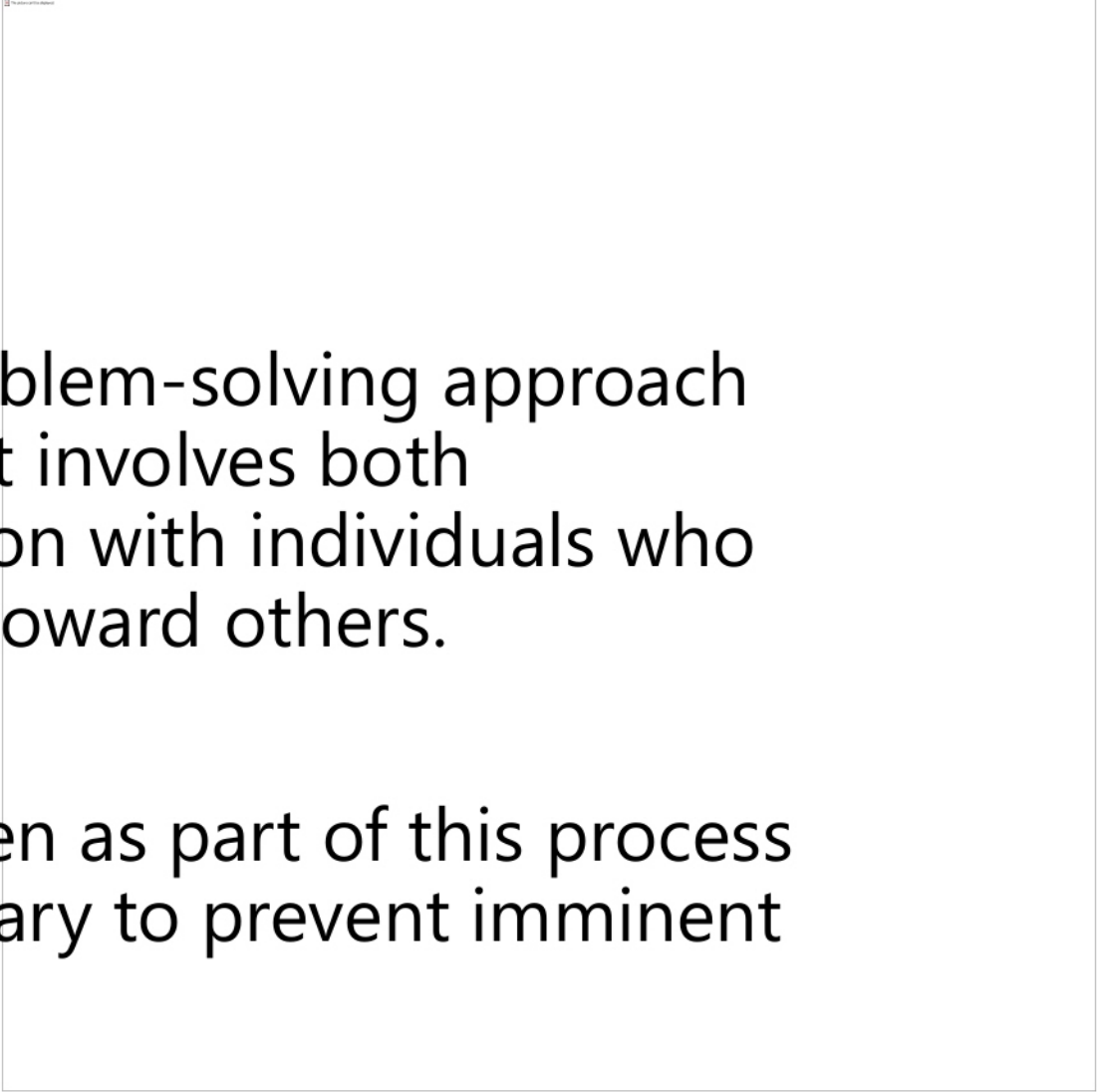


What is a Threat?

- A homicidal threat is an expression of intent to harm someone. Threats may be spoken, written, or expressed in some other way, such as through gestures.
 - Illegal possession of weapons should be presumed to indicate a threat unless careful investigation reveals otherwise (e.g., a student accidentally brought a knife to school).
- 



What is a Threat Assessment?

- Threat assessment is a problem-solving approach to violence prevention that involves both assessment and intervention with individuals who have threatened violence toward others.
 - Safety precautions are taken as part of this process when judged to be necessary to prevent imminent acts of violence.
- 



Who Conducts the Threat Assessment Process?

Threat Inquiry Team (TIT)

- Site Administrator (Principal, Assistant Principal)
- School Psychologist
- Behavior Intervention Specialist
- Behavior Intervention Counselor (Licensed Therapist)

Parent input is obtained and considered. For students with disabilities, 504 or IEP Team members' input is obtained and considered.

CVUSD STUDENT SUICIDAL/HOMICIDAL THOUGHTS RESPONSE PROCEDURES

*Refer to Suicide Prevention and/or Homicidal Threat Assessment Policy for details

CALL 911 for any out of school attempt to harm self or others

First Responder Staff: Site Administrator, School Psychologists, School Counselors, School Nurses, MTSS-B Counselors, Intervention Counselors, BIP Counselors
Threat Inquiry Team (TIT): Site Administrator, School Psychologist, BIP Counselor, Behavior Specialist

Students presenting with suicidal or homicidal thoughts must be supervised by an adult

Contact Principal/Administrator immediately by phone

Contact on-site first responder staff to complete a threat screening. If an on-site first responder is not on site, contact the Behavior Intervention Program (BIP) Office at ext. 8907

Two trained First Responders will complete page 1 of the Threat Risk Screening packet and confirm whether the student presents with potential suicide risk, homicide risk, or both. If the potential risk is homicidal, the Threat Inquiry Team will be contacted to conduct the threat assessment process. If threat risk is suicidal, First Responders will continue the screening using **colored** district threat screening form/packet to determine level of concern.

If thoughts are **HOMICIDAL**, Administrator will contact the BIP Office and the TIT will conduct the homicidal threat assessment process. *Refer to Homicidal Threat Assessment Policy and Homicidal Threat Assessment Forms for details.

*Law Enforcement Authorities must be contacted if student is in possession of a weapon or causes bodily injury

Based on the **SUICIDE** threat level determined by the screeners, contact the Community Crisis Response Team (CCRT) (1-909-458-1517) if further assessment is needed. If additional support is needed, call the BIP Office ext. 8907.

Upon CCRT's assessment for **SUICIDAL THREAT**, one of three scenarios may take place:

- CCRT will decide that the level of threat requires the student to be transported to a mental health facility for hospitalization.
- CCRT determines student does not require hospitalization. Prior to releasing student to parent, discuss/review safety plan and have the parent sign the **Release of Student to Parent** section on CVUSD Threat Assessment Risk Form – Confidential. If parent refuses to sign, please make note on the form with a witness present.
- Student requires hospitalization and parents are not reachable or do not agree to CCRT assessment. Contact SRO.

FOLLOW UP for Suicide Threat Screening and Homicidal Threat Assessment

- Administrator or school counselor documents threat screening/assessment in AERIES under behavioral emergency. Input threat screening/assessment was completed on DATE and outcome.
- Copy of threat screening/assessment (Excluding Homicidal Threat Assessment Interviews) packet is filed confidentially by school site.
- Copy of threat screening form (Page 1/ front and back) for homicide and suicide threat screenings and a copy of all homicidal assessment forms completed, excluding interviews, given to parent/guardian.
- Original threat screening/assessment packet (ALL FORMS, even unused) sent to BIP office (Adult school room 7) within ONE business day.

Parent/Guardian Notification

Parent/Guardian will be notified after Threat Risk Screening Form is completed unless further suicide threat screening or homicidal threat assessment is warranted, and notification applies as indicated below.

SUICIDE Threat Screening: Following the suicide threat screener, the site administrator or one of the First Responders will contact/notify the parent/guardian of the student.

HOMICIDAL Threat Assessment: Parent/guardian will be contacted by the TIT during the assessment/interview process.

Suicidal & Homicidal Threat Response Procedures

Threat Risk Screening Form

Completed
by First
Responders

Is the student
presenting with
potential suicide risk,
homicide risk, or
both?

Chino Valley Unified School District
Threat Risk Screening Form – Confidential

Student: _____ Grade: _____ School _____ Date/Time: _____

Referral made by: _____ Staff completing screening: _____

Reason for referral: _____

1. Is the student presently asserting suicidal ideation? _____ yes _____ no

2. Is the student having homicidal thoughts? _____ yes _____ no

***If yes, refer to Homicidal Threat Assessment forms and administrator will contact Threat Inquiry Team to conduct the Homicidal threat Assessment process. Discontinue completion of this form/page 1.**

3. Has there been a previous threat assessment/screening? _____ yes _____ no _____ unknown

What are the student's motives or goals?

Does the student have a history of attempts/hospitalizations? _____ yes _____ no

Does the student have a plan related to harm to self or others? _____ yes _____ no

Does the student have the means to harm self or others? _____ yes _____ no

Intervention: (Mark Below) Was the student hospitalized? _____

_____ Resources provided to parent/guardian: _____

_____ Referred to SRO. Name of Officer: _____

_____ CCRT Team. Name of responders: _____

_____ School based counseling: _____

_____ Does the student have an IEP or Section 504 Plan? Program modification (e.g. 504, IEP)

_____ Other: _____

Contact parent/caregiver (Required) Date/time: _____

Parent Follow-up: _____

Staff Follow-up: _____

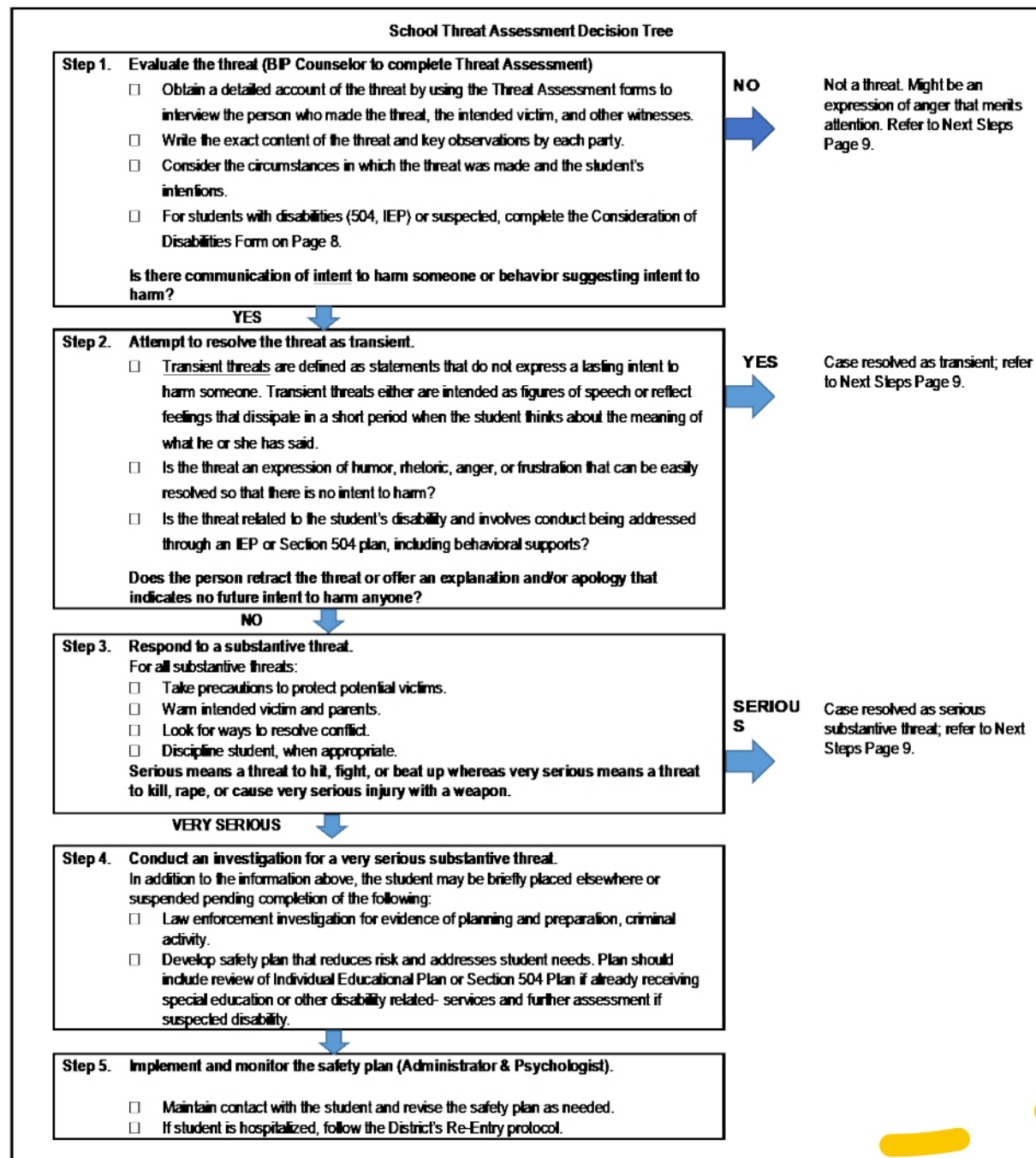
Staff Signature Date

Administrator Signature Date

Staff Signature Date

Parent/Guardian Signature Date

Threat Inquiry Team (TIT) Training



STEP 1. Evaluate the Threat

The first step in threat assessment process is for the BIP Counselor (Licensed Therapist) to conduct student, target, and witness interviews.

During this process, the administrator and school psychologist conducts a thorough review of student records.

Student Interview Led by the BIP Counselor

Review confidentiality statement.

Use the questions of the Homicidal Threat Assessment Packet as the foundation for the interview.

The purpose of this interview is to evaluate the student's threat in context, to determine what the student meant by the threat and whether the student has any intent of carrying out the threat.



Target/Witness Interviews Led by the BIP Counselor

Review confidentiality statement.

Interview others who witnessed the threat,
including the intended victim.

Use the questions of the Homicidal Threat
Assessment Packet as the foundation for
the interview.

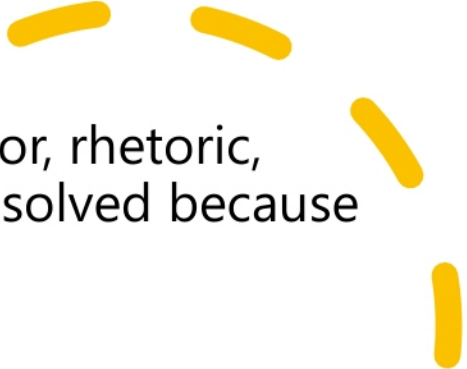


Step 2. Attempt to Resolve the Threat as Transient

Transient threats are defined as statements that do not express a lasting intent to harm someone.

Transient threats are either intended as figures of speech or reflect feelings that dissipate in a short period.

All transient threats end in an apology or explanation that makes it clear the threat is over.




Is the threat an expression of humor, rhetoric, anger, or frustration that can be resolved because there is no intent to harm?

Does person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

If so, the case can be resolved with counseling, discipline, and/or other actions appropriate to the situation.

Is the threat related to the student's disability and involves conduct being addressed through an IEP or Section 504 plan, including behavioral supports?



Examples of Typical Transient Threats

- “I’m gonna strangle you’ – said as a joke.
- “I’m gonna kill you” – said in the heat of competition during a basketball game.
- “I should shoot that teacher” said in anger, but retracted after calming down.
- A student is found with a pocket knife that he accidentally left in his backpack.

What are Substantive Threats?

Substantive threats are defined as statements that express a continuing intent to harm someone.

Substantive threats may express emotion like transient threats, but they also indicate a desire to harm someone that extends beyond the immediate incident or argument when the threat was made.

If there is doubt or uncertainty whether a threat is substantive, it should be treated as substantive and evaluated further.

Substantive Threats

Serious means a threat to hit, fight, or beat up

Very serious means a threat to kill, rape, or cause very serious injury with a weapon

Examples of Likely Substantive Threats

- A student who threatened to stab a classmate is found to have a knife in his backpack.
- “I’ll get you next time” – said in anger and not retracted later.
- “I’m going to kill that kid” - a student with a history of bullying and refuses mediation.
- “There’s a bomb in the building” – phone call made by a student who is later found to have bomb-making materials and plans at home.

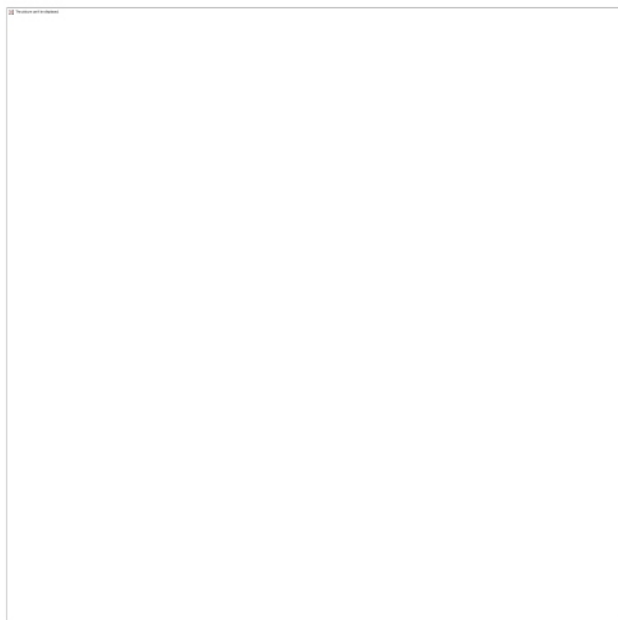
If a Student is Threatened, Should I Contact the Student's Parents?

Parents should be notified anytime their child may have been threatened with an act of violence.

Safety takes precedence over confidentiality.

Federal Law (FERPA) permits release of confidential information for safety reasons in potentially dangerous situations.

Threat Inquiry Team Discussion of Assessment Findings



- Discuss sources of information from student records.
- Discuss key observations and responses from interviews.
- For students with a disability(ies) IEP or 504 Accommodation Plan, or suspected disability, discuss and consider information related to the disability.
- Discuss and consider all assessment findings to determine level of threat and classification.

Consideration of Students with Disabilities

- Review and consider current and history of student's disability-related assessment information, IEP information (including any behavior goal and/or behavior plan), and Section 504 Plan information (including any behavior plan).
- Parents, guardians, and input from other knowledgeable members of the student's Individualized Education Program (IEP) team or 504 Team, if available, will be provided the opportunity to provide input regarding a student's disability-related behaviors and needs as part of the Threat Inquiry Team assessment protocol and process, to the extent possible.
- Consider the student's disability, circumstances, and history of behaviors when determining threat classification and before involving law enforcement.
- Consider students with suspected disabilities that may not yet have an IEP or Section 504 Plan based on review of records.

Consideration of Students with Disabilities Continued...

- The Threat Inquiry Team determines and documents the nature and level of severity of the risk; the probability that the potential injury will actually occur; and, for students with disabilities, whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.
- The Threat Inquiry Team will not base a determination of threat on generalizations or stereotypes. Rather, the Threat Inquiry Team makes an individualized assessment, based on reasonable judgment, that relies on best available objective evidence, or current medical evidence as applicable. The Threat Inquiry Team will only determine that a student with a disability is a homicide risk threat if it finds, based on these considerations, that the student is a direct threat to the health or safety of others.

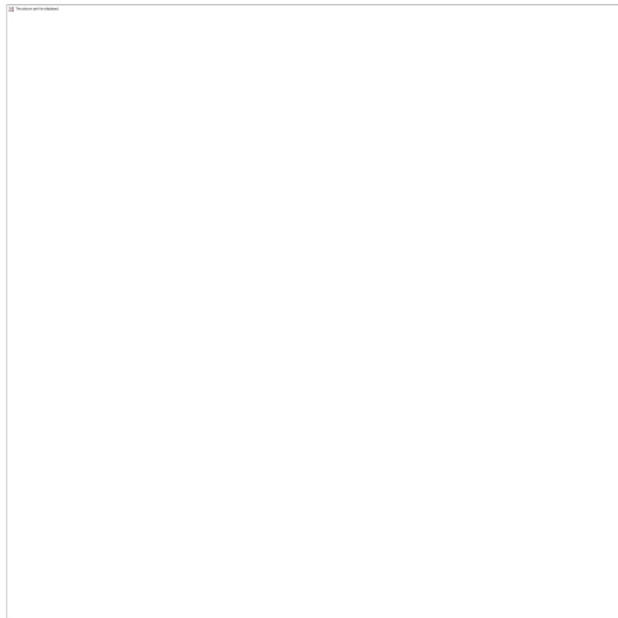
Consideration of Students with Disabilities Continued...

- In cases where the student whose behavior is threatening or potentially threatening also has a disability, the Threat Inquiry Team aligns intervention strategies with the student's IEP or the student's Section 504 Plan by coordinating with the student's IEP team or Section 504 Plan Team.
- If the Threat Inquiry Team determines that a student with a disability poses a homicide risk threat, then the school site administrator will notify appropriate members of the student's IEP/Section 504 team within one business day, which will determine whether the student needs additional accommodations, services, supports, modifications, and/or aids by either: convening an IEP or Section 504 team meeting to discuss such determination; or considering the determination at the student's next regularly scheduled (e.g., annual or triennial) IEP or Section 504 team meeting.

Responding to a Transient Threat

- The response to a transient threat depends on the context of the threat.
- Typical responses may include reprimand, parent notification, or another disciplinary action.
- The student may be required to make amends and attend mediation or counseling based on recommendations made by the TIT.

Responding to Substantive Threats



- Warn and take precautions to protect intended victims
- Look for ways to resolve conflict
 - Counseling
 - Mediation
- Discipline student when time is appropriate
 - Prevention of violence is top priority; disciplinary actions should be secondary priority

Responding to a Very Serious Substantive Threat

- Possible law enforcement investigation for evidence of planning and preparation, criminal activity.
- Community Crisis Response Team may get involved.
- Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan or Section 504 Plan if already receiving special education or other disability related- services and further assessment if suspected disability.

STEP 5. Implement and Monitor the Safety Plan

- Led by Site Administrator and School Psychologist.
- Maintain contact with the student and revise the safety plan as needed.
- If student is hospitalized, follow the District's Re-Entry protocol.

If student is voluntarily taken for a mental health assessment, or hospitalized, hold a meeting prior to the student's return to class(es) to develop a plan of support.

[See District Re-Entry Protocol.](#)



CVUSD RE-ENTRY MEETING PROTOCOL

*REQUIRED for return from hospitalization

STEP 1

- School Counselor/Administrator (Secondary) or Administrator (Elementary) communicates with family regarding estimated time of return to school
- Counselor/Administrator reviews cum file
- Counselor/Administrator notifies staff- with parent permission
- Counselor/Administrator requests parent/guardian to bring any information/paperwork from hospital (i.e. discharge documents and doctor's order to return to school)

STEP II

- Counselor/Administrator schedules meeting on the first day student returns to school prior to attending classes
 - Administrator (Assistant Principal or Principal)
 - School Psychologist
 - Nurse
 - Parent and Student
 - Special education case carrier (If student is in special education)
 - BIP Counselor (If student is in special education and currently receives ERMHS)

STEP III

- Purpose/Goals of Meeting:
 - Verify outside counseling and medications (Nurse and School Psychologist)
 - Review/Revise Safety Plan (All)
 - Practice Role Playing (All)
 - Request parent's signature for Release of Information form (School Psychologist)
 - Discuss other community resources (All)
 - Discuss possible referral for ERMHS or updated psycho-educational assessment (Special education students only)
 - Document meeting in Aeries under Counseling > Behavioral Emergency (School Counselor or Administrator)

STEP IV

- Counselor/Administrator to follow up with student within one week of Return from Hospitalization meeting.
 - Informal meeting with student
 - Consider SST/STEP or IEP meeting for student if mood is still unstable/continued social or academic difficulties
 - Communication by Counselor/Administrator regarding status of student's behavioral/ emotional concerns with administrators, teachers, and school psychologist as needed

Back page of the Threat Risk Screening Form to be filled out and signed by parent when Homicidal Threat Assessment is Completed.

RELEASE OF STUDENT TO PARENT

My signature below verifies that I have spoken with a member of the school's first responder staff (i.e. school psychologist, counselor, or nurse) _____ (name) on _____ (date) concerning my child's suicide and/or homicide risk. I understand my child has been screened by a first responder staff for risk of suicide, or potential risk of homicide, and I have been advised to seek the services of a medical professional immediately. I understand that first responder staff have/have not referred my child to be assessed by the Threat Inquiry Team for risk of homicide.

I also have been advised by the school's first responder staff on _____ (date) that I should remove from the home (or lock up) all dangerous items, including but not limited to firearms, over-the-counter and prescription medications, alcohol, knives, and any other dangerous items.

I understand that the school's first responder staff and/or the Threat Inquiry Team may follow up with me, my child, and the medical/health care provider to whom my child has been referred within two weeks.

I hereby acknowledge and agree to the above statements:

Parent/Guardian Signature: _____ Date: _____

Phone: _____

Email: _____

LOCAL RESOURCES

Emergency evaluations:

Canyon Ridge Hospital	(909) 590-3700
Community Crisis Response Team	(909) 458-1517
Loma Linda Hospital	(800) 752-5999
911	

Counseling services:

CVUSD Behavioral Health (Medi-cal only)	(909) 628-1201 ext. 8969
Chino Human Services	(909) 334-3259
Mariposa Community Counseling	(909) 458-1350
South Coast Community Services	(909) 980-6700
West End Family Counseling	(909) 983-2020

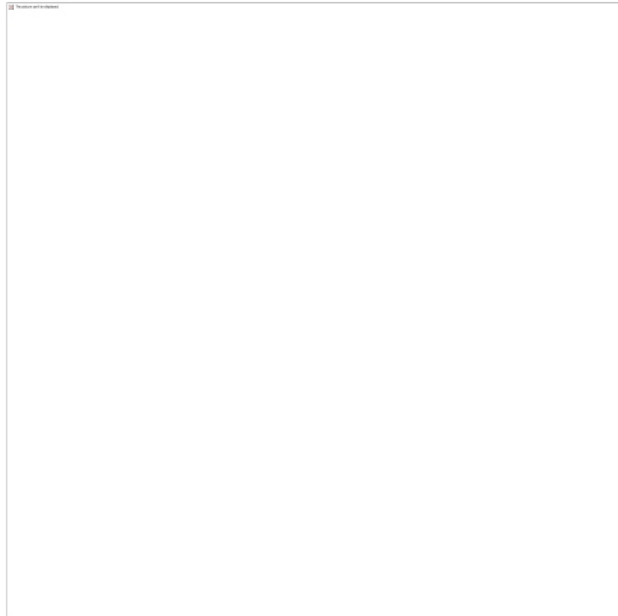
Case Management/resources:

Hope Family Resource Center	(909) 628-1201 ext. 8960
-----------------------------	--------------------------

Call centers/websites:

National Suicide Prevention Lifeline (NSPL) www.nimh.nih.gov	1-800-273-TALK (8255)
The Jason Foundation Jasonfoundation.com	(615) 264-2323 Text "Jason" to 741741
The Trevor Project thetrevorproject.org	1-866-488-7386

Options for Next Steps



- Schedule IEP or Section 504 team meeting to discuss change to supports, accommodations, or services
- Develop new or revise current behavior intervention plan (BIP)
- Discuss counseling supports
- Referral to MTSS-B
- Referral to Chino Human Services
- Referral to Behavioral Health
- Referral for ERMHS Assessment
- Develop new or revise current safety plan
- Check in/ Check out with student
- Other Disciplinary Action

FOLLOW UP for Homicidal Threat Assessment

- Notify BIP Office and Human Resources/Risk Management
- Administrator or school counselor documents threat screening/assessment in AERIES under behavioral emergency. Input threat screening/assessment was completed on DATE and brief description of the outcome.
- Copy of threat screening/assessment (Excluding Homicidal Threat Assessment Interviews) packet is filed confidential by school site.
- Copy of threat screening form (Page 1/ front and back) given to parent/guardian all homicidal assessment forms, excluding interviews.
- Original of threat screening/assessment packet (ALL FORMS, even unused) sent to BIP office (Adult school room 7) within ONE business day.

