



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

TITLE: Workplace Violence, Bullying and Threats
(Adult-to-Adult)

NUMBER: BUL-5798.0

ISSUER: Michelle King, Senior Deputy Superintendent
School Operations

Rene Gonzalez, Executive Director
Student Health and Human Services

DATE: July 16, 2012

<p>ROUTING All Employees All Locations</p>

POLICY: The Los Angeles Unified School District is committed to providing a safe and civil working environment. In order to fulfill the District's mission, it is essential that all LAUSD employees are able to work in an environment that is safe and free from acts of intimidation, threats of violence or actual violence. No employee shall be subjected to retaliation, reprisal, or disciplinary action for reporting acts pursuant to this policy.

All District employees and associated persons are expected to adhere to the Board of Education's Resolution to enforce the Respectful Treatment of All Persons (October 10, 1988):

"The Los Angeles Unified School District reaffirms its policy that students and adults in both schools and offices should treat all persons equally and respectfully and refrain from the willful or negligent use of slurs against any person on the basis of race, language spoken, color, sex, religion, handicap, national origin, immigration status, age, sexual orientation, or political belief..." (see Attachment G, Board Resolution)

Any individual who commits acts of violence or threatening or disruptive behavior in the workplace may be subject to removal from the premises, subject to disciplinary action and/or subject to criminal penalties. Non-staff members who engage in violent, threatening or disruptive behaviors may forfeit permission to remain on-site. This action may be taken when there is reasonable cause to believe that such person has willfully disrupted the orderly operation of such campus or facility.

This policy encompasses behaviors or actions by District employees and associated adults (e.g., parents, campus volunteers, and vendors). The policy is applicable to all schools, at District and school related activities and at all areas within the District's jurisdiction.



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MAJOR CHANGES: This Bulletin replaces BUL-5610.0, titled “Workplace Violence, Bullying and Threats (Adult-to-Adult),” issued by the Office of School Operations and the Office of Curriculum, Instruction and School Support on September 29, 2011. It reflects the new reorganization of local districts into Educational Service Centers (ESC) and provides updates in protocol and resource contact information.

PURPOSE: The purpose of this bulletin is to outline administrative procedures governing workplace violence, bullying and threats involving employees and associated adults. The District prohibits violence, bullying and threats by or against any District employees, parents, or persons doing business with or for the District.

BACKGROUND: Workplace violence disrupts the learning and working environment, undermines productivity, and results in significant human and fiscal costs. Threat assessment and threat management in the workplace is recognized as a challenging and dynamic process that calls for responses and interventions from administration, staff, law enforcement and the school community.

GUIDELINES: The following guidelines apply:

I. **DEFINITIONS**

Workplace Violence (WPV)

Workplace Violence falls on a continuum that recognizes severity, frequency, and recency. WPV can be impacted by individual characteristics, environmental stressors, and/or the relationship between involved parties. Any act of physical, verbal or emotional aggression, and represents a continuum of behaviors that includes threats, violence, harassment, bullying, stalking, vandalism, emotional abuse, intimidation, and other forms of conduct that create anxiety, fear, and a climate of distrust in the work/educational setting.

Threats

The expression of a willful intent or desire to inflict harm that would likely result in death, bodily injury, physical damage to property, or disruption to institutions or District-sponsored activities. A threat may be direct, indirect, verbal, non-verbal, written, or electronic and may target an individual, a particular group on campus, the entire school, or the community.

Associated Person

Includes but is not limited to parents/guardians, campus volunteers, vendors, former students, former employees, domestic partners and relatives or friends of employees or students.

Bullying

Any severe or pervasive physical or verbal act or conduct, including electronic communications, and including one or more acts committed by an



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individual or group, directed toward one or more adults that has or can be reasonably predicted to have one or more of the following effects on a reasonable person:

1. Reasonable fear of harm to person or property of the target(s)
2. Substantially detrimental effect on physical or mental health of the target(s)
3. Substantial interference with work performance
4. Substantial interference with ability to participate in or benefit from school services, activities, or privileges

Discrimination/Harassment

Discrimination is different treatment of an individual on the basis of a protected category in the context of an educational program or activity, without a legitimate, nondiscriminatory reason, that interferes with or limits the ability of the individual to participate in or benefit from the services, activities or privileges provided by the District.

Discriminatory Harassment is where (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment was both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics in the same circumstances; and (3) harassment was sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities or opportunities offered by the school.

Hate Violence

Any act punishable as a hate crime under the Penal Code, including a criminal act (threat, injury, use of force, damage or destruction of property) committed, in whole or in part, because of one or more actual or perceived characteristics of the victim: (1) disability; (2) gender; (3) nationality; (4) race or ethnicity; (5) religion; (6) sexual orientation; and/or (7) association with a person or group with one or more of these actual or perceived characteristics.

II. **RESPONSIBILITIES OF DISTRICT EMPLOYEES**

All District employees are expected to:

- Adhere to the WPV policy and act in accordance with the policy.
- Promptly report any suspected WPV behaviors to your site administrator or designee by completing the Workplace Violence Complaint Form, Attachment D.
- Cooperate in the investigation of employee WPV complaints by providing relevant information.



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Additional responsibilities apply as follows:

- A. Administrator/Designee must:
 - 1. Establish a safe and respectful school or workplace environment.
 - 2. Ensure that the WPV policy is implemented.
 - 3. Investigate and respond to any verbal or written reports of violence, bullying or threatening behavior (see Attachment D).
 - 4. Monitor and follow-up to ensure that the behavior has stopped.
- B. Educational Service Center (ESC) Administrators and Staff must:
 - 1. Be responsible for enforcing the WPV policy.
 - 2. Designate administrators to ensure the implementation of this policy.
- C. Central Office Staff must:
 - 1. Support this policy by assisting schools and work sites.
 - 2. Align this policy with related District initiatives.

III. **GENERAL PROTOCOL FOR RESPONDING TO COMPLAINTS**

The following are general procedures for the administrator/supervisor to respond to any complaints (See Attachment A for a checklist of the general procedures indicated below.):

- A. Secure campus/office safety.
- B. Assure involved parties that allegations are taken seriously.
- C. Investigate promptly and thoroughly.
- D. Request a factual written statement from the involved parties and, if appropriate, witnesses.
- E. Consult with ESC, Staff Relations and other offices, as appropriate.
- F. Take action to stop the behavior.
- G. Document actions taken.
- H. Implement disciplinary action as needed.
- I. If appropriate, the victim may file a criminal complaint with law enforcement.
- J. Continue to monitor behavior and address inappropriate behaviors.
- K. Document the incident in the Incident System Tracking Accountability Report (iSTAR).

If the allegation is against an administrator/supervisor, that administrator's supervisor shall respond to the complaint (see Attachment D, Workplace Violence Complaint Form).

IV. **PROTOCOL FOR RESPONDING TO BULLYING**

The following are general procedures for the administrator/supervisor to respond to any complaints of bullying (see Attachment A for a checklist of



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the general procedures indicated below):

- A. Secure campus/office safety.
- B. Assure involved parties that allegations are taken seriously.
- C. Investigate promptly and thoroughly.
- D. Request a factual written statement from the involved parties and, if appropriate, witnesses.
- E. Consult with ESC, Staff Relations and other offices, as appropriate.
- F. Take action to stop the behavior.
- G. Document actions taken.
- H. Implement disciplinary action, if needed.
- I. If appropriate, the victim may file a criminal complaint with law enforcement.
- J. Continue to monitor behavior and address bullying behaviors.
- K. Document the incident in iSTAR.

If the allegation is against an administrator/supervisor, that administrator's supervisor shall respond to the complaint.

V. **RESPONDING TO HARASSMENT AND DISCRIMINATION**

For matters of harassment and discrimination in employment, based on age, color, disability, national origin, race, religion, marital status, veteran status, sex (including sexual harassment), sexual orientation, gender identity or political affiliation contact the Equal Opportunity Section at (213) 241-7685.

VI. **PROTOCOL FOR RESPONDING TO WORKPLACE VIOLENCE AND THREATS**

The following are general procedures for the administrator/supervisor to respond to any reports of workplace violence or threats. The urgency of the situation will dictate the order in which the subsequent steps are followed. (See Attachment A for an abbreviated version of the general procedures indicated below.)

- A. **Secure Campus/Office Safety**
 1. Call 911 for immediate, emergency life threatening situations.
 2. Call Los Angeles School Police Department (213) 625-6631 or local law enforcement for assistance at the worksite.
 3. Secure site and/or implement lockdown, if necessary.
 4. Contact the Los Angeles County Department of Mental Health ACCESS (800) 854-7771 for a mental health evaluation to determine risk to self or others and possible hospitalization (see Section VI, G3).
 5. Warn the intended victim(s) of the threat and/or take reasonable steps to protect the threatened individual(s) in the workplace.



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6. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services at (213) 241-2174 or (213) 241-3841.

B. Notify

1. ESC Operations Staff, ESC Instructional Staff, Unit Supervisor.
2. Staff Relations.
3. Other offices, as appropriate (see Attachment E, Resource List).
4. Document the incident in iSTAR.

D. Investigate

Prior to convening a multi-disciplinary threat assessment team, designated staff from the team should gather background information that includes:

1. Employee information (e.g., name, date of birth, employee number, address, make/model/license plate number of vehicle)
2. Emergency card information (e.g., family contact, health care provider information)
3. Attendance record
4. Review of District computers and property
5. Any history or discipline indicating concerning behaviors or related to the incident
6. Statements from witnesses (e.g., teachers, other staff, students), may be taken on the Workplace Violence Complaint Form (see Attachment D)
7. Family situation information
8. Triggering events or other personal stressors (e.g., mental/physical health, death, divorce, economic or family stressors, legal matters)
9. Access to weapons
10. Other pertinent information (e.g., written material, e-mails, pictures, social network postings)

The privacy of the employee should be protected at ALL times, divulging information only on a need to know basis.

C. Convene a Threat Assessment Team

The multi-disciplinary team may include, but not be limited to, an Administrator, a Los Angeles School Police Department Officer, and a School Mental Health Administrator. The person making the threat, the targeted individual(s), or witness(es) should not be part of the threat assessment team meeting.

Critical roles of effective teams include:

1. Communication among all key stakeholders. The administrator/supervisor shall coordinate and document all actions.



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2. Collaboration across institutional boundaries, including law enforcement and mental health.
3. Coordination of services for prevention, early identification, and interventions.
4. Sharing of information shall be restricted to those persons with a need to know. Information must not be discussed or divulged concerning any involved parties to any other person(s).
5. Consultation with other resources may include: ESC Administrator of Operations, ESC Operations Coordinator; Office of General Counsel; Equal Opportunity Section; Staff Relations; School Mental Health, Crisis Counseling and Intervention Services; Human Relations, Diversity and Equity.

E. Assess for Risk to Self or Others

1. The administrator/designee will meet with the person making the threat to complete a risk assessment using Attachment B, Workplace Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist. The questions should not be read to the person, but rather should be used as a guide while assessing the individual.
2. The administrator/designee collaborates with the multi-disciplinary threat assessment team to determine the level of risk by reviewing Attachment B, Workplace Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist, as needed:
 - **Low Risk** - Does not pose imminent danger to self or others; insufficient evidence for violence potential.
 - **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.
 - **High Risk** - Poses imminent danger to self or others with a viable plan to do harm and exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

F. Determine Appropriate Action Plan

Interventions will be based upon the severity and potential risk of the behaviors. The action plan determined by the team should be documented and managed by the school site administrator/designee. Actions may include:

1. Contact with and/or apprehension of person(s) who initiated the threat.
2. Removal of employee or person from premises.
3. Conference with person(s) initiating the threat and consider



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- appropriate interventions and other actions, including discipline and change of work location.
4. There are circumstances that might increase the likelihood of an attack. Examples of triggers may include employment action, significant loss, or interpersonal conflict.
 5. Warn and protect the targeted victim(s) of the threat and/or take reasonable steps to protect the threatened individual(s) in the workplace, when appropriate.
 6. Design support system for the targeted individual and/or person who initiated the threat, if appropriate.
 7. Send a disruptive person letter or obtain a restraining order, when appropriate.
 8. Monitor progress toward reestablishing workplace safety.

G. Additional Actions

Additional actions may be required if the behavior falls under any of the following categories:

1. Criminal Threat (bodily harm or an immediate physical threat)
 - a. Call Los Angeles School Police Department or local law enforcement.
 - b. Warn the intended victim(s) of the threat and/or take reasonable steps to protect the threatened individual(s) in the workplace.
 - c. Notify the ESC Operations Staff, ESC Instructional Staff, and/or Unit Supervisor, and Staff Relations.
2. Disciplinary Action
 - a. Contact Staff Relations or Human Resources to discuss procedures for discipline and/or intervention (include appropriate district representative(s) as deemed necessary to implement intervention plan).
 - b. Notify the ESC Operations Staff, ESC Instructional Staff, and/or Unit Supervisor, and Staff Relations.
3. Mental Health Evaluation
 - a. Adults who present with severe mental health/behavior issues, such as depression or suicidal ideation, should be addressed by the administrator/designee to discuss any concerns for their safety and health/mental health well-being.
 - (1) Determine the level of risk by reviewing Attachment B, Workplace Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist, as needed. If the behaviors are determined to be high risk, secure emergency services by calling 911, Los Angeles County Department of Mental Health ACCESS (800) 854-7771, and/or School Police (213) 625-6631.



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- (2) Monitor the situation until appropriate assistance arrives.
 - b. Contact law enforcement to implement a welfare check, as appropriate.
 - c. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services at (213) 241-2174 or (213) 241-3841.
 4. Employee Medical Issues
Contact Employee Health Services (213) 241-6326 for assistance and consultation on medical aspects that may be present in cases.
 - a. If the employee is *moderate/high risk* appropriate action steps should take place to mitigate the risk prior to referring to Employee Health Services.
 - b. If the employee is *low risk* and there are still concerns regarding ability to perform duties, this individual may be referred to Employee Health Services for a Fitness for Duty Evaluation.
 - c. If the employee has been off work for any length of time, including hospitalization, the individual may be referred to Employee Health Services for a Return to Work Clearance.
- H. Provide Resources (see Attachment E, Resource List)
1. Refer the employee to their health care provider for mental/physical health services.
 2. If the employee does not have a health care provider, refer to the Employee Assistance Program (800) 285-7717 for limited clinical support services.
 3. Associated persons may be provided with community resources.
 4. Provide the 24/7 Suicide Prevention Crisis Line (877) 727-4747.
- I. Monitor and Manage
1. The administrator/designee will monitor and manage the case as it develops and until it has been determined that the individual no longer poses an immediate threat to self or others.
 2. Communication with appropriate parties on a need to know basis. This may include when the employee/adult has moved to a different worksite.
 3. Update iSTAR, as needed.
- J. Document All Actions
1. Each administrator/designee shall maintain records and documentation of actions taken in the worksite for each case by completing an incident report in the iSTAR.
 2. The administrator/designee notes taken during the threat assessment meeting are for use by Los Angeles Unified School District attorneys. No copies of the notes shall be furnished to anyone including employees, students, or parents without permission from



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the Office of General Counsel. Attachment F, Inter-office Correspondence, may be used to document notes during a threat assessment meeting.

3. Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the employee's personnel file.

VII. CONFIDENTIALITY

All personnel matters are confidential and may not be shared, except with those persons who need to know. Information sharing should be within the confines of the District's reporting procedures and investigative process. The District will not tolerate retaliation against anyone for filing a complaint or participating in the complaint investigation process.

AUTHORITY: This is a policy of the Superintendent of Schools. The following legal authorities are applied in this policy:

California Constitution Article 1, §28(c)
California Civil Code §43.92
California Code of Civil Procedure §527.6
California Education Code §32210 et seq.
California Education Code §35160 et seq.
California Penal Code §422
California Penal Code §626 et seq.
Los Angeles Municipal Code §63.94
Ewing v. Goldstein, 120 Cal. App 4th 807 (2004)
Tarasoff v. Regents of the University of California (1976) 17 Cal. 3d 425, 551 P.2d 334, 131 Cal. Rptr. 14

RELATED RESOURCES: *Acceptable Use Policy (AUP) For District Computer and Network Systems*, BUL-999.5, dated May 1, 2012.

Activities of Outsiders, Board Rule 1265, Amended 4-16-90.

Bullying and Hazing Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult), BUL-5212.0, dated August 27, 2010.

Contractor Code of Conduct, LAUSD Ethics Office, Revised November 2006.

Employee Code of Ethics, LAUSD Ethics Office, Revised February 2003.

Employment Discrimination Complaint Procedures, BUL-S-27, dated December 3, 2001.



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Incident System Tracking Accountability Report, BUL-5269.0, dated November 12, 2012.

Information Protection Policy, BUL-1077.1, dated December 5, 2006.

Lockdown Procedures for All Schools, BUL-5469.0, dated May 4, 2011.

Los Angeles Unified School District Board Resolution, "Respectful Treatment of All Persons," passed October 10, 1988.

Records Retention and Destruction (Other than Pupil Records), BUL-5503.0, dated July 1, 2012.

Responding to and Reporting Hate-Motivated Incidents and Crimes, BUL-2047.0, dated October 10, 2005.

Safe School Plans Update for 2012-2013, REF-5511, Revised Annually.

Sexual Harassment Policy (Employee-to-Employee), BUL-1893.1, dated August 1, 2005.

Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult), BUL-3349.0, dated November 29, 2006.

Title XI Policy/Complaint Procedures, BUL-2521.1, dated June 7, 2006

Uniform Complaint Procedures (UCP), BUL-5159.1, dated July 1, 2011.

Visitors, Board Rule 2002, Amended 6-26-78.

Visitors To School Campuses and Locked Campuses During Class Hours at All Schools, BUL-1325.1, dated December 7, 2009.

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

LAUSD RESOURCES

School Mental Health, Crisis Counseling and Intervention Service (213) 241-2174 or (213) 241-3841 - for assistance with threat assessments, suicide prevention and mental health issues.

Employee Assistance Program (800) 285-7717 - clinical support services for active LAUSD employees who do not have a medical plan through LAUSD.



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Employee Benefits - clinical support for issues such as stress, depression, family/relationship issues for active LAUSD employees with a medical plan.

- Anthem Blue Cross Customer Service (800) 700-3739
- Health Net (888) 426-0030
- Kaiser Permanente (800) 954-8000

Employee Health Services (213) 241-6326 - for assistance and consultation on medical aspects that may be present in cases.

Equal Opportunity Section (213) 241-7685 - for assistance with alleged adult-to-adult discrimination and sexual harassment complaints.

Employee Relations (213) 241-6591 - for assistance with employee records and personnel files.

Human Relations, Diversity and Equity (213) 241-5337 - for assistance with issues of bullying, conflict resolution, and diversity trainings.

Los Angeles School Police Department (213) 625-6631 - for assistance with any law enforcement matters.

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

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

Staff Relations (213) 241-6056 - for assistance with employee disciplinary action.

NON-LAUSD RESOURCES

Los Angeles County Department of Mental Health ACCESS (800) 854-7771 - collaborates with Crisis Counseling & Intervention Services for the administration and coordination of all mental health and law enforcement mobile response services in the event of a critical incident, including Psychiatric Mobile Response Teams (PMRT) and School Threat Assessment Response Teams (START). These teams respond to schools, offices, and homes.

Mental Evaluation Unit (MEU), including Staff Management Advisory and Response Team (SMART) (213) 996-1300 or 1334 - for law enforcement and mental health response, when an individual is a flight risk, violent, or high risk for harm to self or others.

Suicide Prevention Crisis Line (877) 727-4747 - a 24 hour crisis line for individuals who are contemplating, threatening, or attempting suicide, including their family and friends.

PROTOCOL FOR RESPONDING TO WORKPLACE VIOLENCE AND THREATS

The following is a summary checklist of general procedures for the administrator/supervisor to respond to any reports of workplace violence or threats (adult-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 5798.0, Guidelines Section, VI. Protocol for Responding to Workplace 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), and/or consulting with School Mental Health, Crisis Counseling and Intervention Services.)

- B. NOTIFY (ESC Operations Staff, ESC Instructional Directors; Unit Supervisor; Staff Relations; Other; document in iSTAR)

- C. INVESTIGATE
Prior to convening a multi-disciplinary threat assessment team, designated staff from the team should gather background information that includes:
 - Employee information (e.g., name, date of birth, employee number, address)
 - Emergency card information (e.g., family contact, health care provider information)
 - Attendance record
 - Review of District computers and property
 - Any history or discipline related to the incident
 - Statement from witnesses (e.g., teachers, other staff, students)
 - Family situation
 - Triggering events or other personal stressors (e.g., mental/physical health, death, divorce, economic or family stressors, legal matters)
 - 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, a Los Angeles School Police Department Officer, and a School Mental Health Administrator. **The person making the threat, the targeted individual(s), or witness(es) should not be part of the threat assessment team meeting.**)

- E. ASSESS FOR RISK TO SELF OR OTHERS (see Attachment B, Workplace Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist)
 - Administrator/designee meets with the person making the threat.
 - Multi-disciplinary threat assessment team determines the level of risk.

- F. 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.)

- G. ADDITIONAL ACTIONS
May be required if the behavior falls under any of the following categories:
1. Criminal Threat (bodily harm or an immediate physical threat)
 2. Disciplinary Action
 3. Mental Health Evaluation
 4. Employee Medical Issues
- H. PROVIDE RESOURCES (see Attachment E, Resource List).
- I. MONITOR AND MANAGE (Monitor until it is determined that the individual no longer poses an immediate threat to self or others; update iSTAR.)
- J. DOCUMENT ALL ACTIONS (Maintain records and document in iSTAR.)

GENERAL PROTOCOL FOR RESPONDING TO COMPLAINTS, INCLUDING BULLYING

The following is a checklist of general procedures for the administrator/supervisor to respond to any complaints, including bullying:

- A. Secure campus/office safety.
- B. Assure involved parties that allegations are taken seriously.
- C. Investigate promptly and thoroughly.
- D. Request a factual written statement from the involved parties and, if appropriate, witnesses.
- E. Consult with ESC, Staff Relations and other offices, as appropriate.
- F. Take action to stop the behavior.
- G. Document actions taken.
- H. Implement disciplinary action as needed.
- I. If appropriate, the victim may file a criminal complaint with law enforcement.
- J. Continue to monitor behavior and address inappropriate/bullying behaviors.
- K. Document the incident in iSTAR.

If the allegation is against an administrator/supervisor, that person's supervisor shall respond to the complaint.

RESPONDING TO HARASSMENT AND DISCRIMINATION

For matters of harassment and discrimination in employment, based on age, color, disability, national origin, race, religion, marital status, veteran status, sex (including sexual harassment), sexual orientation, gender identity or political affiliation, contact the Equal Opportunity Section at (213) 241-7685.

WORKPLACE VIOLENCE RISK ASSESSMENT CHECKLIST

Work Location: _____ Date: _____

In assessing for workplace violence, the following should be considered to determine low, moderate or high risk:

CATEGORY	ASSESSMENT QUESTIONS	YES	NO	*
1. Motive, Justification	The individual 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 individual 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 individual 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 terrorism, work place violence, mass murderers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• The individual 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 individual has engaged in any attack-related behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Means and Access	The individual has the capacity to carry out an act of targeted violence. This may include possession or access to weapons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Suicidal Ideation	The individual 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 individual'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 individual'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 employment action, 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 individual's physical and mental health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Protective Factors	The individual has positive professional, home, religious, or community relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The individual desires a positive resolution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The individual exhibits appropriate coping and problem-solving skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The individual understands and respects guidelines, policies, and directives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* = NEED MORE INFORMATION

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.

<p>12. Other Relevant Factors</p>	
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ASSESSMENT RESULTS:

- Low Risk** - Does not pose imminent danger to self or others; insufficient evidence for violence potential.
- 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.
- 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.

SUICIDE RISK ASSESSMENT CHECKLIST

Work Location: _____

Date: _____

In assessing for suicide risk, the following should be considered to determine low, moderate or high risk. Categories and questions should be used as a guide and not read directly to the person being assessed.

CATEGORY	ASSESSMENT QUESTIONS	YES	NO	*
1. Communication of Intent	Has the individual communicated directly or indirectly ideas or intent to harm themselves? (Communications may be verbal, non-verbal, electronic, written.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ideation	Has the individual ever had thoughts of suicide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Attempts	Has the individual ever tried to kill themselves (i.e. previous attempts, repetitive self-injury)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Plan	Does the individual have a plan to harm/ kill themselves now?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Means and Access	Does the individual have the means/access to kill themselves?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Changes in Mood / Behavior	In the past year, has the individual ever felt so sad he/she stopped doing regular activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has the individual demonstrated abrupt changes in behaviors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has the individual demonstrated recent, dramatic changes in mood?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Stressors	Has the individual ever lost a loved one by suicide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has the individual had a recent death of a loved one or a significant loss (i.e. breakup of a romantic relationship)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has the individual experienced a traumatic/stressful event (i.e. domestic violence, community violence, natural disaster)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has the individual experienced victimization or been the target of bullying/harassment/discrimination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Mental Illness	Does the individual have a history of mental illness (i.e. depression, conduct or anxiety disorder)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Substance Use	Does the individual have a history of substance abuse?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Protective Factors	Does the individual have a support system of family or friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Does the individual have a sense of purpose in his/her life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Can the individual readily name plans for the future, indicating a reason to live?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* = NEED MORE INFORMATION

11. Other Relevant Factors	
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ASSESSMENT RESULTS:

- Low Risk** - Does not pose imminent danger to self; insufficient evidence for suicide potential. Low risk indicators may include: thoughts of suicide only in the past; history of depression; no previous attempts; no plan; no access to weapons or means; no recent losses; support system in place; no alcohol/substance abuse; positive coping skills.
- Moderate Risk** - May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
- High Risk** - Poses imminent danger to self 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. High risk indicators may include: current thoughts of suicide; current sense of hopelessness; previous attempts; has a plan; access to weapons or means; recent losses; no support system; alcohol/substance abuse; mental health history; precipitating events, such as loss of loved one, traumatic event, or bullying.

Los Angeles Unified School District
WORKPLACE VIOLENCE COMPLAINT FORM

Work Location: _____ Telephone No. _____
Educational Service Center/Office: _____

Name: _____ Employee #: _____
Job Title: _____
Home Address: _____
City: _____ Zip Code: _____
E-mail Address: _____
Telephone: _____ Cell Phone: _____

1. Date of the alleged workplace violence incident: _____
2. Name(s), Title(s), Work Location(s) and Telephone Number(s) of the accused:

Name	Title	Location	Tel. No.
_____	_____	_____	_____
_____	_____	_____	_____

3. Present the facts of the alleged workplace violence act (FOR EXAMPLE: How did this affect you? Describe completely the reason(s) for your complaint. You must include the date(s) and relevant circumstance underlying your allegation. Give the names of all persons involved. ATTACH ADDITIONAL SHEETS AS NEEDED).

4. Do you have witnesses that can corroborate your allegations? Yes No
If yes, please identify:

5. Please supply supporting evidence that you may have to document the basis for the alleged practice that you are claiming, e.g., copies of any written material that you believe support your allegation. I have attached supporting evidence: Yes No
Please list the documents you have attached:

6. Have you filed any other claim, complaint or grievance related to this matter? Yes No
If yes, please describe:

7. What remedy are you seeking to resolve your complaint?

Complainant's Signature _____ Date _____

**Submit this Workplace Violence Complaint Form
and any attachments to your immediate supervisor.
Keep a copy for your records.**

RESOURCE LIST

This list includes selected offices and community resources that can be helpful before, during and after a crisis. **Remember that your first call in a life-threatening emergency should be to 911.** To reach specific personnel, refer to the LAUSD Guide to Offices at www.lausd.net, under "Offices".

EMERGENCY RESOURCES

LA County Department of Mental Health ACCESS (Psychiatric Mobile Response Team) - 24/7	(800) 854-7771
LA County INFO Line (24 hour hotline)	211
Mental Evaluation Unit (MEU), including SMART	(213) 996-1300 / 1334
National Suicide Prevention Lifeline	(800) 273-8255
Suicide Prevention Crisis Line	(877) 727-4747

LAUSD RESOURCES

Crisis Counseling & Intervention Services, School Mental Health	(213) 241-3841
Employee Assistance Program	(800) 285-7717
Employee Benefits	(213) 241-4262
Anthem BlueCross Customer Service	(800) 700-3739
Health Net	(888) 426-0030
Kaiser Permanente	(800) 954-8000
Employee Health Services	(213) 241-6326
Equal Opportunity Section	(213) 241-7685
Employee Relations	(213) 241-6591
Human Relations, Diversity and Equity – School Operations	(213) 241-5337
Educational Service Center (ESC) Operations Coordinators	Check ESC Directory
Los Angeles School Police Department (LASPD) Watch Commander (24/7-entire year)	(213) 625-6631
Office of General Counsel	(213) 241-7600
School Operations Division	(213) 241-5337
Staff Relations	(213) 241-6056



INTER-OFFICE CORRESPONDENCE
LOS ANGELES UNIFIED SCHOOL DISTRICT

ATTACHMENT F
(Page 1 of 2)

John E. Deasy, Ph.D.
Superintendent of Schools

Michelle King
Senior Deputy Superintendent of
Operations

DATE: _____

RE: **THREAT ASSESSMENT NOTES**

Attorney Client Communication
Confidential & Privileged

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.

THREAT ASSESSMENT NOTES

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Los Angeles Unified School District

BOARD OF EDUCATION RESOLUTION

**TO ENFORCE THE RESPECTFUL
TREATMENT OF ALL PERSONS**

Motion Presented by
Board President, Jackie Goldberg

MOTION:

Whereas, Good human relations are essential to the goal of achieving a democratic society;

Whereas, The number of hostile acts against various groups of people have dramatically increased in recent years;

Whereas, Students learn from what they hear from peers and adults on the playground and in school; and

Whereas, Reducing tensions among students and school personnel is highly desirable, therefore, be it

Resolved, That the Los Angeles Unified School District reaffirm its policy that students and adults in both schools and offices should treat all persons equally and respectfully and refrain from the willful or negligent use of slurs against any person on the basis or race, language spoken, color, sex, religion, handicap, national origin, immigration status, age, sexual orientation, or political belief; and be it further

Resolved, That the District further ask that a school-wide code of discipline regarding name-calling be developed at each school, and enforced by teachers, administrators, and other staff members; and be it further

Resolved, That District administrators bring this policy to the attention of all employees and students, and to constructively administer its enforcement.

October 1988