RISK ASSESSMENT LEVELS, WARNING SIGNS & ACTION PLAN OPTIONS:

The assessing party should collaborate with at least one other designated school site crisis team member to determine appropriate action(s) based on the level of risk. Action items should be based upon the severity and risk of suicide. There are circumstances that might increase a student’s suicide risk.

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| ☐ No Known Current Risk | • No known history of suicidal ideation/behavior or self-injurious behavior  
| | • No current evidence of depressed mood/affect. For example, statement made was a figure of speech, intended as a joke, or was a repetition of song lyrics or movie script. | • Communicate with parent/guardian, even if it is determined that there is no current risk:  
| | | o Provide information regarding the incident or statement made.  
| | | o Explore with the parent/guardian if there are any concerning behaviors at home, school or community. Concerns expressed by parent/caregiver may change the level of risk.  
| | | o Reinforce the importance of student safety and use of appropriate language.  
| | | o Provide Attachment G - Suicide Prevention Awareness for Parents/Caregivers or Attachment H - Self-Injury Awareness for Parents/Caregivers handouts and school/community resources, as needed.  
| | • Communicate with parent/guardian, even if it is determined that there is no current risk:  
| | | o Provide information regarding the incident or statement made.  
| | | o Explore with the parent/guardian if there are any concerning behaviors at home, school or community. Concerns expressed by parent/caregiver may change the level of risk.  
| | | o Reinforce the importance of student safety and use of appropriate language.  
| | | o Provide Attachment G - Suicide Prevention Awareness for Parents/Caregivers or Attachment H - Self-Injury Awareness for Parents/Caregivers handouts and school/community resources, as needed.  
| | • Document all actions in the RARD on iSTAR; include student identification number in the Persons Involved tab of iSTAR.  
| ☐ Low Risk | • Passing thoughts of suicide; evidence of thoughts may be found in notebooks, internet postings, drawings  
| | • No plan  
| | • No history of previous attempts  
| | • No means or access to weapons  
| | • No recent losses  
| | • No alcohol/substance abuse  
| | • Support system is in place  
| | • May have some depressed mood/affect  
| | • Sudden changes in personality/behavior (e.g., distracted, hopeless, academically disengaged) | • Reassure and provide support to the student.  
| | | • Communicate concerns with parent/guardian (see Section IV D), including recommendations to seek mental health services.  
| | | • Provide Attachment G - Suicide Prevention Awareness for Parents/Caregivers or Attachment H - Self-Injury Awareness for Parents/Caregivers handouts and school/community resources, as needed.  
| | | • Assist in connecting with school and community resources, including suicide prevention crisis lines (Attachment R – Resource Guide)  
| | | • Develop a safety plan that identifies caring adults, appropriate communication and coping skills (see Attachments D2 and D4 - My Safety Plan templates). Notify identified adults in the safety plan and provide Attachment E – Adult Gatekeeper handout.  
| | | • Manage and monitor, as needed.  
| | | • Document all actions in the RARD on iSTAR; include student identification number in the Persons Involved tab of iSTAR.  

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| Moderate Risk | • Thoughts of suicide  
• Some details indicating a plan for suicide  
• Unsure of intent  
• History of self-injurious behavior  
• History of previous attempts and/or hospitalization  
• Difficulty naming future plans or feeling hopeful  
• History of substance use or current intoxication  
• Recent trauma (e.g., loss, victimization) | • Reassure and provide support to the student.  
• If safe to do so, communicate with parent/guardian and gather additional information relevant to the risk factors. Note: The initial level of risk determined may change as a result of the information gathered.  
• If consulting, ensure the student is supervised.  
• Consult with Local District Mental Health Team or SMH CCIS at (213) 241-3841 to determine next steps.  
  o If next steps include contacting LASPD or PMRT for an assessment, see Action Plan Options indicated for High Risk.  
• Develop a safety plan that identifies caring adults, appropriate communication and coping skills (see Attachments D2 and D4 - My Safety Plan templates). Notify identified adults in the safety plan and provide Attachment E – Adult Gatekeeper handout.  
• Communicate concerns with parent/guardian (see Section IV, D), including:  
  • Recommendations to seek mental health services.  
  • Request Attachment J – Parent/Guardian Authorization for Release/Exchange of Information  
• Provide Attachment G - Suicide Prevention Awareness for Parents/Caregivers or Attachment H - Self-Injury Awareness for Parents/Caregivers handouts and school/community resources, as needed.  
• Document all actions in the RARD on iSTAR; include student identification number in the Persons Involved tab of iSTAR.  
• Continue to monitor student and be a source of support if mental health needs change. |
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| Exhibits extreme or persistent high-risk behaviors, such as current access to means, self-injury, or suicide attempts (e.g., abusing drugs/alcohol, running into traffic, jumping from high places); poses imminent danger to self with a viable plan to do harm; may qualify for hospitalization. | • Current thoughts of suicide  
• Plan with specifics - indicating when, where and how  
• Access to weapons or means in hand  
• Making final arrangements (e.g., giving away prized possessions, good-bye messages in writing, text, or on social networking sites)  
• History of previous attempts or hospitalization  
• Isolated and withdrawn  
• Current sense of hopelessness  
• No support system  
• Currently abusing alcohol/substances  
• Mental health history  
• Recent trauma (e.g., loss, victimization) | • Supervise student at all times (including restrooms).  
• Reassure and provide support to the student.  
• Contact LASPD (213) 625-6631 OR PMRT (800) 854-7771 for an assessment and possible transport to a hospital for a mental health evaluation.  
• Only one agency should be contacted for response. Either agency is authorized to assess, determine if the current circumstances meet criteria for a hold, and transport an individual for a psychiatric evaluation (5150/5585), if needed.  
• See Important Considerations on page 10 of BUL-2637.4 for clarification regarding accompanying a student to a hospital and providing relevant information to the evaluating psychiatrist.  
• Develop a safety plan that identifies caring adults, appropriate communication and coping skills (see Attachments D2 and D4 - My Safety Plan templates). Notify identified adults in the safety plan and provide Attachment E – Adult Gatekeeper handout.  
• Establish a plan for re-entry, manage and monitor, as needed (see Attachment K – Student Re-Entry Guidelines).  
• Communicate concerns with parent/guardian (see Section IV, D), including:  
• Re-entry plan and recommendations to seek mental health services. Request Attachment J – Parent/Guardian Authorization for Release/Exchange of Information  
• Provide Attachment G - Suicide Prevention Awareness for Parents/Caregivers or Attachment H - Self-Injury Awareness for Parents/Caregivers handouts and school/community resources, as needed.  
• Document all actions in the RARD on iSTAR; include student identification number in the Persons Involved tab of iSTAR.  
• Continue to monitor student to be a source of support if student’s mental health needs change. |

For support and consultation: School Mental Health Crisis Counseling and Intervention Services (SMH CCIS)  
Monday-Friday | 8:00 am-4:30 pm | (213) 241-3841  
In case of an emergency, call 911. For law enforcement and/or after-hours response, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.