WCS Threat Assessment Flowchart

A threat is defined as any expression of intent to harm someone. Threats can be spoken, written, emailed, or expressed in some other way.

All employees are mandatory reporters.

Mitigate threat:

- Take immediate action to protect students, employees and visitors (ALICE if necessary). Supervise and isolate student as needed.
- Notify SRO and the supervising Assistant Superintendent as appropriate.
- •Obtain a specific account of the threat by interviewing the student who made the threat, the recipient of threat and other witnesses. Attempt to have 2 adults in this interview process. Document the exact content of the threat and statements made by each party. Obtain written statements from all parties involved.

Step 2

Step 3

Step 1

- •Involve the team as appropriate.
- •The preponderance of evidence helps determine the level of threat (levels 1-3)

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- •Intent not apparent
- •No evidence of motive
- No ability
- Expressions of anger or frustration dissipate quickly
- •No evidence of planning
- •Threats of a fight without specificity of violence

Level 2

- Intent is expressed
- •Some evidence of motive
- •No ability at this time
- Expressions of anger or frustration linger
- •Evidence of some planning

Level 3

- Intent to harm
- Motive exists
- •Ability to carry out the plan exists
- Expressions of anger are pervasive
- •Threat is reported as a plan/planning has taken place
- •The threat has been repeated over time or communicated to multiple persons
- •The student has accomplices or has attempted to recruit accomplices

Determine whether it is a singular threat or a threat of mass violence. If a singular threat, proceed w

Determine whether it is a singular threat or a threat of mass violence. If a singular threat, proceed with threat protocol and corresponding discipline. If determined to be a threat of mass violence, continue with threat protocol for classification, but discipline is always Zero Tolerance.

3a. Response to Level :

- Communicate disposition to Assistant Superintendent as directed
- Notify student's parents and intended victims' parents to the extent allowed by FERPA
- •Implement discipline (consider IEP/504 regulations)
- Enter incident into Skyward
- Refer to a WCS school counselor
- •Refer to WCS social worker as needed for resources
- •Continue to monitor behavior

3b. Response to Level 2

- Communicate to SRO and Director of Safety and Security
- •Communicate disposition to Assistant Superintendent
- Notify student's parents and intended victims' parents to the extent allowed by FERPA and meet as needed
- Implement discipline (consider IEP/504 regulations)
- Enter incident into Skyward
- •Refer to a WCS school counselor
- •Refer to WCS social worker as needed for resources
- •Complete Return to School Safety Plan as needed.
- Refer to school-based behavior team or 504/SSS file holder to establish and monitor interventions.
- Consider for special education/504 referral
- •Consider internal risk assessment

3c. Response to Level 3

- •Communicate disposition to SRO and Director of Safety and Security
- •Communicate disposition to Assistant Superintendent
- Notify student's parents and intended victims' parents to the extent allowed by FERPA and meet as needed
- Implement discipline (consider IEP/504 student regulations)
- •Enter incident into Skyward
- •Refer to a WCS school counselor
- •Refer to WCS social worker as needed for resources
- Refer to school-based behavior team or 504/SSS file holder to establish and monitor interventions.
- •Refer for a clinical safety evaluation (facilitated by social worker).
- Consider for special education/504 referral

Step 4

Step 5

Parent Meeting for Threat Assessment Protocol

- --Hold parent meeting; provide parent letter and ensure Release of Information is signed.
- --Schedule the Clinical Safety Evaluation
- --Consult with personnel conducting the safety evaluation.

Implement Return to School Safety Plan

- -- Upon receipt of clinical safety evaluation report, complete written Return to School Safety Plan.
- --Hold Return to School meeting with pertinent school staff, parents and student (if appropriate).
- --Provide signed copy of written plan to parents, building administrator, counselor/social worker and CO.
- --Convene IEP/504
- --Conduct periodic status check by school-based behavior team a minimum of every 4 ½ weeks and revise plan as needed.

The results of this screening do not predict specific episodes of violence, nor are they a foolproof method of assessing an individual's potential to harm others. The purpose of this screening is to identify circumstances that may increase the risk for potential violence and to assist school staff in developing a safety and supervision plan.

LEVEL 3 ONLY