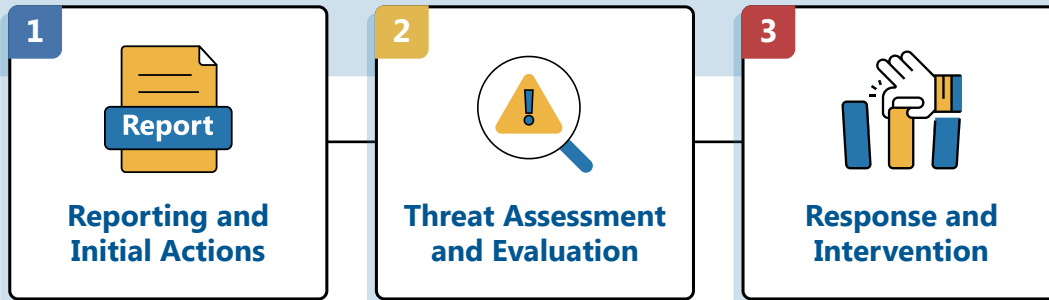




# Guide to Addressing Safety Concerns



This guide outlines the steps you can take when you are concerned about a student or a school-related threat of violence.



## Phase 1:



### Reporting and Initial Actions

After identifying concerning behaviors, educators should consider three primary actions. All of the following can occur simultaneously:

#### 1. Speak Directly to Administration or a Counselor header and content

- ➔ Share observations with school administration or a counselor.
- ➔ This ensures protocols are followed and the concern is escalated appropriately.

#### 2. Report through Safe2Tell header and content



- ➔ An anonymous reporting system for safety concerns.
- ➔ Educators, students, and parents can submit reports.
- ➔ Only school-designated report recipients and law enforcement can access and view Safe2Tell reports. They cannot be shared with nonrecipients.
- ➔ Reports may provide valuable context or supplement new concerns.

### 3. Reach Out to the Threat or Suicide Assessment Team header and content

- ➔ These teams specialize in evaluating safety concerns.
- ➔ They combine input from reports, observations, and other sources to assess risks comprehensively.

**Educators' Role:** When you are concerned about a student, your role is to *observe, document, and report* while working within the school's or campus's established support systems. Whichever option you choose, the information should be directed to the appropriate team for evaluation.

## Phase 2:



## Threat Assessment and Evaluation

After a concern is reported, threat assessment teams evaluate the situation using structured protocols and tools to ensure a systematic and effective response. Most schools and universities have a team. If your school does not, a school administrator may play a similar role.

### Team Composition

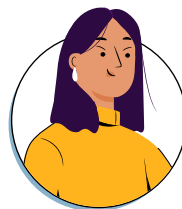
The threat assessment team includes a multidisciplinary group of professionals who all provide a different lens and skill set to help assess students and actions of concern. Members may include the following:



School administrators



Counselors or mental health professionals



School resource officers (SROs)



Law enforcement officers

As the team assesses a situation, it may bring in external partners, including the following, as appropriate:

- ➔ Child protective services
- ➔ Juvenile assessment centers (JACs)
- ➔ Family members

## Information Gathering and Behavioral Analysis

- ➔ The team reviews all available data, including Safe2Tell reports, direct observations, interviews, and past incidents. It will also proactively seek additional information, conduct interviews, and meet with the student and their family as appropriate.
- ➔ The team analyzes patterns of behavior and warning signs, such as direct threats, sudden withdrawal, or weapon-related concerns.
- ➔ The team uses well-researched tools to structure their analyses and balance safety with student rights. Using these tools ensures consistency and thoroughness.

## Risk Determination

- ➔ The team assesses the severity of the concern and develops appropriate intervention plans.

## Phase 3:



## Response and Intervention

After the threat assessment team completes its evaluation, it develops an intervention plan, used individually or in combination, tailored to the situation. These plans aim to address safety concerns while supporting the individuals involved. Possible interventions include the following:

### Family and Community Engagement

- ➔ **Involve Parental Support**  
Engage parents or guardians in intervention planning to ensure support at home. This may include regular communication and shared resources.

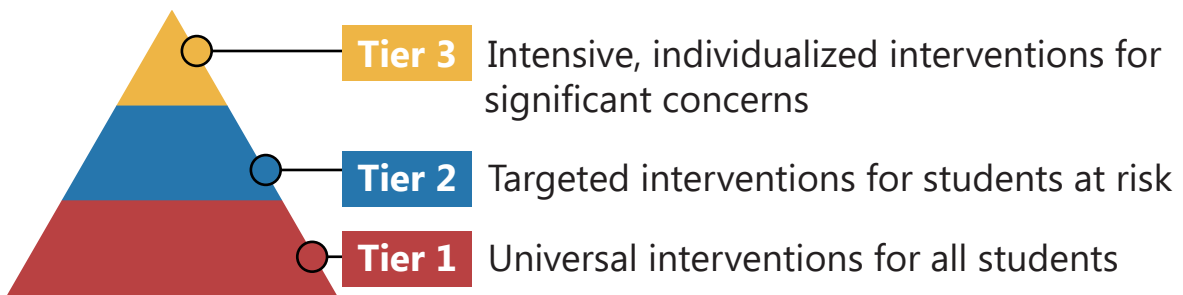
### Behavioral and Educational Interventions

- ➔ **Refer for Mental Health Counseling and Support**  
Refer students to school counselors, campus mental health services, or external providers to address underlying concerns.
- ➔ **Write Behavioral Agreements**  
Outline and agree to acceptable student behavior and consequences for violations.

- ➔ **Write Behavioral Intervention Plans (BIPs)**  
Develop for students with recurring behavioral challenges, outlining strategies and measurable goals for improvement.
- ➔ **Write Individualized Education Programs (IEPs)**  
Set up tailored plans to support students with disabilities, including emotional or behavioral disorders, in their educational environment.

## Restorative and Preventative Measures

- ➔ **Refer to Restorative Justice Programs**  
Focus on repairing harm and rebuilding relationships rather than punitive measures. These programs involve dialogue among the offender, victim, and community.
- ➔ **Leverage a Multi-Tiered System of Supports (MTSS)**  
Use a framework providing varying levels of intervention.



## Legal Tools for Serious Risks

- ➔ **Enforce Safe Storage Laws**  
Requires all firearms to be safely secured to prevent unauthorized access by youth or others prevented from possessing firearms. This is sought in partnership with law enforcement who is exclusively positioned to act.
- ➔ **Seek an M1 Hold**  
Temporarily detain individuals for mandatory mental health evaluation when they pose an immediate and significant danger to themselves or others, as determined by law enforcement or qualified medical professionals.
- ➔ **Make a Mandatory Report**  
Require educators to report suspicions of abuse, neglect, or other safety concerns to child protective services for further investigation.
- ➔ **Petition for Extreme Risk Protection Orders (ERPOs)**  
Temporarily restrict firearm access from individuals deemed a risk to themselves or others. This tool can be sought in partnership with law enforcement who might be best positioned to act.



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