

# OBSERVE

- Have they been thinking about hurting or killing themselves or other people?
- Do they have weapons, or have access to weapons?
- Have they tried to get, or do they plan on trying to get a weapon?
- Are they angry at someone or a group of people? If so, why?
- What would make them less angry?
- Have they researched previous school shooters or school shooting events?
- Have they been the victim of bullying or physical/sexual assault?
- Is there a responsible adult in their life that they may trust and can talk to about their feelings?
- Do you feel like they might need help? Have they asked for help?

# DOCUMENT

Document any incidents according to your district policy. Document as a security or safety issue, not as a student record.

# NOTIFY

If you think that someone may be a danger to themselves or others, or you believe there could be an emergency life-safety situation,

**CALL 911 immediately!**

If you think a student, staff or faculty member, or anyone else in the school may pose a threat to safety, notify your

**Principal** or their assigned designee, and get your **School Resource Officer** or **Juvenile Detective** involved right away.



# SCHOOL THREATS

A Resource for Teachers and Staff

School shootings and threats to public safety are commonplace across the country. Teachers and school staff are one of law enforcement's best assets when it comes to flagging concerning behavior. Here are tips on what to look for and what to do if you have concerns a student may be a danger to themselves or others.

**To report a threat, visit [SD-LECC.ORG](http://SD-LECC.ORG) and click on 'Private Sector/Citizen School Threat SAR'**

# LOOK

## APPEARANCE

**EMULATION:** Mass violence actors frequently identify with previous attackers. Look for clothing identical with or similar to that worn by previous mass attackers.

## BEHAVIOR

**CHANGE:** Look for behavior that is sharply contrasted with someone's previous behavior, such as sudden withdrawal, or a focus on dark or homicidal material that was not previously observed.

**PROBING:** Watch for probing behaviors that seem to "test" the system and learn the response from the school or police.

**REHEARSAL:** Watch for novel aggression towards other students or staff members, or signs of harming animals. It could be an attempt to assess their own comfort with violence.

# READ

## INTERNET and SOCIAL MEDIA

**RESEARCH:** Individuals who engage in mass violence frequently research previous attacks and attackers to learn what worked and what didn't. Pay attention to browsing history that includes significant searches for previous school attacks and attackers.

**DON'T EXPLAIN IT AWAY:** If someone appears to be researching previous attacks or attackers, ask why they are doing that. Don't just assume that there is a harmless explanation behind their interest.

**CONSUMPTION IS KEY:** What we consume on the internet is often a better indicator of our true interests and aspirations than what we post on social media. Pay attention to what someone posts, but also what they research.

## WRITING/SCHOOL PROJECTS

**LEAKAGE:** Many attackers telegraph their intentions in school writings or projects. If you see references to previous mass violence events in student projects or papers, ask the student why they are interested in that material.

**If you aren't comfortable with the response,  
REPORT IT!**

# LISTEN

## VERBAL STATEMENTS

**STATED vs IMPLIED:** Listen to what someone says, but also pay attention to what they reference or talk around. You can often learn a lot about a person's true intent by focusing on the ideas or concepts they talk about.

**ANNOUNCEMENT:** Some attackers publicly "announce" their attacks soon before carrying them out. Treat every threat as real until you can comfortably articulate that it is not.

## SOCIAL IMAGE

**THE SCHOOL SHOOTER:** We avoid things that make us uncomfortable. When people avoid a specific person or refer to them as "the school shooter", it could mean that they are exhibiting behavioral indicators of violence that others find scary, creepy, or uncomfortable.

### ASK: **Don't be afraid to ask questions!**

If someone exhibits concerning behaviors, ask them about it. If you aren't comfortable with the response, and you have concerns about the behavior, Document and Report it to your Principal or their Assigned Designee.

