



School Safety Focusing on Prevention

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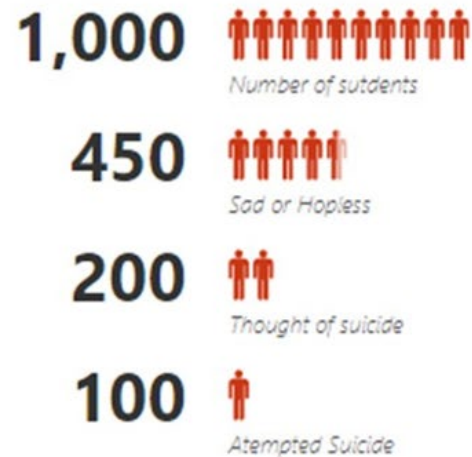
Behavioral Analysis

Workplace/School Violence

Juvenile Sex Crime Investigator

A look at a typical high school in America

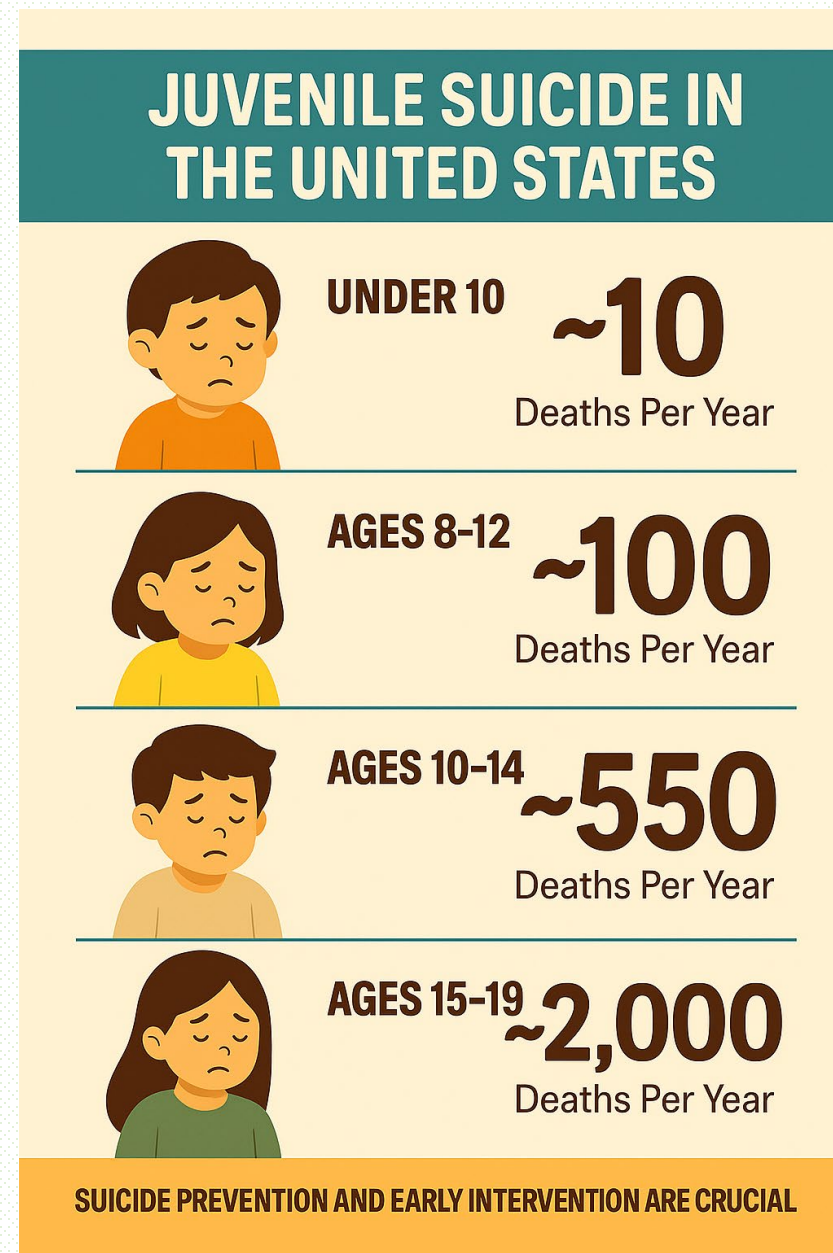
THE AVERAGE HIGH SCHOOL



"We need to 'ensure the mental health of our children is as much a priority as their grades – recognizing that the two are deeply intertwined."

Dr. Vivek Murthy, Former US Surgeon General

Juvenile Suicide



How are we losing our children?

At home (2017-2022):

866 children 17 and younger were shot in domestic violence incidents.

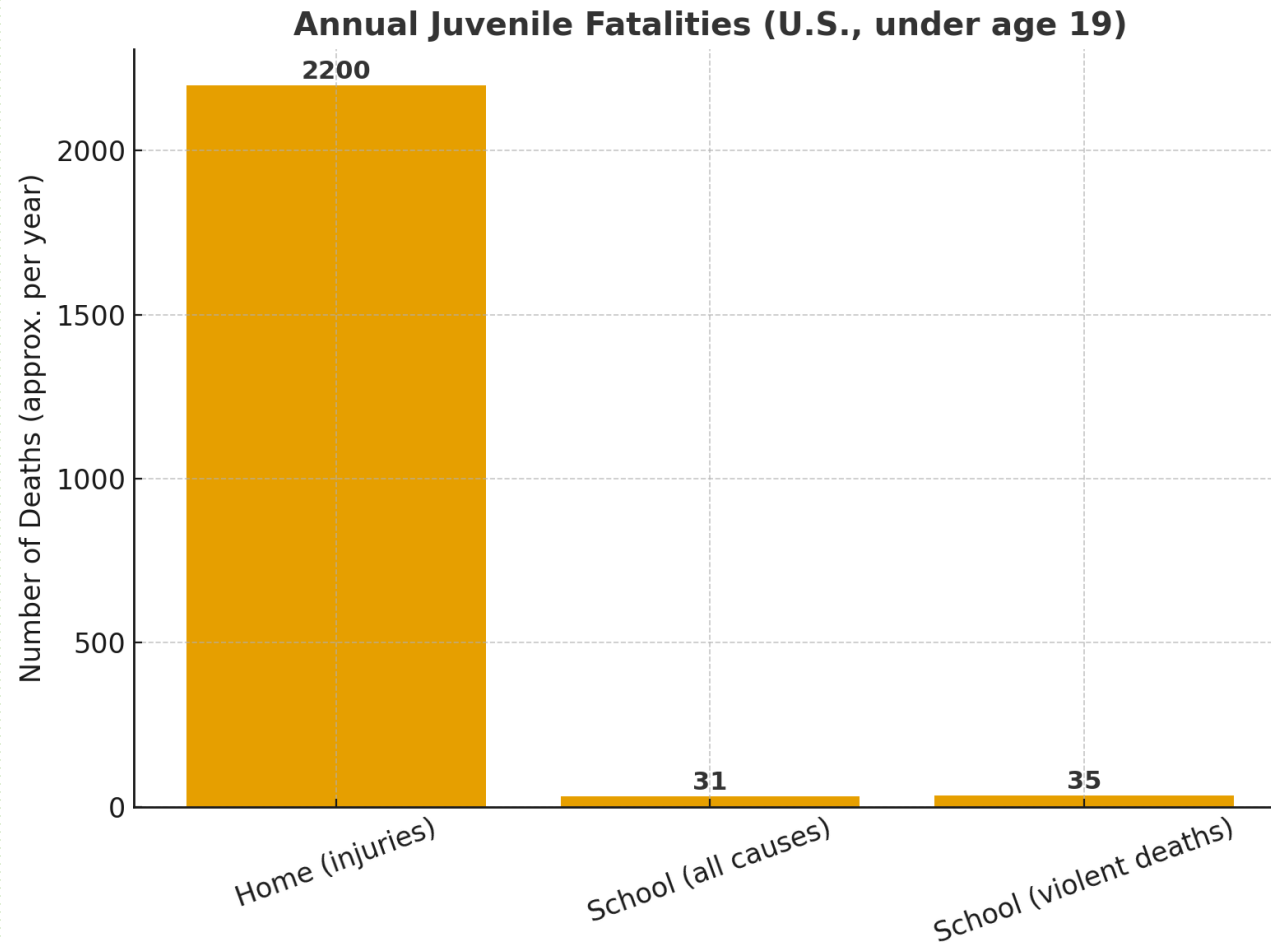
621 of them died (71% fatality rate).

At school (2017-2022):

268 children were shot at school.

75 were fatal (30% fatality rate).

Schools are the safest places for students



Less than 3% of all juvenile homicides occur at school.
That is still too high!

Why are schools safe for our students?

1. Students Feel Safe at School—even in High-Crime Areas

In 2015, **95% or more** of students in grades 6–12 reported feeling safe at school—regardless of whether they lived in urban, suburban, town, or rural areas. This suggests that schools maintain a strong sense of security across diverse environments.

2. School Staff Often Serve as Critical Safety Observers

Schools are the **single largest source of child abuse reporting**. One-fifth of all calls to child protection hotlines come from educators and school personnel.

School presence enables early detection and intervention in situations that might otherwise remain hidden or worsen at home.



You are the First Observer

In order to connect the dots, we must collect the dots!

Immediate Notice to Administration

Writing or drawings of violent themes

Talking or drawing about guns

Drawing extremist symbols (e.g., Swastikas)

Internet searches about mass attacks

Fascination with violence or attacks

Persistent bullying or harassment

Immediate Notice to Administration AND Law Enforcement

Social media posts involving weapons or violence

Reports on a weapon in the building

Verbal threats or physical assault (serious intent)

Bullying with history of conflict and threats

Discovery of specific plans (hit lists, maps, written intent)

Recruiting others for violent or threatening acts

High-risk behaviors need urgent intervention and safety planning.

Ongoing Monitoring

Notify Administration if Multiple Observed

Watch and report if **more than one** of these changes appear:

Academic Changes:

Attendance shifts

Falling grades

Disengagement in class/extracurriculars

Lack of future planning

Ongoing Monitoring

Notify Administration if Multiple Observed

Behavioral Changes:

Withdrawn behavior

Tired or irritable mood

Appearance/grooming changes

Verbal altercations

Trouble engaging with peers

Social isolation or friend group changes

Your role: Observe, document, and report concerns to keep everyone safe!

High School Threat Assessment Training Scenario

The Warning Signs Online

Scenario

Mrs. Collins, a 10th-grade English teacher, notices that Jordan, a usually engaged student, has become withdrawn and irritable in recent weeks. A fellow student reports that Jordan posted on social media:

“Sometimes people just don’t deserve to live. Watch out.”

Jordan has also been researching previous violent incidents online and skipping classes without explanation. Peers mention Jordan has isolated from friends and expressed anger toward certain individuals.

Behavioral Indicators present

Social media posts with violent or threatening language

Withdrawal and social isolation

Skipping classes and disengagement

Researching violent incidents online

Expressed anger or resentment toward others

Staff Response Steps

Immediately report the social media threat and behavior changes to building administration.

Document observations factually, including statements and behavior.

Coordinate with counselors, administrators, and law enforcement as needed.

Ensure student safety with supervision and intervention.

Discussion questions

What behaviors indicate potential for violence?

How should social media threats be handled differently for high school students?

What is the role of the threat assessment team?

How can staff respect student privacy while ensuring safety?

What support can help prevent escalation?

Reminder:

Prompt reporting and early intervention are essential for student and staff safety in high school settings.

Middle School Threat Assessment Training Scenario

“The Social Media Warning”

Scenario

Ms. Patel, an 8th-grade teacher, notices that Marcus, a usually outgoing student, has become withdrawn and irritable. A fellow student reports Marcus posted on social media:

“If anyone messes with me tomorrow, they’re gonna regret it.”

Marcus has been arguing more with peers, searching online about fights and weapons, and stopped participating in extracurricular activities.

Behavioral Indicators present

Social media posts implying threats or violence.

Withdrawal from peers and activities.

Increased irritability and peer conflicts.

Online searches about violence or weapons.

Staff Response Steps

Treat the social media message as a serious concern.
Notify building administration immediately.

Document all relevant observations and reports factually.

Coordinate with administration and counseling staff for assessment and support.

Engage law enforcement if advised by administration based on threat level.

Discussion questions

How does social media affect how we respond to threats?

What signs show Marcus may be at risk of harming himself or others?

How do we balance privacy and safety?

What strategies help de-escalate conflicts?

How should staff communicate concerns with administration?

Reminder:
Social media threats, even if vague,
must be taken seriously and reported
promptly.

Elementary School Threat Assessment Training Scenario

Worried about Tommy's drawing.

Scenario

Ms. Jenkins, a 2nd-grade teacher, notices that Tommy, usually a happy student, has been quiet and withdrawn for several days. During art class, Tommy draws a picture of a person with tears and an angry face holding what looks like a stick or weapon.

When Ms. Jenkins asks about the picture, Tommy says,
“That’s someone who is mean to me, and I want to scare them.”

Later, Tommy refuses to join recess and tells a friend he sometimes feels scared at school.

Behavioral Indicators present

Drawing violent or upsetting images

Withdrawal from normal activities

Expressions of fear or feeling unsafe

Change in mood or behavior

Staff Response Steps

Take the drawing and Tommy's statements seriously.

Children often express feelings through art and words.

Notify building administration immediately.

Violent or threatening content must be reviewed.

Document observations and statements factually.

Check in with Tommy and connect him to counseling or support staff.

Ensure he feels safe and supported.

Coordinate with parents/guardians as appropriate.

Discussion questions

What concerns do Tommy's drawing and words raise?

How can you support Tommy while keeping the school safe?

Why do you report concerning behavior even if the student is young?

What signs show a young student might be struggling emotionally?

How can staff collaborate to support students like Tommy?

Reminder:

Young children's expressions of fear or aggression may be indirect but are important to address promptly for everyone's safety.

Next steps for your school or district

Focus more on prevention than on response.

Invest in training your staff rather than investing in unproven technology.

Age-appropriate training for your students.

Survey your staff about safety.

After Action Reviews after drills and incidents.

I'll take your questions at this time.

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