



TIPS AND LEADS AND THREATS TO LIFE

PROMISING PRACTICES

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Tips, Leads, and Threats to Life Promising Practices and Success Stories

This resource was developed for federal, state, local, tribal, and territorial (FSLTT) law enforcement agencies, school officials, and tip line operators to promote promising practices related to handling tips, leads, and threats to life (TTL) and to share success stories demonstrating the importance of tips, leads, and TTL reporting. The objective is to support the efficient, timely, and appropriate sharing of TL and TTL information originating from tip lines and social media platforms. These resources highlight the importance of coordination, collaboration, and streamlined information sharing among FSLTT law enforcement entities and offer guidance and promising practices related to the proper handling of TL and TTLs.

I. Promising Practices

A. Hours of Operation

- Agencies operating a tip line should either staff tip lines on a 24/7/365 basis or identify a backup agency that can provide support during off-hours. If a backup agency is used for coverage, it is critical that both agencies handle matters in a consistent way to ensure continuity and implement redundant processes to address potential communication issues or lapses between main tip line and backup. A memorandum of understanding (MOU) between the agency that operates the tip line, and the backup agency provides an effective means for addressing these challenges.
- Voice recordings or automated replies to texts and online submissions should direct callers to contact 911/local law enforcement agency if the tip pertains to an immediate emergency, such as a threat to life (TTL). Alternatively, in order to avoid the risks of having messages left on a tip line during off-hours, agencies operating a tip line should *redirect* calls to the 911/local law enforcement agency with jurisdiction.

Definition of “Threat to Life”

The term “threat to life” (TTL) refers to “an emergency involving danger of death or serious physical injury to any person.” See Electronic Communication Privacy Act (ECPA), Voluntary Disclosure of Customer Communications or Records, [Title 18 U.S.C. §§ 2702](#) (b)(8) and (c)(4). TTL information should be viewed as a subset of tips and leads information. TTLs involve:

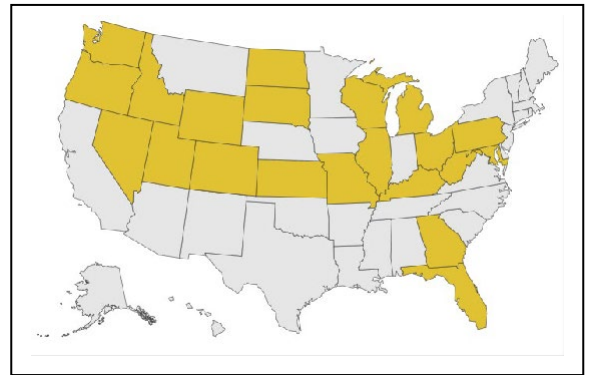
- A threat to kill or seriously injure others.
- A threat to kill or seriously injure oneself.

Such threats may be imminent or potential. Examples of TTLs include but are not limited to threat to public safety, crisis calls, active shooters, and threats to law enforcement.

B. Statewide School Safety Tip Lines

- School safety tip lines are considered effective components of school safety plans. See Section II.
- The tip lines rely on students’ knowledge about potential threats and may share this information with appropriate school officials, the local law enforcement agency with jurisdiction, and possibly mental health professionals so that they may act on the tips to prevent school violence.

- Pursuant to state law, many statewide school safety tip lines offer anonymity and/or confidentiality to individuals providing tips. Many practitioners view anonymity and confidentiality as effective means for mitigating student fears of retaliation from peers for reporting tips to school officials or law enforcement.



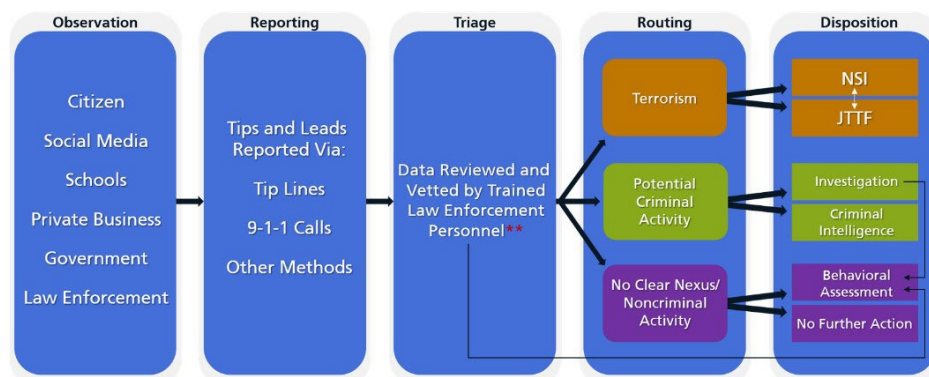
- These protections, while important, may present challenges in the form of an increased number of false or fraudulent tips. Methods for deterring or disincentivizing false reporting should be considered (e.g., warnings on Splash pages, the potential for civil or criminal penalties, blocking repeated false tips).

To access an interactive map displaying information about the statewide school safety tip lines (e.g., contact information, anonymity/confidentiality), refer to [School Safety Tip Line Map](#). For the listing of the tip lines in a downloadable chart format, refer to the [Statewide School Safety Tip Lines](#).

C. Information Flows for Tips

- The objective of law enforcement is to ensure that the information is correctly channeled so that the appropriate agency can act upon it, getting the right information to the right agency at the right time.
- Although there are many possible information flows, tips may be reported, triaged, routed, and shared in the following manner:

Common Information Flows for Tips*



* This diagram reflects common information flows for tips. It is not intended to reflect all possible information flows.
 ** Data is reviewed and vetted by the responsible state, local, tribal, or territorial (SLTT) law enforcement agency.

- Local law enforcement agencies must be actively engaged in tip lines because such agencies have the responsibility to act right away upon the identification of a threat. Keeping the responsibility at the local level therefore helps ensure that the tip is acted upon.

- A law enforcement agency’s access to or use, retention, or sharing of tips must be based upon a “valid law enforcement purpose.”
- Local law enforcement should promptly be notified of tips that are reasonably indicative of suicidal ideation or potential criminal activity, including threats to life and threats of targeted violence. However, law enforcement should not be involved in routine school discipline matters or enforcement of school board policies that lack a nexus to potential criminal activity. For further information, refer to the resources listed in the *TLTTL Frequently Asked Questions* addressing mass attacks and school violence.
- Law enforcement agencies should work closely with schools to establish clearly defined roles so that school personnel will know what to do with a tip and when they should pass the tip to law enforcement.
- On a routine basis (e.g., monthly, quarterly), law enforcement agencies should analyze the tips they have received and conduct a statistical analysis of the information
 - To identify any trends, tactics, techniques, and procedures.
 - To define workflows.
 - To ensure that appropriate protocols are developed and implemented.
 - To identify resources needed to properly manage the workflows.
- Law enforcement agencies should understand the information flows for the various modalities used in their jurisdictions for submitting tips (e.g., phone, website, email, text, application) and ensure that downstream partners are made aware of information and criminal intelligence that has been developed along the way.

Definition of “Valid Law Enforcement Purpose”

A “valid law enforcement purpose is “a purpose for information/intelligence gathering, development, or collection, use, retention, or sharing that furthers the authorized functions and activities of a law enforcement agency, which may include the prevention of crime, ensuring the safety of the public, protection of public or private structures and property, furthering officer safety (including situational awareness), and homeland and national security, while adhering to law and agency policy designed to protect the P/CRCL of Americans. Similar terms include “reasonable law enforcement purpose,” “legitimate law enforcement purpose,” and “authorized law enforcement activity.”

For further information, refer to the *Frequently Asked Questions* discussing this term and addressing P/CRCL considerations.

D. Duty to Warn/Duty to Protect

- **Mental Health Professionals**
 - Law enforcement personnel should be aware of how mental illness and violence may intersect. For further information, refer to the *TLTTL Frequently Asked Questions* addressing behavioral threat assessment management.
 - Law enforcement personnel should be knowledgeable of the applicable law in their jurisdiction governing the mental health professionals’ “duty to warn” and the “duty to protect.” For further information, refer to the *TLTTL Frequently Asked Questions* addressing the duty to warn and the duty to protect in the Behavioral Threat Assessment Management section.
 - Law enforcement executives should ensure that their respective agencies work closely with mental health professionals to establish a common understanding of how and when mental health professionals should report threatening behaviors. It may be helpful, from time to time, to remind partners that mental health professionals can and do use informed consent as a strategy for permitting such disclosures and avoiding liability.

- Similarly, law enforcement should identify the circumstances under which they may share information with a mental health professional, in order to help inform the professional’s own clinical judgments.
- **Law Enforcement Agencies**
 - Local law enforcement agencies should know the recommended steps they should take if they are notified by their fusion center or the Federal Bureau of Investigation (FBI) of imminent threats to a private citizen located in their jurisdiction or that an address in their jurisdiction has been named online by violent extremists.

Additional Information

Law enforcement agencies interested in obtaining further information on this issue should contact the [fusion center](#) with responsibility for their area or the FBI.

 - Understanding legal and ethical responsibilities under state law and agency policies and procedures for handling reported TTLs is critical.
 - Law enforcement agencies must provide clear guidance on the scope and nature of such responsibilities and provide access to legal counsel for personnel who have additional questions.

E. Misuse of Tip Lines

- In order to deter or disincentivize false reporting, agencies operating tip lines may consider placing a warning on the Splash page, such as:
 - “All tips go to law enforcement. Tips are promptly analyzed and forwarded to designated personnel who can provide further assistance in resolving reported incidents. It is against the law to misuse [*name of school safety program*]. False or prank tips may be investigated by law enforcement (*insert citation to penal code*).”
 - “It is a misdemeanor to make a knowingly false report of a crime (*insert citation to penal code section*) and may also subject you to civil liability.” (Source: San Diego District Attorney’s Office)

Colorado Safe2Tell

After some Colorado students used Safe2Tell to harass peers by calling in false reports, lawmakers passed a bill that requires the system to annually report how often it is used for abusive purposes. Douglas County has fielded some false tips, including one from a student who submitted a report about herself, apparently seeking attention. However, Susan Payne, the founder and former director of Safe2Tell, emphasizes that the program has also helped intervene in many concerning situations, adding that “the good outweighs the bad.” <https://perma.cc/U5YL-QQUU>

Agencies should check applicable statutory law in their respective jurisdictions regarding civil or criminal penalties and adapt the sample language accordingly.

F. Interagency Sharing

- Law enforcement agencies should develop an intake protocol that tracks tips, leads, and threats to life.

- To avoid stove-piping, local law enforcement agencies/departments should develop robust and meaningful relationships with multi-disciplinary partners (e.g., school officials, mental health providers, and other first responders, to include fire and emergency medical services (EMS) professionals).
 - Trusted relationships and concerted coordination by stakeholders are critical to the development of an appropriate response to a particular situation. This foundation supports stakeholders as they work to reach a shared understanding of the types of tips that should be shared with law enforcement, the criticality and urgency of information sharing, and information sharing restrictions under the law. This approach enables stakeholders to see the whole picture while promoting responsible, appropriate, and timely information sharing between and among multi-disciplinary partners.
- The development and implementation of an MOU between law enforcement agencies and schools that reflects a common vision and shared objectives provides a strong foundation for a school-based partnership and is considered a promising practice. The MOU should delineate the roles and responsibilities of the partners involved, including the school resource officers (SROs), establish the circumstances under which information will be shared with law enforcement, and identify applicable laws.
- Entities operating a tip line should have an established process for handling tips they receive that are outside its area of responsibility. To ensure cross-jurisdictional sharing and avoid delays in handling such tips, the [fusion center](#) with responsibility for the area should be notified of the tip and where appropriate and involved in supporting requests for information related to the triaging of the tip.

Impediments Created by Stove-piped Information

Stove-piped information has, in the past, constrained professionals from many disciplines, preventing them from evaluating relevant data, limiting their capacity to identify and mitigate legitimate threats, and hindering their ability to create an appropriate support system for individuals in need of assistance.

- As intelligence entities, fusion centers may support investigations that are conducted by local law enforcement agencies. In this role, the fusion centers should collaborate with state, local, tribal, and territorial law enforcement agencies to define what information needs to be shared with respect to a particular tip or lead, and what intelligence needs to be developed.

School Safety: Gathering Tips and Addressing Threats

A 2021 study of student threat assessment programs in Virginia public K-12 schools recommends the following:

1. There should be a state training requirement for members of a school threat assessment team.
2. The state should improve its training model, placing greater emphasis on negative consequences of exclusionary discipline and recognizing that threat assessment is an alternative to zero-tolerance practices.
3. Schools should provide students, parents, and staff an orientation to threat assessment practice and the needs for threat reporting.
4. Schools should provide evidence that they have an active threat assessment team.
5. School divisions should conduct an annual evaluation of the quality of each school's threat assessment practices.
6. Virginia law should provide that threat assessments be conducted for threats against others, and that suicide or self-harm assessments should be conducted for threats against self.
7. The Virginia state school safety audit should restore the practice of collecting sufficient state-level data on all threat assessment cases so that the quality of implementation and equity of impact on student demographic groups can be examined.

For further information, refer to the National Institute of Justice https://nij.ojp.gov/topics/articles/school-safety-research-gathering-tips-and-addressing-threats?utm_campaign=justinfo&utm_medium=email&utm_source=govdelivery.

- Fusion centers also perform a deconfliction role. Analysts and law enforcement officers at fusion centers review the reported information for suspicious behavior using the ISE-SAR behavior criteria and determine whether the information has a potential nexus to terrorism (i.e., to be reasonably indicative of pre-operational planning associated with terrorism). Information that meets the criteria should then be submitted to the FBI's eGuardian SAR Data Repository.

G. Behavioral Threat Assessment Management Process

- When utilized as part of a school comprehensive violence prevention program,

the behavioral threat assessment and management process (BTAM) is viewed as an effective tool for preventing targeted school violence. For further information, refer to the *TLTTL Frequently Asked Questions*.

- The BTAM process should be adopted and implemented as a matter of [policy](#) in jurisdictions that lack statutorily mandated BTAMs in schools.
- Members of BTAMs should be familiar with applicable information sharing restrictions and have access to legal counsel if questions about compliance with legal requirements should arise.
- The BTAM team should clearly label records that are subject to information sharing restrictions to reflect the nature of the restrictions and should maintain a log identifying the information disclosed, to whom it was disclosed, and when and why it was disclosed.

H. Privacy, Civil Rights, and Civil Liberties (P/CRCL)

- School safety tip lines should be operated in a manner that conforms with applicable laws, incorporates promising practices, and ensures privacy, civil rights, and civil liberties (P/CRCL).

For additional information, refer to the *TLTTL Frequently Asked Questions* addressing P/CRCL protections.

- A mosaic of federal, state, and local statutory authorities governs the collection, disclosure, and use of personally identifiable information (PII). For some agencies (e.g., public education and health), information sharing is subject to both federal and state statutory authorities. It is therefore critical for law enforcement agencies and their respective partners to have a clear understanding of the relevant laws establishing what information may be shared and the mechanisms that authorize disclosure under certain circumstances (e.g., emergency, court order/subpoena, informed consent). For additional information, refer to the *TLTTL Frequently Asked Questions* addressing the [Health Insurance Portability and Accountability Act of 1996 \(HIPAA\) Privacy Rule](#), [The Family Educational Rights and Privacy Act \(FERPA\)](#), and criminal justice information.

Law enforcement agencies should have a written P/CRCL policy that articulates how it handles the PII and other sensitive information it seeks, receives, or uses in the normal course of business. Civil rights and civil liberties protections should be clearly expressed in the P/CRCL policy.

I. TTL Records Related to Self-Harm

- Information about self-harm may be considered victim information and as such, it should be treated as sensitive personally identifiable information (PII). To the extent permitted by law and procedures, law enforcement agencies should consider a range of protections for those records related to self-harm that lack a criminal nexus, including:
 - Marking the records in accordance with law and procedures established by the agency to clearly indicate the sensitivity of the information.
 - Minimizing PII, to the fullest extent possible.
 - Sharing such records based upon a valid law enforcement purpose with authorized persons (need and right to know the information).
 - Using a shorter retention period or alternatively, if a longer retention period can be articulated, implementing controls to limit access to the records.

Refer to the *TLTTL Frequently Asked Questions* for information addressing how a fusion center should handle TTL records related to self-harm.

J. Juvenile Records

- State statutory schemes vary widely and use different approaches for protecting juvenile information, although most states provide some confidentiality protection (sealing, expungement, non-disclosure) for juvenile records. It is important to understand the restrictions governing juvenile records and ensure that their access, use, maintenance, and dissemination is consistent with applicable laws, regulations, and policies. For additional information, refer to the U.S. Department of Justice, Office of Justice Programs, [Office of Juvenile Justice and Delinquency Prevention](#) and the [National Conference of State Legislatures](#).

K. Outreach and Engagement

- Consistent messaging and collaboration between multi-disciplinary partners (e.g., law enforcement, educational entities, and health and mental health officials) are critical to the effectiveness of the tip line. Partners should focus on raising awareness among students and

within the community, explaining what should be reported and emphasizing that the objective of reporting tips is to prevent a tragedy by intervening and getting the individual help before violence occurs. Increased awareness can reduce barriers to reporting by assuaging student concerns about “snitching” or getting other students “in trouble.”

- Some members of the public may be concerned about retaliation for reporting a tip. To allay such fears, entities operating tip lines should emphasize, where appropriate, that tips are protected to the fullest extent of the law (e.g., anonymity and/or confidentiality protections).
- It is also important to publicly post the entity’s P/CRCL policy so members of the public can understand how their privacy and other legal rights are protected.
- Law enforcement personnel should work closely with their respective multi-disciplinary partners on an ongoing basis to reach a mutual understanding of the circumstances under which particular types of information may be shared and with whom.
- To underscore the importance of statewide school safety tip lines, the entities that operate statewide school safety tip lines should inform members public at regular, predetermined intervals of the total number and nature of tips received during an identified period, the modalities used to report the tips, the percentage of tips that were referred to law enforcement, and any other relevant information.

L. Training

- Law enforcement and other members of the BTAM Team should receive training related to:
 - The threshold for reporting tips and threats to life to law enforcement.
 - BTAM procedures.
 - P/CRCL policy protections relating to collection, use, analysis, retention, destruction, sharing and disclosure of information.
 - The confidentiality requirements and the legally recognized exceptions that permit information sharing in a manner consistent with:
 - The [Health Insurance Portability and Accountability Act of 1996 \(HIPAA\) Privacy Rule](#).
 - [The Family Educational Rights and Privacy Act \(FERPA\) and the Individuals with Disabilities Education Act](#).
 - [Title 42 C.F.R. Part 2](#) governing the disclosure of substance abuse disorder treatment information.
- Applicable State laws addressing the following areas:
 - The duty to warn/ protect under state law (if such a duty exists).
 - Confidentiality protections for juvenile records.
 - Public records law.

Helpful Training Resources

- 40-hour school for training—Bureau of Justice Assistance Learning Center (Council of State Governments)
<https://csgjusticecenter.org/projects/police-mental-health-collaboration-pmhc/law-enforcement-mental-health-learning-sites/>
- LAPD Mental Health Learning Sites: [Law Enforcement-Mental Health Learning Sites: Los Angeles \(CA\) Police Department \(csgjusticecenter.org\)](#)
- *PSP Clearinghouse*, <https://www.nationalpublicsafetypartnership.org/Clearinghouse/Toolkit/845ba>

- Law enforcement personnel should also receive training on the restrictions on sharing criminal justice information and criminal history record information pursuant to [28 C.F.R. § 20.33](#) and [Criminal Justice Information Services \(CJIS\) Security Policy](#) Version 5.9 (June 1, 2020).

II. Success Stories Demonstrating the Importance of TTL Reporting

A. Threats to Life (Self-Harm)

1. School safety tip lines operated by law enforcement have provided an effective mechanism for classmates and school staff members to report tips about students considering suicide. “In Oregon, the SafeOregon tip line has received 540 reports of a suicidal student since January 2017, compared to 278 tips about threats of school attacks. In Pennsylvania, the Safe2SayPA line collected 2,529 reports about self-harm and 2,184 about suicidal thoughts in its first six months in operation [in 2020]. About 607 reports were submitted about threats against schools.”

<https://campuslifesecurity.com/articles/2020/02/04/states-using-tiplines-for-school-attack-threats-discover-depth-of-teen-suicide-epidemic.aspx>

The information provided through the tip lines has enabled law enforcement to intervene before a student carries out such plans. For instance, school administrators in Wichita Falls, Texas, reportedly intervened in at least four potential suicides. In one such case, a student’s Google Doc detailed a plan to kill himself. He tried to hide his plan by making the **text color** white, according to NBC. School administrators were notified of the student’s plan by Gaggle and intervened before the student followed through with his plan.

2. Two police officers in Hermiston, Oregon, saved a teenager’s life after receiving a tip submitted via SafeOregon. One of the teenager’s classmates submitted a report to SafeOregon, a school safety tip line run by the state police, warning that the teenager was suicidal and that he had shared a picture of himself with a belt around his neck. SafeOregon sent two officers to check on the teenager. The officers found him sitting in a chair with a belt wrapped tightly around his neck. He was not breathing. The responding officers performed CPR. Once revived, the teenager was taken by ambulance to a hospital. He recovered and received outpatient mental health services, police said. “They basically saved his life because of this tip from a student,” said Tricia Mooney, superintendent of the Hermiston School District. Since SafeOregon launched in January 2017, it has received 540 reports of suicidal students, compared with 278 reports of a threatened attack on a school.

<https://www.nbcnews.com/news/us-news/school-tip-lines-were-meant-stop-shootings-uncovered-teen-suicide-n1127876>

3. *Pennsylvania Police Chief Honored by English Constabulary for Helping Save English Teenager Over Social Media*

For additional success stories, refer to [Averting Targeted School Violence: A U.S. Secret Service Analysis of Plots Against Schools](#) (2021). This report closely examines targeted violence impacting communities across the United States. In this study, the National Threat Assessment Center (NTAC) examined 67 disrupted plots against K-12 schools from 2006 to 2018. The key findings of the study are clear and consistent: Individuals contemplating violence often exhibit observable behaviors, and when community members report these behaviors, the next tragedy can be averted.

The Reading (Pennsylvania) Eagle (10/11) reports the case of a “distraught teenager in Fleetwood, England” who “turned to social media and his message ended up with the right person at the right time—even though he was 4,000 miles away.”

https://www.readingeagle.com/news/local/fleetwood-police-chief-honored-from-across-atlantic-for-saving-life-of-suicidal-british-teen-with/article_dcaac922-0a7c-11eb-8a29-475fc3586b35.html.

That person was Fleetwood, Pennsylvania, Police Chief Steven Stinsky. *The Eagle* adds that the teenager “probably searched the internet for ‘Fleetwood police’ and it took him to a borough in northern Berks County.” Chief Stinsky was honored by the Lancashire Constabulary for his work. This was arranged by “Christopher Neidert, who retired two years ago as chief of the Exeter Township Police Department” and who used “his membership in the International Association of Chiefs of Police to make contact with the Lancashire Constabulary.” Chief Stinsky received a “plaque inscribed with the chief’s commendation, a chrome ‘bobby’ hat and patch and hardcover notebook, all inscribed with the Lancashire Constabulary insignia.”

4. Ohio, summer 2020 (*Source: Administrator of the Ohio School Safety Center (OSSC), part of Ohio Homeland Security*): The tip line received texts from a student reporting a fellow student’s suicidal expressions. The fellow student’s caretakers were gone, and the student felt there was no reason to be here anymore. The student said that they would be gone until the end of the following week; the student was considering opening a parent’s gun case, but a sibling had walked into the room and the student didn’t want to do that with the sibling there. An OHS analyst at the STACC noticed that the school the student attended did not have a school resource officer on file; the analyst immediately contacted the county sheriff’s office so officers could conduct a wellness check.

The Ohio School Safety Center then shared the information with partners at the Ohio Department of Education, who contacted the school to help ensure that they had the necessary supports. In addition to the sheriff’s office’s visit to the home, the principal and vice principal visited to check on the student. The student was taken for an emergency evaluation at a hospital and then admitted to a behavioral health hospital for evaluation. The school is planning to remain in close contact with the student’s family to help explore counseling options when the student is released. This school provides access to outside counselors, who may come and meet with their clients during the school day to reduce any anxiety of missing school.

B. Threats to Life (Others)

1. An anonymous tip to a school safety tip line took police to the door of an 18-year-old Paul Laurence Dunbar High School student. Other students had heard him make threats to shoot up the school. The student was charged with and convicted of second-degree terroristic threatening, and police have taken a rifle and about 500 rounds of ammunition from his home. See <https://www.wkyt.com/content/news/Student-accused-of-threatening-to-shoot-up-Paul-Laurence-Dunbar-High-School-indicted-Monday-482119121.html>; <https://www.lex18.com/student-convicted-of-making-threats-toward-dunbar-will-be-released-from-jail>.
2. A law enforcement entity received a report from a social media company indicating that a user had threatened to shoot three subjects who worked at a nearby nightclub and had uploaded

an image of a firearm. The subject also posted that he had argued with his girlfriend and stabbed her but was unsure whether he had killed her. The preliminary findings and research showed that the subject was likely in a foreign country. All information collected was immediately disseminated as a threat-to-life (TTL) incident via Interpol. The city police officers in the foreign country investigated the threat and executed a search warrant at the suspect's home, which revealed explosives and bomb-making materials along with a substantial amount of cash. The suspect admitted that he intended to carry out a mass attack on the nightclub. The suspect was arrested for possessing, manufacturing, or employing explosive or incendiary devices without legal authorization and faces a sentence of up to six years in prison.

3. A law enforcement entity received a report of a subject posting numerous threats online stating that he would use a firearm to harm others. The intelligence analyst's research indicated that the threats likely originated from a Southeastern state, based on information associated with the social media account posting the threats.
4. The analyst shared the information with the DHS-recognized fusion center. Local authorities identified the subject and launched an investigation. During the investigation, officers confirmed that the subject had gone to a shooting range. During the execution of a search warrant at the subject's residence, officers discovered a backpack containing a 9mm rifle with a sling, several magazines, 9mm rounds, and hearing protection. The subject was apprehended; charged with one count of sending written threats to kill, do bodily injury, or conduct a mass shooting or an act of terrorism; and held on bail. The collaboration and the quick investigative efforts of law enforcement partners undoubtedly prevented a violent act and a potential loss of life.
5. Colorado Safe2Tell story: <https://perma.cc/U5YL-QQUU>:

The Safe2Tell system is credited with thwarting many credible attack plans, once even partnering with the Royal Canadian Mounted Police. The officers arrested a Canadian teenager after operators fielded a rare report from an out-of-country tipster, a student who heard the suspect discussing plans to carry out a shooting while riding the bus.

In April 2018, deputies in Summit County, Colorado, arrested a 15-year-old boy, acting on a tip that he had passed out sticky notes to classmates he planned to spare when he carried out a school shooting.