

Safe2Tell Wyoming

Statewide Assessment & Review

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ABOUT THIS REPORT

This publication was produced for the Wyoming Division of Victim Services and any other information that is needed in terms of contractual relationships between WYSAC and client.

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Overview

Safe2Tell Wyoming is a confidential statewide reporting system that enables students, parents, educators, and community members to share concerns related to safety and well-being. In response to several national school tragedies, Wyoming leaders established the program in 2016 and modeled it after Colorado's Safe2Tell initiative to encourage early intervention, awareness, and prevention. Reports can be submitted online, through a mobile app, or by phone, and are managed by a 24/7 dispatch system that forwards information to appropriate school and law enforcement (LE) personnel.

The Wyoming Division of Victim Services (DVS) recognizes that, as the program enters its second decade, it is critical to assess how schools are implementing and responding to tips, particularly those related to mental health, suicide, and substance use; areas central to student safety and well-being. DVS contracted with the Wyoming Survey & Analysis Center (WYSAC) at the University of Wyoming to conduct this important research.

Summary of Key Findings:

Safe2Tell Wyoming plays a critical role in identifying student safety concerns statewide, particularly related to health and wellness. Nearly half of all tips involved health and wellness issues, and suicide risk alone accounted for 14 percent of all reports across the decade, making it the single most frequently reported concern. Substance use was the second most common category. Most tips were resolved through school-based actions, family engagement, and mental health supports.

Survey and administrative data indicate that many schools moderately align with best practices in assessment, intervention, and multidisciplinary collaboration. Schools most consistently reported strong practices in implementing appropriate supports and referrals, engaging students and families, monitoring ongoing situations, and intervening early to prevent escalation.

At the same time, the assessment identified substantial variability and gaps in implementation. Fewer than one in five respondents reported having written Safe2Tell-specific policies or standard operating procedures. Documentation practices emerged as a major challenge: 26 percent of tips lacked a recorded disposition, limiting accountability and the ability to evaluate outcomes. Training and communication represented the lowest area of alignment, with many respondents reporting little to no initial or ongoing training for Safe2Tell team members, limited student education on appropriate reporting, and minimal use of aggregate data to build transparency and trust by demonstrating consistency in reporting outcomes.

Regional patterns also emerged. Regions with higher alignment to best practices, particularly the Central and Southeast regions, also reported higher tip volumes, suggesting that awareness, training, and clarity of procedures may increase effective system use.

Preface

This section is intended to help readers interpret the findings that follow. WYSAC brought together quantitative and qualitative evidence to examine how Safe2Tell Wyoming is implemented across the state and how school practices align with nationally recognized best practices.

How to Read the Findings

Most of this report is organized around seven best-practice domains. Within each domain:

- Tables display the 10 core best practices and show the percentage of survey respondents who reported aligning with each one. The average of these scores determines each domain's overall alignment score, located at the top of each domain section.
- Figures summarize the overall alignment across the domain and display average alignment by region to highlight broader patterns.

Color and symbols are used throughout to make results easy to interpret:

- **Green values** indicate strong alignment with best practices.
- **Orange values** reflect moderate alignment with best practices.
- **Red values** indicate low alignment with best practices.

These indicators are not grades. They are visual cues to help readers quickly identify strengths, areas of uncertainty, and opportunities for improvement.

Understanding the Narrative Sections

Each domain also includes short narrative sections that add context to the numbers:

- **“What Is Working?”** highlights strengths and promising practices drawn from open-ended survey responses and administrative data.
- **“What Is Challenging?”** summarizes barriers, gaps, or sources of confusion identified through survey responses and administrative data.
- **“The Path Forward”** presents recommendations consistent with best practices intended to support greater consistency, clarity, and effectiveness across the Safe2Tell Wyoming system.



Together, these elements connect data trends to real-world practice.

Important Limitations to Keep in Mind

Several limitations affect how the findings are interpreted. Survey results reflect respondents' perspectives and knowledge at the time of data collection and may not capture all practices occurring within a school or district. Response rates vary by region, and some respondents indicated uncertainty or neutrality about Safe2Tell processes, which appears in the analysis as "insufficient information."

The administrative data also have limitations. Not all tips include complete or consistently documented dispositions, and some records were missing key details, duplicated, or misclassified. These issues limit the ability to fully reconstruct how each tip was handled and require caution when interpreting outcome trends.

Taken together, the tables, figures, and narrative findings are designed to give readers a clear, honest picture of how Safe2Tell Wyoming is functioning statewide and where targeted support could strengthen the system moving forward.

Key Terms & Definitions

Best Practices: Evidence-informed policies and procedures identified through a review of national guidance on anonymous reporting, threat assessment, and school safety. Each domain includes 10 specific best practices used as the framework for analysis.

Domain: Major areas of Safe2Tell implementation evaluated in this report (Policy & Procedure; Team Roles & Responsibilities; Receiving & Responding to Reports; Assessment; Intervention; Documentation; and Communication & Training).

Alignment with Best Practices: The extent to which reported school practices match nationally recognized guidance for anonymous reporting systems like Safe2Tell. In this report, alignment is based on survey responses indicating agreement with specific best-practice statements.

High, Moderate, and Low Alignment: Alignment categories used to summarize survey results at the domain level:

- **High alignment:** 70% or more of best practices met
- **Moderate alignment:** 40–69% met
- **Low alignment:** Below 40% met

Insufficient Information: Used when a respondent selected "unsure" or did not provide enough information to determine alignment within a domain. This category reflects uncertainty or lack of clarity, not noncompliance.

How We Approached the Data

WYSAC used a mixed-methods design to evaluate how Wyoming schools respond to Safe2Tell tips and to examine how closely those responses align with established best practices. A structured review of national guidance and program standards identified the best practices that serve as the analytic framework for this study.

Rather than evaluating individual schools, the study assesses statewide patterns of practice, highlights areas of strength and variability, and identifies opportunities to improve the effectiveness of Safe2Tell Wyoming. The analysis places particular emphasis on reports involving mental health concerns, suicide risk, and substance use because these issues account for a substantial share of Safe2Tell activity and remain central to student safety and well-being.

1. Administrative Data Analysis

We analyzed 10 years of administrative Safe2Tell Wyoming data (2016-2025). After rigorously standardizing variables and removing duplicates, spam, and out-of-state tips, we evaluated an analytic dataset of 11,856 valid tips to understand volume and type of tips received over time. We further refined the cleaned dataset for regional and disposition analyses.

2. Statewide School Survey

We conducted a survey of Safe2Tell report recipients across the state, capturing 95 responses spanning 19 of Wyoming's 23 counties. Respondents were evaluated across seven distinct domains of national best practices.

The survey data provide insight into school-level processes, decision-making, and perceived adherence to best practices that are not fully observable in administrative records. In contrast, administrative data offer an objective, longitudinal view of tip volume, types of concerns reported, and documented outcomes over time. Analyzing these data sources together allows for triangulation between reported practices and recorded actions, strengthening the overall assessment.

Please see [Appendix A](#) for a detailed description of the analytic methodologies used in this study.

The Big Picture: Tip Volume & Type

The Safe2Tell Wyoming system successfully processed nearly 12,000 unique reports from its launch in 2016 through October 2025 (Table 1). Nearly half of all tips fall into the Health & Wellness category, underscoring the system's role as a lifeline for students in personal crisis.

11,856 TOTAL VALID TIPS ANALYZED

Table 1: Tip Volume & Type

Health & Wellness	5,634	48%
Mental Health	3,088	26%
Substance Use	2,409	20%
Student Welfare and Safety	106	1%
Public Health	31	<1%
Safety Threats & Violence	2,686	23%
Violent Behavior	1,181	10%
Threats and Harassment	1,115	9%
Weapons & Fire Starting	320	3%
Safety Threats	70	1%
School Conduct & School Climate	2,188	18%
Bullying	1,725	15%
Dating Concern	274	2%
Discrimination	88	1%
Student Misconduct	64	1%
Gang Activity	37	<1%
Administrative & Policy Issues	747	6%
Other	516	4%
Administrative and System	117	1%
School Policy	114	1%
Exploitation & Serious Misconduct	484	4%
Sexual Misconduct	370	3%
Concern about an Adult/School Personnel	114	1%
Non-Violent Criminal/Legal	117	1%
Property Offenses	117	1%

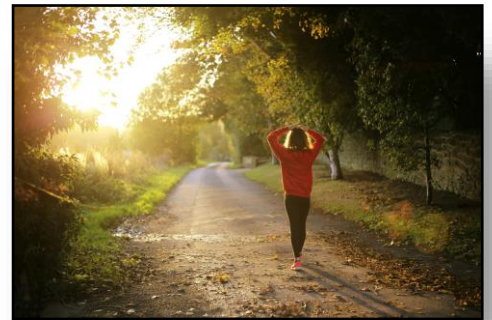
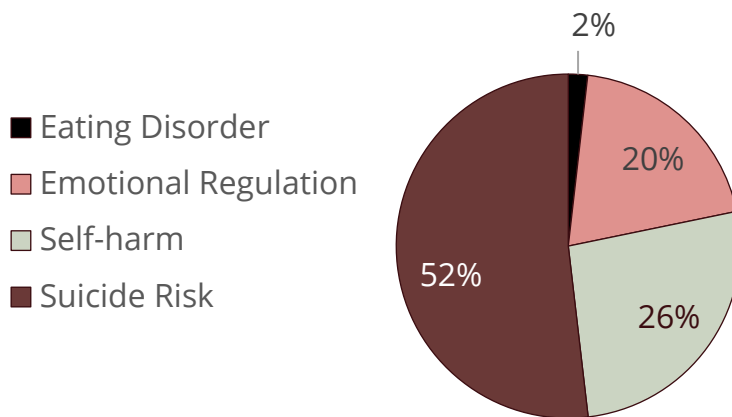
Source: Safe2Tell Wyoming, 2025

Special Focus: Mental Health & Suicide

Mental health concerns account for the majority of Safe2Tell reports in Wyoming. Among mental health-related tips specifically, more than half involved suicidality, followed by self-harm and emotional regulation concerns such as depression or anxiety (Figure 1).

Suicide risk is the #1 most frequently reported concern, accounting for 14% of all tips across the decade.

Figure 1: Mental Health-Related Tips

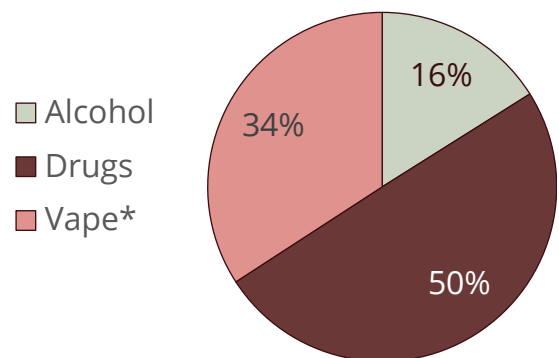
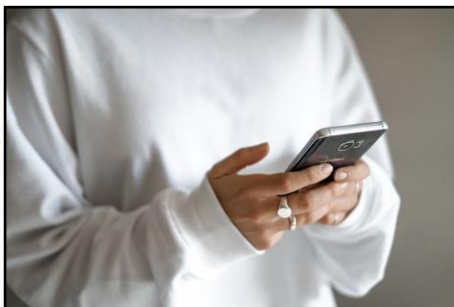


Source: Safe2Tell Wyoming, 2025

Substance use-related tips represent the second most common overall concern submitted to Safe2Tell Wyoming, accounting for 10% of all reported incidents.

2,409 SUBSTANCE USE TIPS RECEIVED

Figure 2: Substance Use-Related Tips



Note: *Vape category includes one case of smoking/tobacco

Source: Safe2Tell Wyoming, 2025

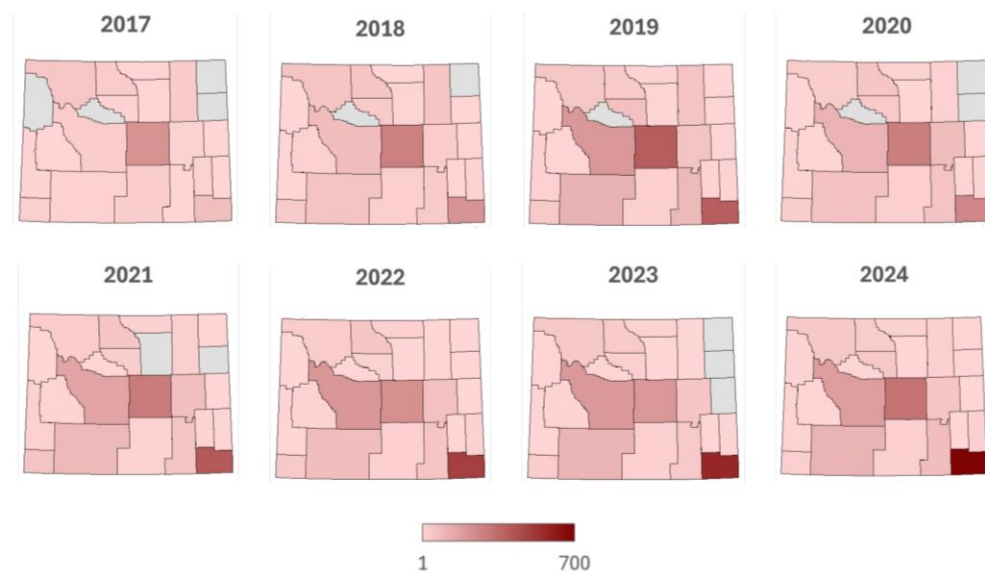
Tips Over Time

Top 3 Counties by Volume:

1. Laramie County: 31% (3,466 tips)
2. Natrona County: 22% (2,468 tips)
3. Fremont County: 11% (1,272 tips)

*Fremont ranks 3rd in tips despite ranking 5th in student population.

Figure 3: Tip Reporting, by County



Note: Data from 2016 and 2025 were excluded to avoid misrepresentation, as those years reflect only partial reporting.

Source: Safe2Tell Wyoming, 2025

Regional Differences

The Central region enrolls about 19% of the student population (Figure 4) but reported the highest number of suicidal ideation tips from 2017 to 2021 (Figure 5). After 2021, the Southeast region, which enrolls the largest share of students, reported the highest number of these tips. Although the Northwest region has the smallest student population, it consistently reported the third-highest number of suicidal ideation tips.

Figure 4: Percent of Student Population, by Region

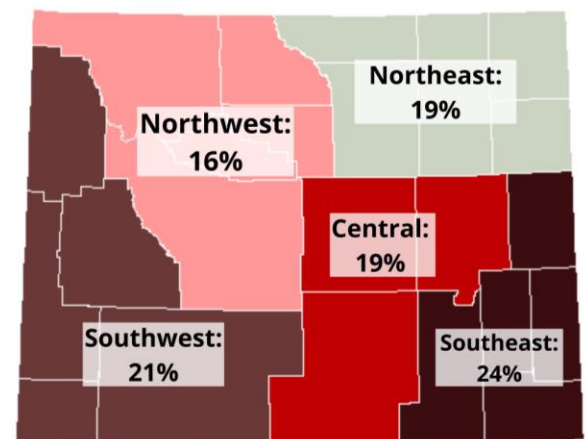
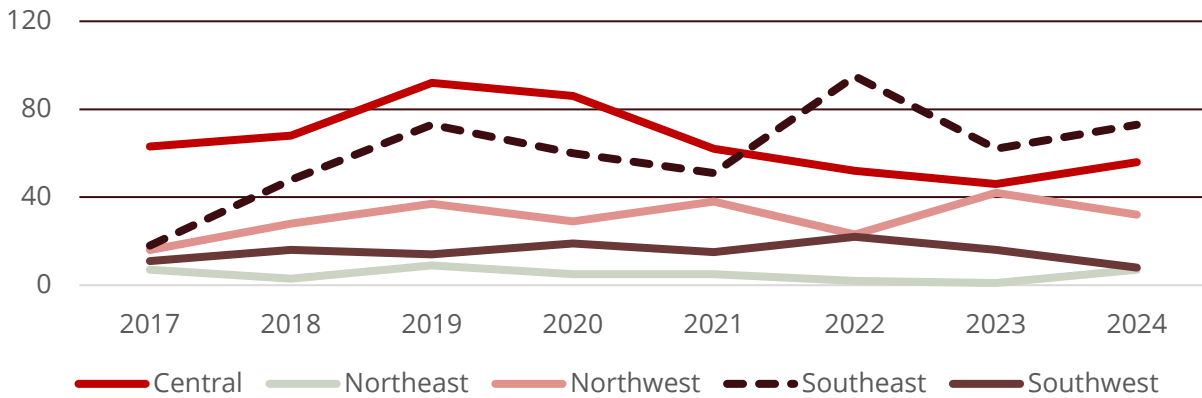


Figure 3: Suicidal Ideation Tips Over Time

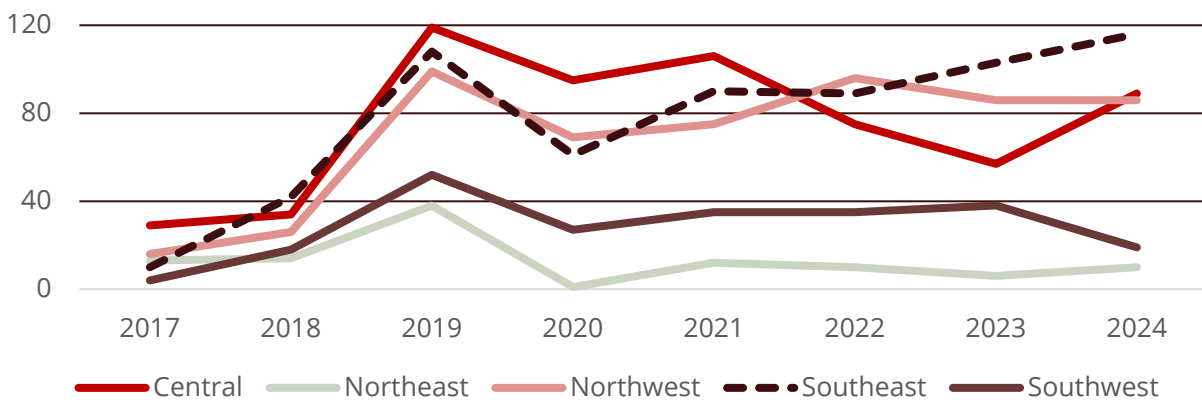


Note: Data from 2016 and 2025 were excluded to avoid misrepresentation, as those years reflect only partial reporting.

Source: Safe2Tell Wyoming, 2025

The Central, Southeast, and Northwest regions also accounted for the greatest shares of substance-use related tips, with the Southwest and Northeast, respectively, representing the fewest (Figure 6). The sharp increase in substance use reports between 2018 and 2019 likely reflects the rapid rise in e-cigarette and vaping product use among adolescents during that period.

Figure 4: Substance Use Tips Over Time



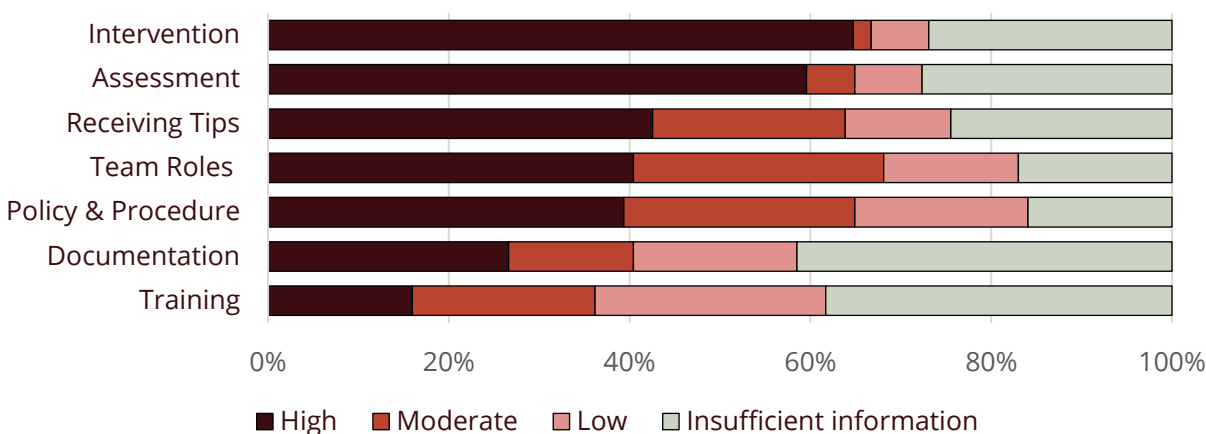
Note: Data from 2016 and 2025 were excluded to avoid misrepresentation, as those years reflect only partial reporting.

Source: Safe2Tell Wyoming, 2025

Evaluating the 7 Best Practice Domains

A core element of this assessment is evaluating how closely Wyoming schools align with national best practices for technology-based anonymous reporting systems. We surveyed Safe2Tell tip recipients in Wyoming schools across seven distinct domains (Figure 7). Respondents reported highest alignment with best practices on the intervention domain, while the training domain had the lowest alignment.

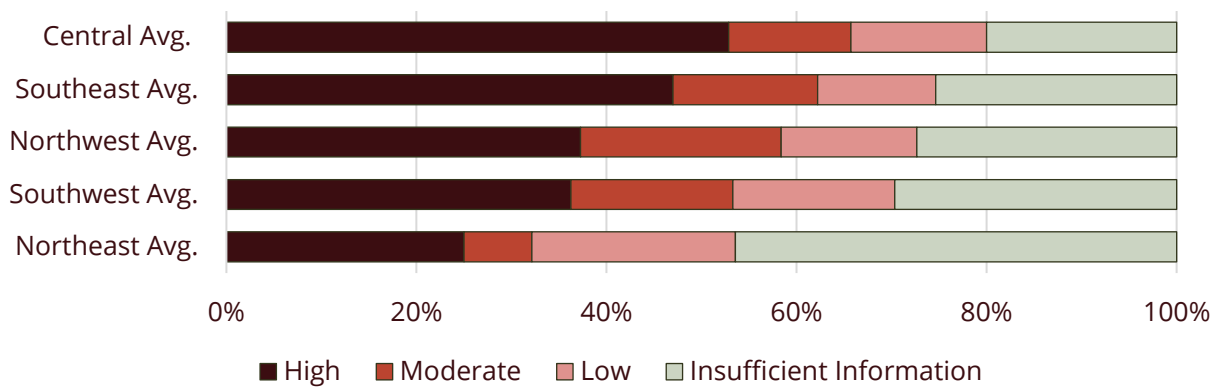
Figure 5: Statewide Adherence to Best Practices



Source: WYSAC Survey

The Central and Southeast regions show both the highest adherence to best practices (Figure 8) and the highest volume of tip reporting (Figures 5 and 6). This pattern suggests that students and staff in these regions are more aware of Safe2Tell and are using it more effectively to report concerns.

Figure 6: Regional Adherence to Best Practices



Source: WYSAC Survey

DOMAIN 1**Policy, Procedure, & Confidentiality**

Best practices state the need for clear, written policies that explain how reports are received, reviewed, and acted on while protecting the identity of the person who reported them.

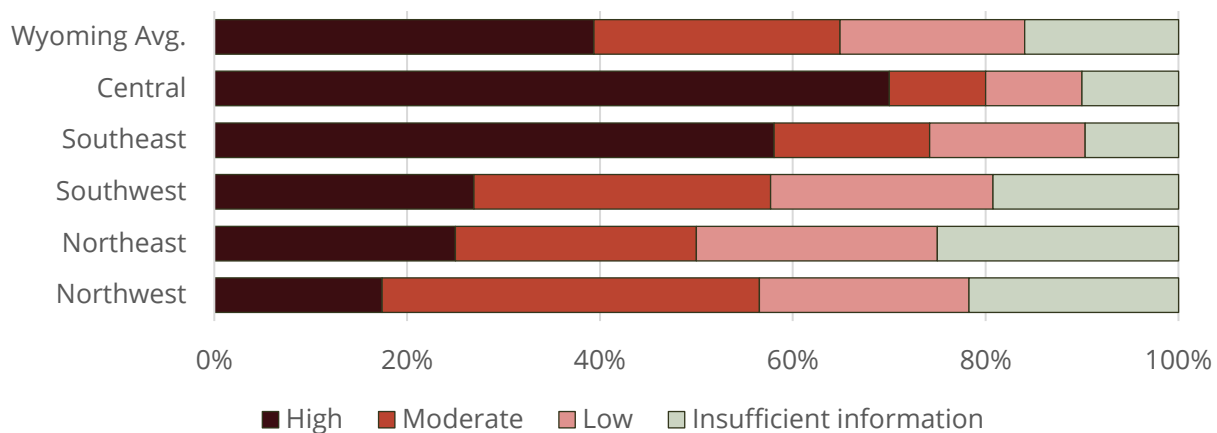
“Our school’s policies and procedures...”**Alignment**

✓ Define unacceptable behaviors requiring immediate intervention.	67%
✓ Emphasize timely review and response to all reports.	66%
✓ Emphasize confidentiality and prohibit disclosing that a Safe2Tell report has been made.	61%
✓ Require that the reporting party’s identity is never revealed.	57%
✓ Clearly define how Safe2Tell reports are received and triaged.	56%
✓ Are written and accessible to all staff.	52%
✓ Specify when law enforcement must be involved versus internal response.	52%
✓ Prohibit including report content in public-access case files.	47%
✓ Prohibit copying/pasting report text into records.	38%
✓ Require that only Tip ID and summary are recorded for cross-reference.	34%

Many survey respondents report strong practices around identifying urgent behaviors and responding in a timely manner, but only about half consistently report having clearly documented and accessible policies or guidance on law enforcement involvement. Alignment is lowest around documentation and information-sharing rules.

Only 19% of respondents reported having formal written Safe2Tell policies or standard operating procedures.

Figure 7: Best Practice Domain: Policy, Procedure, & Confidentiality



Source: WYSAC Survey

What is Working?

“How is confidentiality maintained when handling reports?”

- Restricting access to information ✓
- Administrative oversight ✓
- Clear policies ✓
- Staff training on confidentiality ✓
- Withholding identifying information ✓
- Practicing data security (e.g., no copy/paste) ✓



“Information is not disclosed to anyone about the source of the tip. The school counselor and principal are the only ones with access to the report and they work together to ensure the tip is investigated without disclosing the source.”

What is Challenging?

- Anonymous tips, or those with limited information, can make it difficult to investigate concerns or take appropriate action due to insufficient detail.

“Not having enough information to know where to begin.”

The Path Forward:

1. Ensure all schools adopt clear, written standard operating procedures (SOPs) aligned with best practices for Safe2Tell, and provide training on those SOPs for all staff who receive tips.



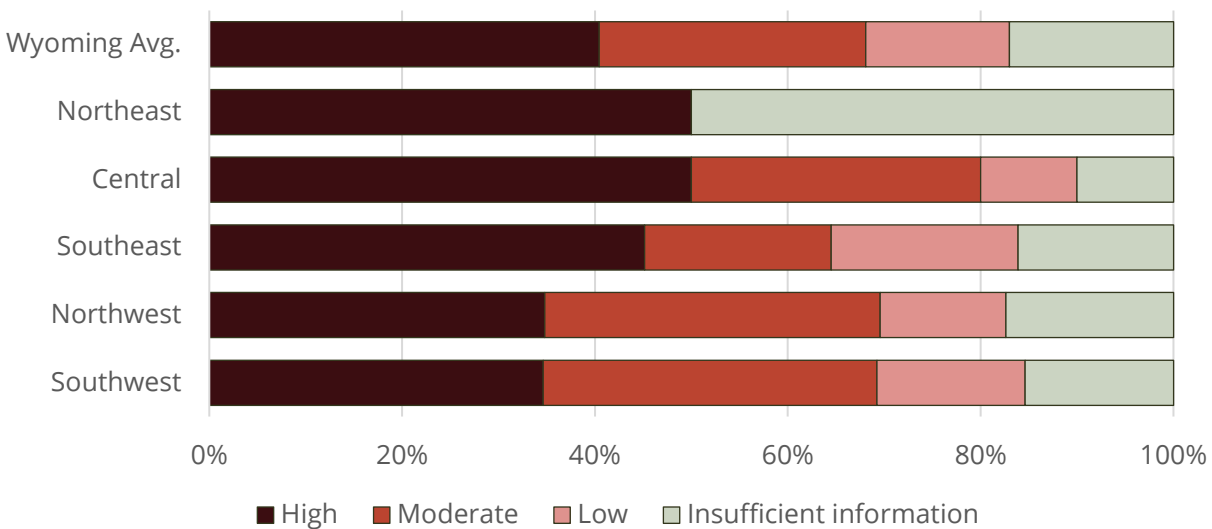
DOMAIN 2**Team Roles & Responsibilities**

Schools should clearly define who receives Safe2Tell tips, reviews concerns, acts, and completes required reports. A multidisciplinary team with clear roles should work together with the school, district, family, and community partners to respond in a timely and consistent way.

“Our school’s Safe2Tell team...”	Alignment
✓ Has designated members responsible for receiving, investigating, and documenting reports.	80%
✓ Includes law enforcement appropriately while maintaining role clarity.	75%
✓ Includes mental health professionals to address student well-being.	73%
✓ Includes multidisciplinary members (administrator, counselor, SRO, nurse, psychologist).	72%
✓ Engages district-level staff when necessary.	69%
✓ Invites parents or guardians when appropriate.	61%
✓ Has a designated leader coordinating responses.	59%
✓ Is familiar with state laws and regulations governing Safe2Tell.	51%
✓ Meets regularly to review cases and refine procedures.	26%
✓ Conducts role-play or scenario discussions to maintain readiness.	13%

Overall, Wyoming schools moderately align with these expectations in terms of designating responsible staff. However, fewer report meeting regularly to review cases and refine procedures or conducting role-play or scenario-based training.

Figure 8: Best Practice Domain: Team Roles & Responsibilities



Source: WYSAC Survey

Data Gap: Several people who were invited to take the survey reported that they do not manage or respond to Safe2Tell tips, and others were uncertain why they were included on the distribution list, indicating role confusion and outdated contact information.

What is Working?

“Who typically receives Safe2Tell tips?”

- Principal/Asst. Principal ✓
- School Resource Office ✓
- Counselors/Psychologists ✓
- District staff ✓
- Social workers ✓
- School nurse ✓
- Student Success Coach ✓

“Generally just the principal and counselor meet and decide, unless the superintendent needs to be involved. If law enforcement is involved, we have a pretty solid relationship to collaborate when needed.”

“How do teams collaborate/make decisions?”

- Communication among key personnel ✓
- “As-needed” basis ✓



What is Challenging?

- Staff turnover
- Limited capacity to assign dedicated staff for tip management
- Training over time
- Lack of regular team meetings due to low volume of tips
- Inconsistent decision-making structures

“We do not meet. I don’t even know who would be on the team here.”

17% of respondents were unsure or not confident enough to provide their level of agreement with best practices in this domain.

Inside the Records: What Does the Data Tell Us?

- ★ **Law enforcement involvement** was documented in about 5% of all tips.

By Tip Category:

- 7% of Non-Violent Criminal/Legal Tips
- 5% of Safety Threats & Violence Tips
- 5% of Health & Wellness Tips



Key Takeaway: Most tips were resolved without direct law-enforcement action. ✓

- ★ **Parent or guardian notification** is the most common outcome overall.

By Tip Category:

- 39% of Health & Wellness tips
- 22% of Safety Threats & Violence tips
- 20% of School Conduct & School Climate tips
- 14% of Exploitation & Serious Misconduct tips



Key Takeaway: Family engagement is a central component of tip resolution across categories. ✓

- ★ **Mental health professionals** are involved through multiple response pathways:

- Medical evaluation or hold → 5% of Health & Wellness tips
- Referral for counseling services → 20% of Health & Wellness tips
→ 9% of School Conduct & Climate tips

Key takeaway: Most mental health responses emphasize assessment and referral rather than emergency intervention. ✓



Data Gap: 147 tips were sent to the wrong schools or jurisdictions, which may delay response and highlight the need for stronger routing procedures and regular contact list verification.

The Path Forward:

1. Provide guidance on Safe2Tell team structure and roles by offering model team configurations and role definitions that schools can adapt based on size, capacity, and tip volume.
2. Encourage consistent team coordination practices, such as periodic case review or check-ins, even in schools that receive few Safe2Tell reports.
3. Clarify expectations for Safe2Tell team leadership and provide tools to support designated team leads in coordinating responses and follow-up.
4. Expand access to scenario-based training resources that allow teams to practice responding to different types of Safe2Tell reports.
5. Offer refresher guidance on state laws related to Safe2Tell, reporting responsibilities, and decision-making processes.

“Providing users with user-friendly copies of state laws governing Safe2Tell Wyoming would be helpful.”



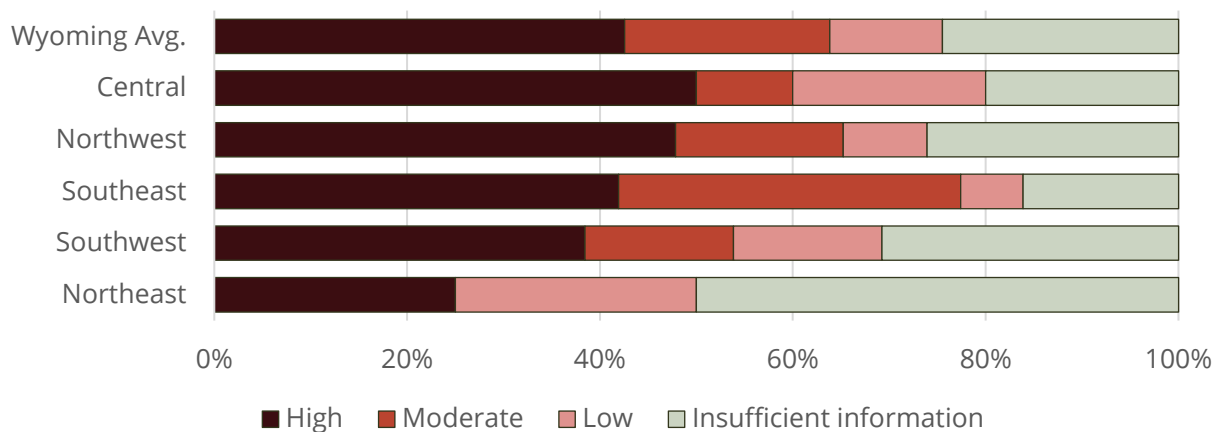
DOMAIN 3**Receiving, Reviewing, & Responding to Reports**

Every Safe2Tell report should be received, reviewed, and acted on quickly and consistently, with clear procedures to ensure no report is overlooked.

"Our school's process for receiving and responding to Safe2Tell reports..."	Alignment
✓ Ensures reports are monitored promptly during school hours.	81%
✓ Requires action on all safety, security, and wellness concerns.	81%
✓ Emphasizes confidentiality throughout response activities.	79%
✓ Promotes consistent and transparent response to build trust.	70%
✓ Guarantees that every report receives documented follow-up.	68%
✓ Ensures law enforcement reviews immediate threats within 30 minutes.	59%
✓ Requires follow-up on every report after initial response.	54%
✓ Assigns a specific person to monitor incoming tips.	51%
✓ Follows up on incomplete reports through Safe2Tell's system.	44%
✓ Requires erroneous reports to be reported to Safe2Tell Wyoming.	31%

Many schools moderately align with these principles, particularly around prompt response, emphasizing confidentiality, and acting on safety, security, and wellness concerns. However, high levels of neutral or unsure responses across several items indicate uncertainty or lack of consistency in how these practices are implemented or understood, especially for system-level processes such as monitoring incomplete or erroneous reports and assigning responsibility for tip management.

Figure 9: Best Practice Domain: Receiving, Reviewing, & Responding to Tips



Source: WYSAC Survey

What is Working?

“Procedure for triaging incoming reports.”

- Administrative oversight ✓
- Collaboration with law enforcement ✓
- Team collaboration and communication ✓
- Risk prioritization ✓
- Contacting parents/guardians ✓

“Principal and SRO meet upon initial report and bring in all needed personnel that might be needed in their roles. Then we discuss appropriate investigation and actions to take initially.”

“How are reports typically received and reviewed after hours?”

- Law enforcement ✓
- On-call administrators ✓

“I don't think the process for handling Safe2Tell's has been clearly defined by the district other than to respond to every one.”

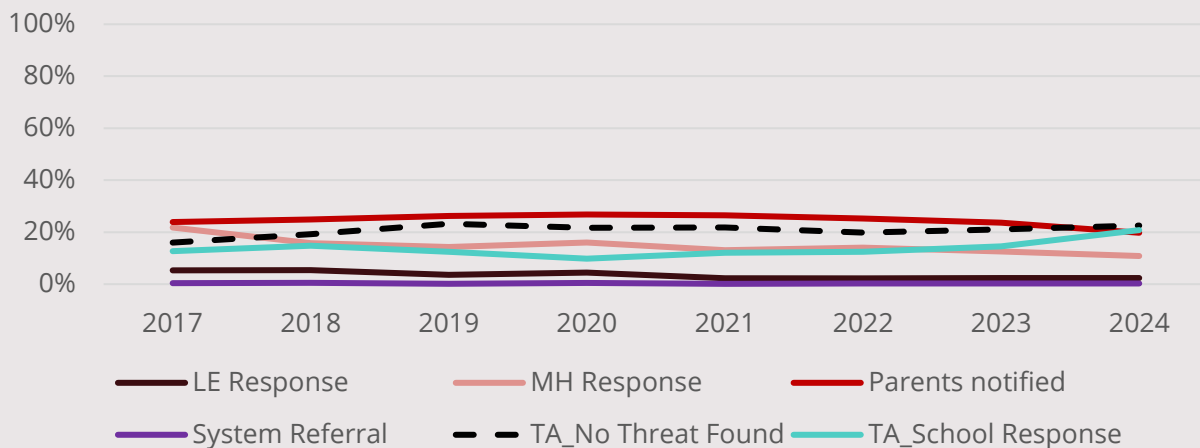
What is Challenging?

- After-hours guidance is unclear:
 - Knowing when parents should be notified
 - How to coordinate with other organizations
- Some schools lack formal procedures for reviewing and triaging tips

Inside the Records: What Does the Data Tell Us?

★ Overall response patterns have remained stable over time ✓, with a modest increase in school-based responses. Comparable stability is also seen in tips related to substance use and mental health (see [Appendix B](#)).

Figure 10: Outcomes Over Time



Note: This figure includes only actions involving direct intervention and excludes outcomes of continued monitoring, threat assessment resulting in no further action, and ongoing investigation. Each year adds up to 100%.

Source: Safe2Tell Wyoming, 2025

★ Survey and administrative data also highlight several ongoing issues related to timeliness and data completeness. Nine percent of survey respondents reported that tips received after hours would not be reviewed until the next day, which may delay response. In addition, 26 percent of tips (n=3,112) were marked as closed without a recorded disposition, making it unclear whether follow-up took place or whether the reports were left incomplete. Most of these tips (n=2,255) involved Safe Threats & Violence, Health & Wellness, or Exploitation & Serious Misconduct. A total of 324 reports were identified as erroneous, though it is unclear whether they were submitted to Safe2Tell. Some cases also remain open or ongoing as far back as 2018.

The Path Forward:

1. Provide guidance on standardized triage and response procedures, including model workflows that outline how Safe2Tell reports should be received, prioritized, and addressed from initial review through follow-up.
2. Clarify expectations for system-level processes, such as monitoring incomplete reports, reporting erroneous tips, and documenting follow-up actions within the Safe2Tell system.



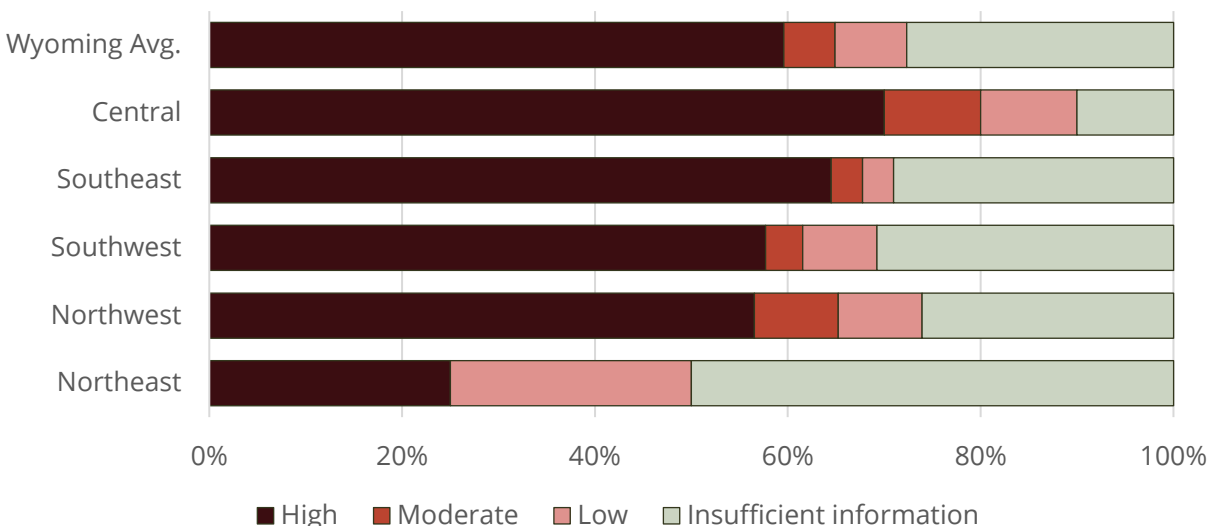
DOMAIN 4**Assessment & Investigation**

Effective threat assessment depends on clear steps for gathering and reviewing information concerning student behavior.

"When investigating or assessing tips, our team..."	Alignment
✓ Meets promptly when a new concern is reported.	82%
✓ Evaluates access to weapons or evidence of planning.	81%
✓ Coordinates assessment with relevant professionals.	81%
✓ Documents interviews and investigation steps.	79%
✓ Reviews protective and risk factors.	79%
✓ Uses a structured threat assessment process.	78%
✓ Documents when and how information is gathered.	75%
✓ Considers developmental, emotional, and contextual factors.	75%
✓ Focuses on observed behaviors rather than student "profiles."	71%
✓ Consults multiple information sources.	64%

Many schools report high alignment with these core principles, particularly around evaluating access to weapons, reviewing protective and risk factors, focusing on behavior rather than "profiles," coordinating with relevant professionals, and meeting promptly when new concerns arise.

Figure 11: Best Practice Domain: Assessment & Investigation



Source: WYSAC Survey

What is Working?

“What triggers a formal threat or suicide assessment?”

- Perceived or confirmed risk to school or student ✓
- Verbalized threats ✓
- Statements of suicidal ideation ✓
- Observed risky behavior ✓
- Concerning talk ✓
- Reports/interviews from students, parents, or teachers ✓
- Online reporting systems alert personnel to potential threat or suicide risk ✓
- Formal policy or threat assessment model guidelines ✓
- Initiated “as needed” ✓

“A tip from students (electronically or in person), a student utterance, a teacher report, and Gaggle student monitoring system reports.”

“We use the CSTAG threat assessment model to determine the level of threat. If during the interview with the student turns into more than transient threat, then we continue with our threat assessment evaluation. If there is a concern of suicidal ideation or threat, we immediately use our suicide assessment to evaluate the student of concern.”

What is Challenging?

- The Safe2Tell system does not include a specific field to record how or when follow-up information is collected.
- It is unclear whether threat assessments follow a standard or consistent process.
- It is unclear who is responsible for conducting threat assessments.

Inside the Records: What Does the Data Tell Us?



Threat assessments account for 35% of all recorded dispositions. Across all major event categories, more than half of dispositions include a threat assessment as part of the response.

Categories most likely to involve threat assessment:

- School Conduct & Climate: 76%
- SafeThreats & Violence: 75%

Key Takeaway: These patterns show that responders most often use threat assessments when addressing school safety and behavioral concerns. ✓

The Path Forward:

1. Provide guidance on information-gathering practices, including expectations for consulting multiple sources and documenting how information is collected during assessments.
2. Promote a shared understanding of developmentally informed assessment, reinforcing the importance of considering emotional, developmental, and contextual factors alongside observed behaviors.
3. Encourage alignment across reporting systems (e.g., Safe2Tell and Gaggle [K-12 safety management system that monitors school-provided digital tools, like laptops]) to support coordinated, timely identification and assessment of potential threats or suicide risk.



DOMAIN 5**Intervention & Management**

Schools should use a range of intervention strategies to support student safety and well-being while working toward positive outcomes.

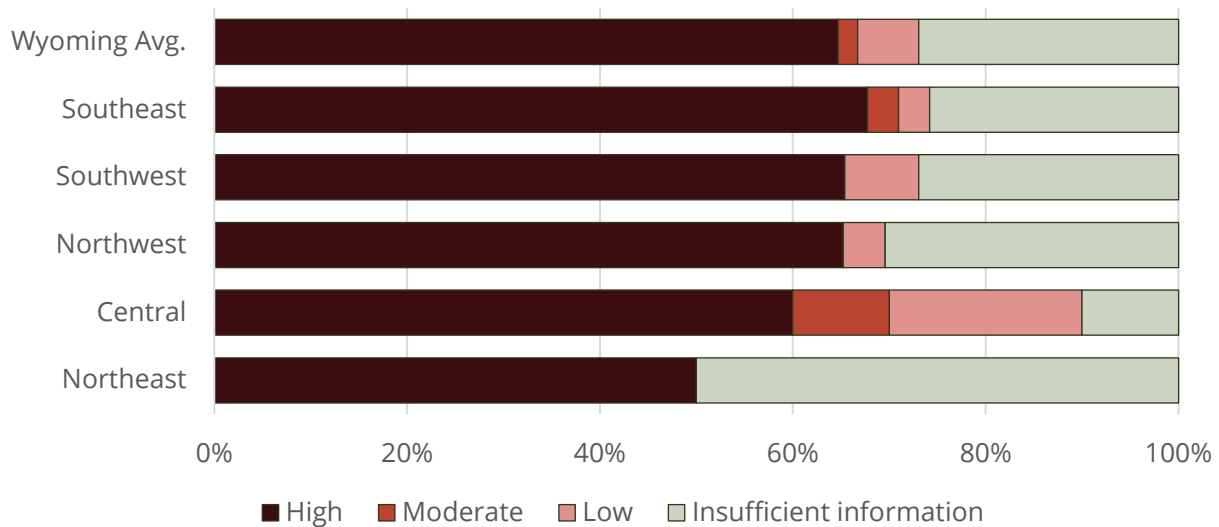
"Following an assessment, our school..."	Alignment
✓ Implements appropriate interventions or referrals.	90%
✓ Engages students and families in problem-solving and support.	88%
✓ Monitors ongoing situations for change or escalation.	88%
✓ Strives to intervene early before behaviors escalate.	88%
✓ Ensures disciplinary actions align with school policy.	86%
✓ Offers positive, prosocial supports for students in distress.	83%
✓ Refers students to outside agencies when needed.	83%
✓ Provides counseling, mentoring, or academic supports for nonviolent concerns.	83%
✓ Works with families or law enforcement to restrict weapon access.	79%
✓ Documents all interventions and outcomes in the Safe2Tell system.	50%

This domain reflects the highest level of alignment with best practices among all measured. Most respondents reported that their schools routinely use appropriate interventions, engage students and families, strive to intervene early, and monitor situations for change or escalation. One area of comparatively lower alignment involved documentation, where respondents were less likely to report best practice alignment with consistently documenting all interventions and outcomes in the Safe2Tell system.



Appendix C summarizes documented actions and outcomes by event category. Across report types, the most frequently recorded responses included threat assessments, parent notification, continued monitoring, and mental health supports. **These actions align with the best practices that emphasize family engagement, counseling or referral, and ongoing monitoring. ✓**

Figure 124: Best Practice Domain: Intervention & Management



Source: WYSAC Survey

What is Working?

- Engaging with families ✓
- Referral to counseling ✓
- Using Safe2Tell as a tool for early intervention and prevention ✓

"[Our school's greatest success in using Safe2Tell Wyoming has been] connecting with families in positive, caring, and productive ways."

What is Challenging?

- Approximately half of the survey respondents indicated that their schools either did not document all interventions and outcomes in Safe2Tell or were unsure whether they did.
- Schools are not always able to provide the level of follow-up needed after a tip is received.

"We stopped a school shooter several years ago."

Inside the Records: What Does the Data Tell Us?

- ★ Survey and disposition data show that responders most often rely on engagement and monitoring rather than formal system involvement. Most survey respondents (88%) reported that they engage students and families in problem-solving and support. Parent notification and documented follow-ups together make up about one-fourth of all recorded dispositions.

Key Takeaway: Responders most often prioritize engagement and support, with the majority involving students and families rather than relying on punitive or system-level actions. ✓

★ Formal referrals to external systems, such as social services or the justice system, occur infrequently and account for less than one percent of documented dispositions. In contrast, counseling referrals account for a larger share of responses (11%), suggesting that schools and community mental health providers handle many referrals outside of formal system-level pathways.

Administrative data documented **44** welfare checks. |

Key Takeaway: Schools and local supports handle most responses, while formal referrals to external systems remain rare. ✓

★ Administrative data documents prevention efforts in **955** tips, including **parent notification in 34%** and **law enforcement involvement in 7%** of **weapon- or fire-related** prevention cases.

Key Takeaway: Prevention efforts occur in a limited share of cases, but responders most often notify parents rather than involve law enforcement in prevention-related incidents. ✓

26% of tips (n=3,112) did not include a recorded disposition, limiting interpretation of response actions. | ★

Key Takeaway: Documentation gaps remain a significant issue, as more than one-quarter of cases lack a recorded disposition, limiting accountability and outcome analysis. ✗

The Path Forward:

1. Support consistent documentation of interventions and outcomes by providing guidance, examples, and training on how and when actions should be recorded in the Safe2Tell system.
2. Provide guidance on intervention decision-making across concern types, helping schools better distinguish when monitoring, school-based supports, mental health referrals, or law enforcement involvement are most appropriate.

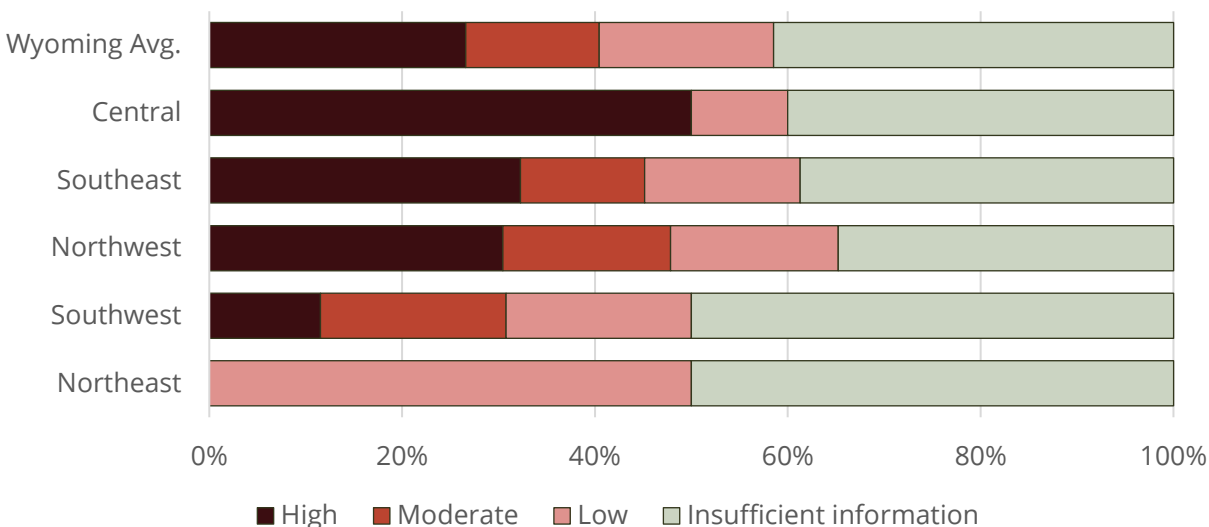
DOMAIN 6**Documentation & Reporting**

All Safe2Tell report documentation should be complete and accurate.

"Regarding Safe2Tell documentation..."	Alignment
✓ Confidentiality is maintained in all written narratives.	77%
✓ Team members share relevant information internally.	76%
✓ All tips are closed only when resolved.	62%
✓ "Unfounded" and "false" are correctly distinguished.	61%
✓ A disposition report is submitted for every tip.	51%
✓ Reports include detailed actions taken and outcomes.	46%
✓ Teams use the Disposition tab to update ongoing cases.	34%
✓ Disposition reports are reviewed for completeness.	32%
✓ Teams analyze patterns in Safe2Tell data for improvement.	27%
✓ Misuse reports are used for staff and student education.	21%

Survey results suggest that most team members share relevant information internally and that confidentiality is carefully maintained. However, one third of respondents indicated uncertainty about whether the teams are utilizing the Disposition tab of the system to update ongoing cases.

Figure 135: Best Practice Domain: Documentation & Reporting



Source: WYSAC Survey

What is Working?

- Safe2Tell is improving information sharing and helping schools identify concerns they might not otherwise know about. ✓
- Timely alerts allow schools and partners to respond quickly, including contacting families and law enforcement when needed. ✓

“The first or second year we had it, we got a tip on a suicidal student. It was after school hours and we were able to contact parents right away and then before we even got off the phone the sheriff's department was calling. Fast and effective.”

What is Challenging?

- Documenting follow-up actions and tip closure in the Safe2Tell system.
- Unclear responsibilities across agencies for documentation and closing tips.

“Sometimes there is confusion as to who is going to complete the follow-up or closure.”

- Determining whether a tip has already been documented.
- Maintaining confidentiality while documenting information.

“There are some levels of confidentiality that we do not share on [the Safe2Tell system]. While we understand P3 has their own confidentiality. We also have laws that prevent us from sharing all outcomes on P3. P3 sometimes asks for more details above and beyond that a school should be sharing outside of the school or district.”

- Low tip volume in some schools limits familiarity with Safe2Tell and response protocols.
- Inadequate training on documentation practices.

“We are not familiar with this [Safe2Tell system]. We keep our own documentation.”

- Half of the survey respondents reported incomplete documentation or uncertainty about documentation practices.
- Student misuse of the system, including retaliation or false reporting.

“Students abusing the system and making false reports in an attempt to get someone in trouble.”

Inside the Records: What Does the Data Tell Us?

- ★ Tip records reveal persistent challenges with disposition documentation and data quality, including lack of disposition or outcome data. In 14% of tips, the system marks records as “no disposition received,” which prevents formal tip closure.
- ★ Duplicate and incomplete records, as well as confusion among users, complicate the analysis. Both users and system processes appear to create duplicates, including tips marked as already addressed or previously reported without a clearly identifiable matching record.

3,057 duplicates were identified using exact matches across delivered date, event, recipients, and disposition values. An additional **63** tips were explicitly labeled as duplicates.

- ★ In addition, users do not consistently apply the disposition field as intended. Some use it to capture non-disposition details, such as the number of victims, while others treat it as a free-text space for detailed narrative notes.

26% of tips lack an appropriately documented disposition or outcome.

- ★ Several records also include personally identifiable information, such as student names, within disposition notes, raising confidentiality concerns.

The Path Forward:

1. Provide guidance on documentation expectations, including when and how disposition reports should be completed, updated, and closed within the Safe2Tell system.
2. Strengthen training on the use of the Disposition tab, particularly for updating ongoing cases and documenting follow-up actions across agencies.

3. Clarify documentation standards related to confidentiality, helping schools understand what information can and should be recorded while remaining compliant with state and federal privacy laws.
4. Encourage greater use of Safe2Tell data for local improvement, including analyzing patterns in tips and using misuse reports as educational tools for staff and students.
5. Address barriers related to low tip volume and staff turnover by providing accessible refresher training(s) and reference materials for staff who use the system infrequently.
6. Inform schools about Safe2Tell Wyoming's yearly aggregate reports.

"Is there statewide or county data that S2T shares with stakeholders? I think for S2T to try and share - within confidentiality - its successes would be positive. I appreciate everyone's work." - Survey Respondent



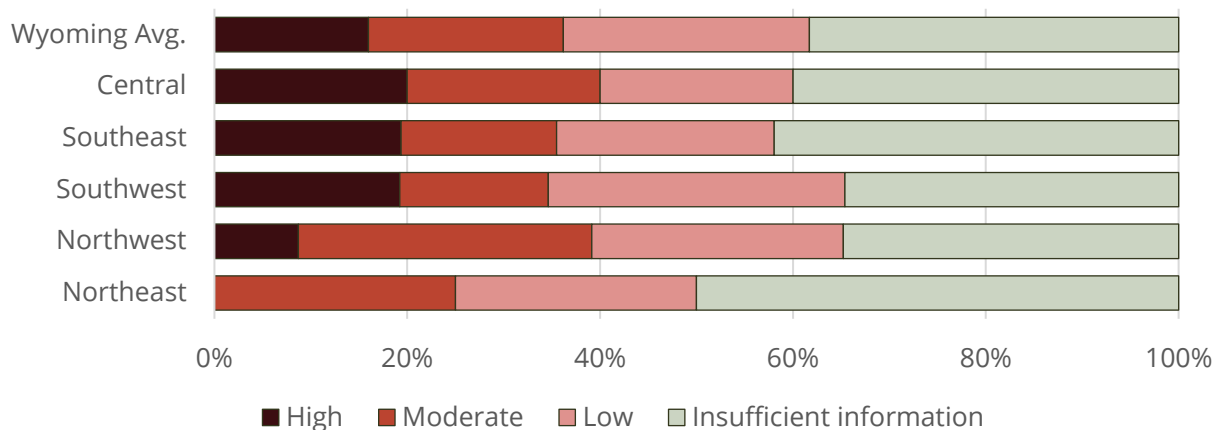
DOMAIN 7**Communication, Training, & Capacity Building**

Clear and consistent follow-up communication shows that all tips are reviewed and taken seriously. Staff, students, families, and community partners should all receive ongoing training to build trust, support proper use of the system, and ensure effective and supportive responses.

"Regarding training and communication..."	Alignment
✓ District provides refresher training on confidentiality and documentation.	57%
✓ Team members are aware of law and policy updates.	49%
✓ School staff are trained annually on recognizing and reporting concerning behaviors.	47%
✓ Students receive education on Safe2Tell and responsible reporting.	43%
✓ The school invests in continuous capacity-building for threat assessment teams.	43%
✓ SROs receive school-specific and mental health training.	33%
✓ The school provides feedback to demonstrate follow-up.	31%
✓ Team members receive initial and ongoing Safe2Tell training.	27%
✓ Training includes scenario-based exercises.	26%
✓ Aggregate data shared to build transparency.	24%

Survey results show the highest alignment within this domain in district-level refresher training on confidentiality and documentation, and team member awareness of laws and policy updates. Nearly half of the respondents indicated that team members do not receive initial and ongoing Safe2Tell training. Overall, this domain represents the lowest level of alignment with best practices.

Figure 146: Communication, Follow-Up, & Transparency



Source: WYSAC Survey

"We would need to start at ground 0 and start all over! To my knowledge, nobody has been trained on anything S2T wise."

"It's clear from filling out this form that we probably should have more structures in place. Having Safe2Tell present at the summer Principal's conference would be great. Especially if you bring examples of effective policies, procedures and frameworks for schools to implement."

Challenges Among Staff

- Limited onboarding opportunities for new Safe2Tell users.
- Lack of opportunities for annual refresher training.
- Insufficient guidance aligned with best practices and legal requirements.

Challenges Among Students

- Students and their families are unfamiliar with Safe2Tell in general.
- Students who are familiar with Safe2Tell do not always use it appropriately.
- Schools lack ready-to-use resources that promote Safe2Tell.

"Any training would be helpful. We had the initial assembly, and I think that's all the training I've had. We don't get a lot of tips, maybe a handful a year from our middle school. I'm not aware of any from our High School. I'm actually not sure how aware our students are aware of the tip line."

"Continued education on what actually should be reported for a Safe2Tell. It currently isn't being used the way it was designed."

The Path Forward:

1. Establish a consistent statewide training structure that includes initial onboarding for new Safe2Tell recipients and required annual refreshers focused on system use, best practices, and legal requirements.
2. Expand flexible training formats, such as online modules or recorded sessions, to support staff in low-volume schools, address turnover, and reduce reliance on one-time trainings.
3. Simplify system administration tasks, such as adding new users and updating tip recipients.
4. Strengthen student and family awareness efforts by offering appropriate training materials and guidance on what should and should not be reported.
5. Encourage assemblies or other school-based presentations to help students better understand Safe2Tell and how to use it appropriately.
6. Provide ready-to-use materials for schools to display and promote Safe2Tell to students and families.

"Maybe finding out who is on Safe2Tell teams in each district, and sending possible 'links' for monthly trainings, updates and resources? Also sending promotional information to each district to distribute in their buildings?"

"Offer online training once or twice a year so new staff (or those who need a refresher) can access this important information. Just completing this survey, I learned information about Safe2Tell Wyoming that I previously did not know."

Conclusion

This statewide assessment demonstrates that Safe2Tell Wyoming plays an important role in identifying concerns related to mental health and substance use, and that many schools across the state are actively engaging with the system to respond to reported concerns. Evidence from both survey and administrative data indicates that many schools' responses align with best practices emphasizing multidisciplinary collaboration and supportive engagement with students and families.

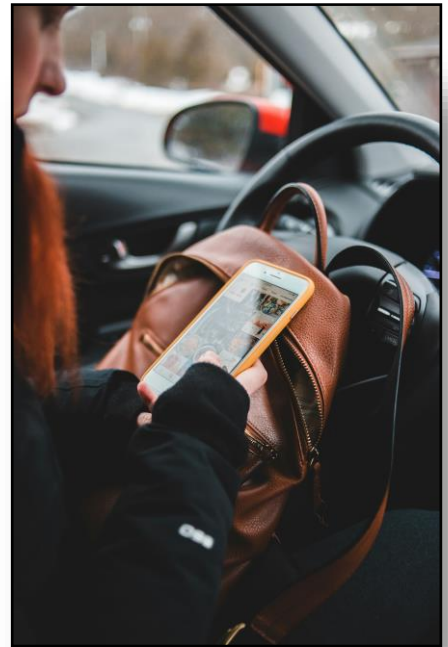
At the same time, the findings highlight important areas for improving consistency and clarity. Variation in written policies, team structures, documentation practices, and training creates uneven implementation across schools and contributes to uncertainty among those responsible for receiving and responding to tips.

The results of this assessment point to several strategic priorities for strengthening Safe2Tell Wyoming statewide:

1. Clarifying expectations through model policies and procedures
2. Supporting consistent documentation and follow-up
3. Strengthening team roles and coordination
4. Expanding access to initial and ongoing training for school staff, including those in low-volume or high-turnover settings.

Addressing these areas can help ensure that Safe2Tell continues to function as a trusted and effective early-warning system.

As Safe2Tell Wyoming enters its second decade, there is an opportunity to build on its strong foundation by reinforcing consistency, transparency, and shared understanding across schools and districts. Continued investment in guidance and training will be key to sustaining the program's impact and ensuring that every tip leads to a timely, appropriate, and well-documented response.



Appendix A: Methodology

Assessing Alignment with Best Practices

Survey Development

The survey was designed to examine how closely schools in Wyoming align with best practices for technology-based anonymous reporting systems like Safe2Tell Wyoming. Researchers first conducted a literature review to identify best practices related to anonymous reporting, threat assessment, and response protocols. We used the following sources to identify best practices:

Cybersecurity and Infrastructure Security Agency. (2023). *Improving School Safety Through*

Bystander Reporting: A Toolkit for strengthening K-12 Reporting Programs. United States Department of Homeland Security. <https://bit.ly/4eShplf>

National Threat Assessment Center. (2018). *Enhancing School Safety Using a Threat Assessment*

Model: An Operational Guide for Preventing Targeted School Violence. United States Department of Homeland Security, United States Secret Service. <https://bit.ly/4nh46mJ>

National Threat Assessment Center. (2019). *Protecting America's Schools: A U.S. Secret Service*

Analysis of Targeted School Violence. United States Department of Homeland Security, United States Secret Service. <https://bit.ly/42Sebgn>

National Threat Assessment Center. (2021). *Averting Targeted School Violence: A U.S. Secret*

Service Analysis of Plots Against Schools. United States Department of Homeland Security, United States Secret Service. <https://bit.ly/3RaFKyR>

Plantey, M., Cutbush, D., & D'Arcangelo, D. (2023). *School Safety Tip Line Toolkit*. RTI

International. <https://bit.ly/4d7vxun>

Safe2Tell Colorado. (n.d.). Best Practices for Report Responses. <https://bit.ly/4uDVpp2>

Safe2Tell Colorado. (2022). *High Functioning Safe2Tell Teams*. <https://bit.ly/48LiaPi>

Safe2Tell Wyoming. (n.d.). Our Mission. <https://www.safe2telly.org/>

Substance Abuse and Mental Health Services Administration. (2019). *Student Assistance: A Guide*

for School Administrators. SAMHSA Publication No. PEP19-03-01-001. <https://bit.ly/4tkcza8>

We organized these best practices into seven primary domains, each defined by ten statements that reflect best-practice expectations within that domain. The seven domains include:

1. Policy, Procedure, & Confidentiality
2. Team Roles & Responsibilities
3. Receiving, Reviewing, & Responding to Reports
4. Assessment & Investigation
5. Intervention & Management
6. Documentation & Reporting
7. Communication, Training, & Capacity Building

Survey respondents were asked to indicate their level of agreement with each statement using a Likert-type scale: Strongly agree, Somewhat agree, Neither agree nor disagree, Somewhat disagree, Strongly disagree, or Unsure. We also included nine open-ended questions to gather additional details on current practices, challenges, and perceptions regarding Safe2Tell implementation. The survey was created and administered online using Qualtrics.

Sample & Distribution

DVS provided WYSAC with a contact list of all Safe2Tell report recipients. Survey invitations were emailed to all 854 identified recipients statewide. Some email invitations were undeliverable due to outdated email addresses (n=264), and additional responses were removed during data cleaning due to incomplete or unusable information (n=63). Responses were deemed invalid if consent was not provided or if the respondent failed to answer the initial survey questions. The final analytic sample includes 95 respondents who provided sufficient information to evaluate alignment with best practices.

This represents a response rate of approximately 16%. The survey was launched on January 12, 2026, and closed on March 12, 2026.

Survey respondents represent schools across most areas of the state. At least one completed survey was received from 19 of Wyoming's 23 counties.ⁱ Results reflect respondents' experiences, knowledge, and understanding of school-level practices at the time of the survey. Findings should not be interpreted as representative of all schools or districts statewide, nor as comprehensive documentation of formal policies in every location. Instead, survey results provide insight into how Safe2Tell processes are understood and implemented by those who receive tips.

ⁱ Zero surveys were received from respondents in Johnson, Niobrara, Sheridan, or Washakie counties.

Survey Analysis

We measured alignment with best practices using responses to the 10 items within each domain. We counted only “Strongly agree” and “Somewhat agree” responses as evidence of alignment. For each respondent and domain, we calculated an alignment score by counting aligned items and dividing by the total number of items in the domain. We expressed the resulting score as a percentage ranging from 0 to 100.

To ensure reliable alignment scores, we reviewed responses for completeness. If respondents marked more than half of the items in a domain as “Unsure” or left them blank, we did not calculate an alignment score for that domain. Instead, we coded the response as insufficient information.

We grouped alignment scores into three categories using established cut points:

- High alignment: 70% or higher
- Moderate alignment: 40% to 69%
- Low alignment: Below 40%

We analyzed responses to open-ended questions using an organic thematic analysis approach that allowed themes to emerge naturally from the data. These qualitative findings are displayed in quotes and in the “What is Working?” and “What is Challenging?” sections throughout the report.

Administrative Data Analysis

DVS provided WYSAC with a system export of all Safe2Tell Wyoming records for analysis.ⁱⁱ

Cleaning The Data

We completed data preparation in three sequential steps: standardizing variables, removing duplicate tips, and removing irrelevant tips.

The original dataset contained 15,312 tips. First, we cleaned and standardized key variables to improve consistency. We created new versions of the Status and Event variables using uniform labels based on predefined coding tables. We cleaned disposition data by recoding values into consistent categories, splitting multiple dispositions into separate values, and removing repeated dispositions within the same tip. We also removed disposition entries that did not represent actual dispositions (e.g., “Number of victims: 1”).

ⁱⁱ Data were pulled on October 17, 2025.

Next, we removed duplicate tips. We identified duplicates using exact matches across delivered date, event, recipients, and disposition values ($n=3,057$), as well as explicit labels indicating duplication in either the status or disposition fields ($n=63$).

Finally, we removed tips that were not relevant to the analysis. These included tips marked as spam ($n=308$) and tips that did not involve a Wyoming school ($n=28$). After these removals, the final analytic dataset contained 11,856 tips, which we used to examine the overall volume and types of tips.

Refining the Dataset

We created additional analytic datasets for the regional and disposition analyses. For the analysis of trends in tip reporting by geographic region, we excluded tips without an identified county, school district, or recipient ($n=771$), resulting in an analytic dataset of 11,085 tips.

For the analysis examining dispositions and outcomes over time, we refined the original analytic dataset by excluding tips in which a school only forwarded a tip to another school, tips with no recorded disposition, and tips missing a recipient or delivery date ($n=3,304$), resulting in an analytic dataset of 8,552 tips (14,191 dispositions).



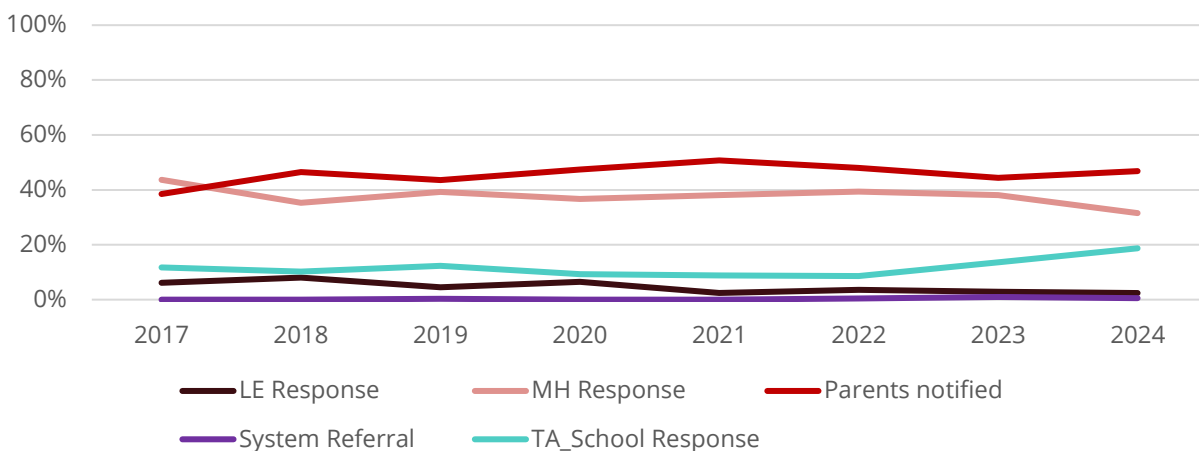
Appendix B: Mental Health & Substance Use Outcomes Across Time

Special Focus: Mental Health & Substance Use

Figures 19 and 20 display the outcomes of suicide risk and substance use tips from 2017 to 2024 as yearly percentages, representing the proportion of each response type within a given year.

From 2017 to 2024, schools most commonly responded to suicide risk tips by notifying parents and providing mental health responses, which together accounted for the largest share of outcomes each year. Over time, the proportion of suicide-related tips that resulted in documented mental health responses declined from 44% in 2017 to 32% in 2024. During the same period, schools increasingly used school-based threat assessment responses, which rose from nine percent in 2021–2022 to 19% in 2024. This shift suggests that schools increasingly relied on structured review and response processes, including monitoring and follow-up, rather than immediately escalating concerns to external systems. Law enforcement responses remained relatively uncommon across all years, and system referrals were rare, reflecting a continued emphasis on supportive and preventive approaches to suicide-related concerns.

Figure 159: Suicidal Ideation Tip Outcomes Over Time



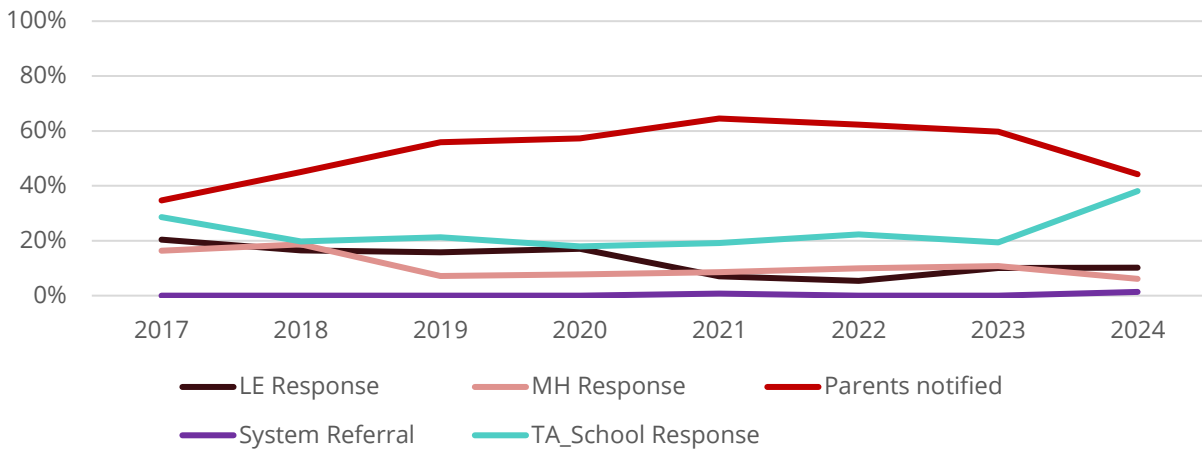
Note: This figure includes only actions involving direct intervention and excludes outcomes of continued monitoring, threat assessment resulting in no further action, and ongoing investigation. Each year adds up to 100%.

Source: Safe2Tell Wyoming, 2025

Substance use tips showed a somewhat different but complementary pattern. The proportion of substance use tips that resulted in parent notification increased gradually over time, indicating consistent engagement with families following identified concerns. School-based threat assessment and response outcomes became more prominent in later years, particularly in 2024,

when they accounted for the largest share of documented responses. Mental health and law enforcement responses remained less common overall, suggesting that schools addressed many substance use concerns through school-based supports and family involvement. This pattern aligns with best practices that emphasize early intervention and supportive responses for non-violent health-related concerns.

Figure 20: Substance Use Tip Outcomes Over Time



Note: This figure includes only actions involving direct intervention and excludes outcomes of continued monitoring, threat assessment resulting in no further action, and ongoing investigation. Each year adds up to 100%.

Source: Safe2Tell Wyoming, 2025

"[Our school's greatest success has been] intervening quickly, we have been able to help many students and families. I don't have a number right now but we have been able to act quick to prevent suicide. It has also been used a lot for drug use."



Appendix C: Dispositions Across Event Categories

	Admin. & Policy Issues	Exploitation & Misconduct	Health & Wellness	Non-Violent Criminal/Legal	Safety Threats & Violence	School Conduct & Climate	Total
Continuing to Monitor Situation	78	65	1,157	10	538	523	2,371
Law Enforcement Response	16	7	273	8	122	42	468
Arrest	3	0	5	0	20	3	31
Citation	6	0	78	4	36	6	130
Referral / Investigation	6	1	170	4	56	23	260
School Resource Officer	1	6	20	0	10	10	47
Mental Health Response	53	22	1,433	0	234	200	1,942
General (e.g., "treatment")	0	0	28	0	2	1	31
Medical Evaluation / Hold	2	0	265	0	10	7	284
Referred for Counseling	51	22	1104	0	216	190	1583
Welfare Check	0	0	36	0	6	2	44
Ongoing Investigation	38	66	330	15	339	201	989
Parents Notified	97	69	2,174	13	583	435	3,371
Failed Attempt to Contact	0	0	1	0	2	0	3
Parents Notified	97	69	2,173	13	581	435	3368
System Referral	3	2	15	0	22	2	44
Justice System Referral	0	2	3	0	1	2	8
Social Services Notified / Referral	3	0	12	0	21	0	36
Threat Assessed: No Threat Found	201	111	1,359	33	711	591	3,006
Documentation Only	2	2	4	1	4	1	14
Insufficient Information	54	31	332	12	230	276	935
Misapplication of the System	43	10	136	4	79	52	324
Unfounded	102	68	887	16	398	262	1733
Threat Assessed: School Review/Response	106	65	739	15	591	484	2,000
Followed up with Staff	3	2	1	1	6	10	23
Followed up with Student	13	2	28	1	27	32	103
General (e.g., investigation, unspecified follow-up)	52	33	496	5	298	240	1124
Safety Intervention Implemented	3	2	38		20	2	65
School Disciplinary Action	35	26	176	8	240	200	685

Note: A single reported event may lead to multiple actions or dispositions. Additional dispositions beyond those listed here may have occurred but were not documented.

Source: Safe2Tell Wyoming, 2025

