

NADABURG UNIFIED SCHOOL DISTRICT

Preston's Law & School Threats

Family Presentation — Full Presenter Script

Choose safety. Get help.

EVERY STUDENT EVERY DAY

Introduction Slide — Keeping Our Students Safe Together

Before we begin talking specifically about Preston's Law and school threats, we want to start with why we're having this conversation.

Keeping students safe is something we all share responsibility for—schools, families, and students. And one of the most powerful things we can do is make sure our students know what to do before they ever find themselves in a difficult situation.

Young people are navigating situations that can move incredibly quickly. A disagreement at school can continue in a group chat that evening. A comment can become a threat. Students can hear that a fight is being planned, receive a concerning message, or suddenly find themselves surrounded by other students when something happens.

In those moments, we don't want students trying to figure out the right response for the first time.

That's why we're building a common safety language across our schools and with our families. We want students to recognize unsafe situations, make choices that keep them out of harm, and know when and how to get help.

This isn't just a conversation about consequences. It's really a conversation about prevention, decision-making, and looking out for one another.

As we go through today's information, you'll hear some serious topics, including violence and threats. But the message we want our students and families to leave with is very simple: **When something may be unsafe, you don't have to handle it alone. Choose safety. Get help.**

Slide 2 — Preston's Law & School Threats

Thank you for taking some time to learn with us about Preston's Law and school threats. This presentation isn't intended to scare families or students. Our goal is prevention.

We want our students to understand that their choices matter, especially when situations involve fights, threats, group chats, social media, or peer pressure.

As families, there are three things we can do together: understand what the law means, talk with our children about safe choices, and know how to act when something concerning happens.

Throughout this presentation, you'll hear one message repeated: **Choose safety. Get help.**

Slide 3 — Why Families Are Learning About This

Preston's Law is named for Preston Lord, a 16-year-old who died following an attack in Queen Creek in 2023. Arizona passed legislation in his name in 2025 addressing group assaults and accomplice involvement.

For our families, the important part isn't memorizing legal terminology. It's helping young people understand how quickly being around someone else's conflict can turn into becoming involved in it.

A student might think, “I wasn’t the person who started the fight,” or “I was just helping my friend.” We want students to understand that planning, encouraging, joining, or helping violence happen can have very serious consequences.

More importantly, we want them to know what they can do instead.

Slide 4 — Preston’s Law in Everyday Words

Here is the basic legal concept we’re discussing.

When one person is assaulted with the help of accomplices and that person is physically injured, the conduct can qualify as aggravated assault. Under this provision, aggravated assault is a Class 4 felony.

An important distinction is that simply being somewhere when something happens is not the same thing as actively helping it happen. Whether someone is considered an accomplice depends on their actions and the facts of the situation.

That’s why we’re focusing with students on choices. What did you do before, during, and after the situation?

Slide 5 — What Does “Helping” Look Like?

This is a great conversation to have with your child because involvement isn’t always as obvious as throwing a punch.

Helping could mean joining an attack, helping plan it, serving as a lookout, holding someone, blocking someone from leaving, or coordinating or encouraging what is happening.

On the other hand, witnessing an incident does not automatically make someone an accomplice. The circumstances and the person’s actual actions matter.

Digital behavior matters, too. Group chats, messages, recordings, and social media posts can become part of an investigation.

So the message we’re giving students is simple: **Don’t help violence happen. Don’t become the audience. Get help.**

Slide 6 — School Threats

Preston’s Law is only one part of this conversation. We also want families and students to understand how seriously schools must take threats.

Threats don’t only happen face-to-face. They can be spoken, written, texted, posted online, or communicated through group chats, gaming platforms, or direct messages.

That might include a threat involving a weapon, a statement about seriously hurting someone, or a threat directed toward a school.

Not every upsetting or inappropriate statement automatically means that a crime occurred. Context matters, and adults need to assess the circumstances.

But here's what we really want students to understand: **It isn't their responsibility to determine whether a threat is real.**

If something could affect someone's safety, tell an adult and let the adults determine what happens next.

Slide 7 — Save It. Don't Share It. Report It.

This is one of the most important things you can reinforce at home.

When students encounter dangerous information online, we want them to remember three things: **Save it. Don't share it. Report it.**

If it's safe to do so, preserve the original message or take a screenshot. That information may be important later.

But don't forward it around to friends, repost it, or put it on social media. Every time that happens, the situation can spread farther and become harder to manage.

Instead, get that information to a trusted adult.

Again, your child doesn't have to investigate it or decide whether the person was joking. Their responsibility is simply to report it.

Slide 8 — If Your Child Tells You Something

If your child comes to you with concerning information, how we respond matters.

First, listen. Try to understand what your child actually saw, heard, received, or knows.

Thank them for telling you. We want students to learn that coming to an adult about safety isn't "snitching." It is taking care of themselves and other people.

Preserve any messages, screenshots, usernames, dates, or other information that may help. At the same time, please don't circulate that information through parent groups or social media.

Contact the school so we can begin the appropriate safety process. And if someone is in immediate danger, contact emergency services when it is safe to do so.

Slide 9 — If Your Child Made the Statement

This can be a much harder situation for a family.

If your child makes a concerning statement, we encourage you to take it seriously even if they later say, "I was joking."

That doesn't mean we've already decided what the statement meant or what the outcome should be. It means the concern needs to be assessed.

Talk with your child about what happened, but avoid coaching them about what they should say. Don't delete messages or posts that might help everyone understand the situation.

Contact school administration and work with us through the safety process.

It's also important to understand that a school's disciplinary or safety process and a law-enforcement investigation are separate processes.

Slide 10 — What Should Students Do During a Fight?

We also want every student to have a very simple response when violence is actually happening.

We use three words: **Stop. Move. Tell.**

Stop: Don't join, encourage, coordinate, or become part of the crowd.

Move: Get yourself away from the danger. Don't block someone from leaving, and don't move closer just to see what is happening.

Tell: Get a teacher, administrator, coach, bus driver, parent, or another trusted adult.

Students don't need to put themselves in danger trying to physically intervene. Their job is to get themselves safe and get help.

Slide 11 — What Happens After a Report?

Families sometimes hesitate to report something because they don't know what will happen next.

When the school receives a concerning report, staff gather information and follow the appropriate safety procedures. Depending on the circumstances, that can include our threat-assessment process and notification to law enforcement.

Reporting something doesn't automatically mean that a child has committed a crime or that we've already determined what happened.

The purpose is to understand the situation and protect students.

School consequences and criminal consequences are also separate. Different processes, requirements, and protections may apply depending on the circumstances.

Our first responsibility is always safety.

Slide 12 — Talk at Home

This is where families can have a tremendous impact.

You don't need to give your child a lecture about Arizona law. Instead, use real situations and ask questions.

What would you do if your friend wanted you to come watch a fight?

What would you do if your group chat said everyone was meeting after school to jump someone?

Who could you tell at school?

What would you do if someone sent you a threatening message?

And one of my favorites: **What would you do if you weren't sure whether someone was joking?**

The answer we want students to learn is: *Tell an adult and let the adults figure it out.*

Slide 13 — Family Cheat Sheet

If you remember nothing else from today's presentation, remember these two responses and practice them with your child.

When danger is happening: **STOP → MOVE → TELL.**

Don't become involved. Move away from danger. Get an adult.

When dangerous information comes to you: **SAVE → DON'T SHARE → REPORT.**

Preserve the information. Don't help it spread. Give it to someone who can help.

These are simple actions, but they give students something concrete to do when they're faced with a stressful situation.

Slide 14 — Resources / Closing

We've included the Arizona statutes referenced throughout this presentation for families who would like additional information.

But I want to finish where we started.

This isn't about making students afraid to make a mistake or afraid to tell us something. In fact, we want exactly the opposite.

We want our students to know that **speaking up early can prevent something much more serious from happening.**

Families and schools are partners in this. Talk with your children about peer pressure. Talk about group chats and social media. Help them identify trusted adults. And remind them that when something doesn't feel safe, they don't have to solve it themselves.

Choose safety. Get help.

Thank you for helping us create schools where students look out for themselves and for one another.