



**Lake Havasu Unified School District #1**

# **School Safety Town Hall**

**July 25, 2018**



# Presentations

- **Police Chief Dan Doyle:**

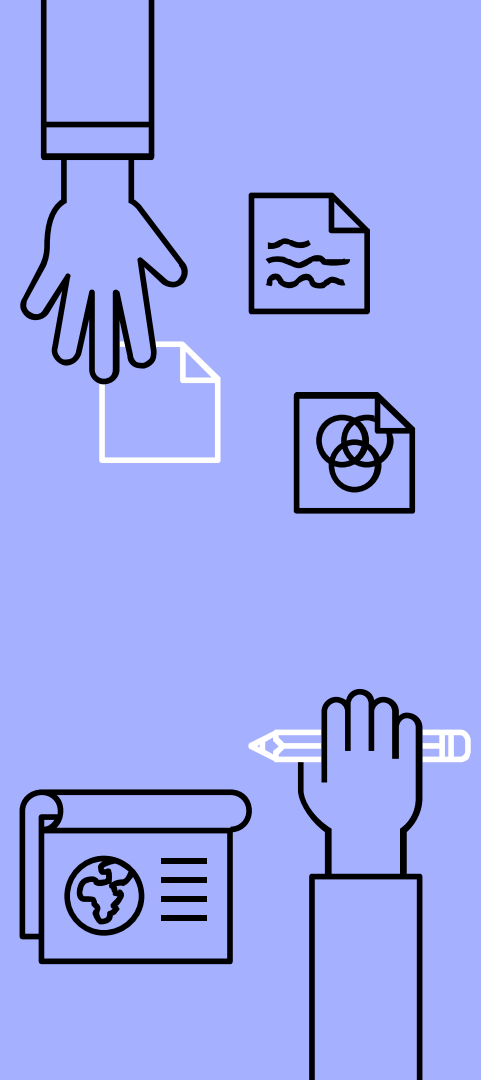
Physical access from PD perspective; current response time in safety emergencies; characteristics of school shooters

- **Fire Chief Brian Davis:**

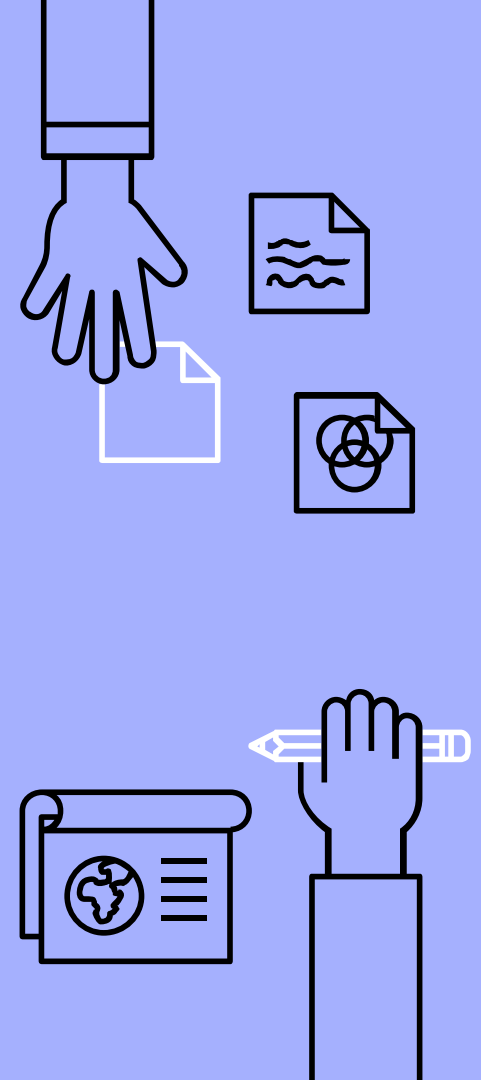
Fire dept. role in response to school safety threats

- **Superintendent Diana Asseier:**

What we currently do to prepare for safety threats



# Police Chief Dan Doyle



# Fire Chief Brian Davis



# Superintendent Diana Asseier

- ▶ Safety Plan - in collaboration LHPD and LHFD
- ▶ Homeland Security K-12 School Checklist complete for all sites
- ▶ Threat Assessment Training for Administrators, counselors, other staff
- ▶ Regular Drills



Access Control  
Building Exterior  
Building Interior  
Classroom  
Culture  
Communication System  
Reporting Procedures  
Security Equipment  
Security Personnel  
Emergency Plan



# Homeland Security

## K-12 School Security Checklist April 2013



## 6 Principals of Threat Assessment

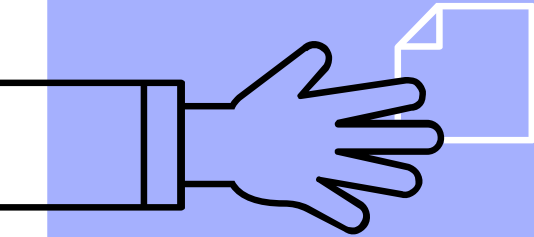
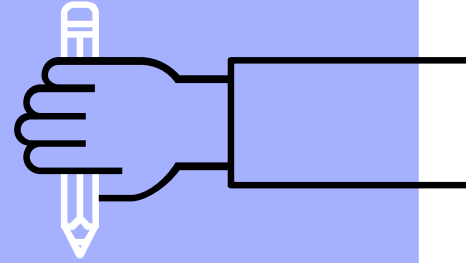
The Threat assessment team should meet for the purpose of sharing information, analyzing the student's threat behavior, and determining appropriate steps to maintain safety. The six principals of threat assessment that should guide this process are:

1. **Prevention is possible.** Targeted violence is not a spontaneous, unpredictable event but it is the result of a deliberate and detectable process and is often preceded by days or weeks of thought and planning.
2. **Consider the context.** In the case of very serious substantive threats, investigate whether there're are factors such as peer influences, gang rivalries or recent incidents that encourage violence or discourage more appropriate ways of resolving problems or seeking help.
3. **Adopt an investigative mind-set.** Avoid conjecture and speculation. Be Skeptical. Focus on reliable evidence and verify all claimed facts about the situations.
4. **Rely on facts, not profiles.** Conclusions must be based on objective facts and behaviors rather than inferred traits or characteristics of the student making the threat.
5. **Gather information from multiple sources.** Gather information form students, parents, teachers, counselors, and other school personnel as well as from law enforcement, mental health agencies, and other sources in the community.
6. **Assess how the student poses a threat.** Threat assessment is ultimately concerned with whether the student poses a threat, not whether the student has made a threat. Is the student engaged in planning and preparation to carry out the threat?



1.

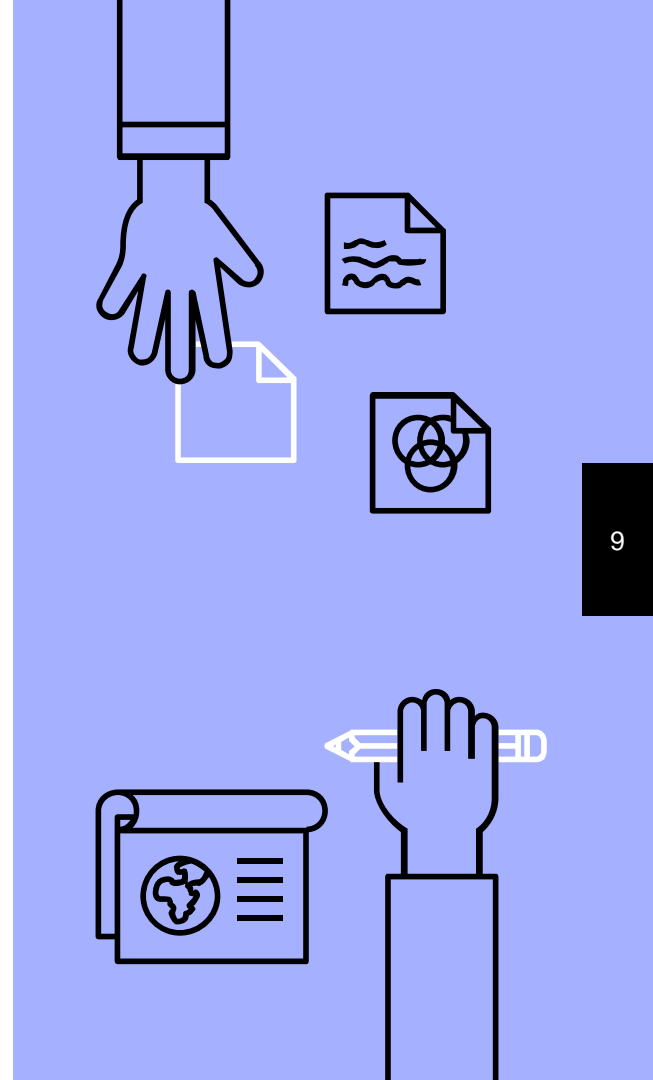
# Physical Access to Schools





a. Welcoming to parents;  
deterrent to aggressors

b. Easily locked down



# Areas of Focus

Fencing

Entry / Exit Points

Security Cameras

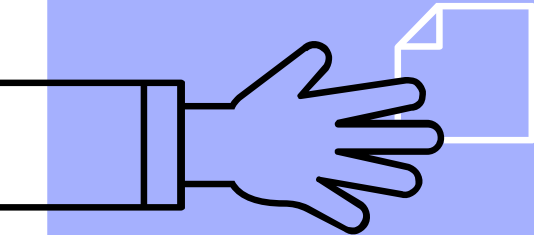
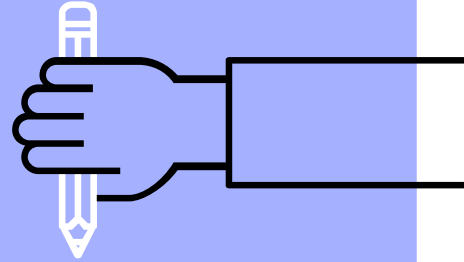
Lighting

Front Offices



2.

# Increased School Security Personnel and Training



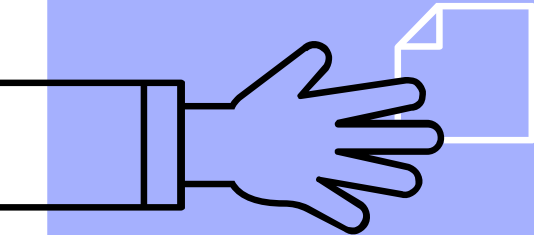
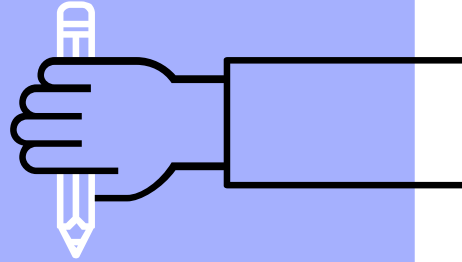
## LHHS Security Staff - 4 full time

- a. Background in security
- b. Crisis Prevention and Intervention (CPI) Training
- c. First Aid; Stop the Bleed Training



3.

# Training and Practice

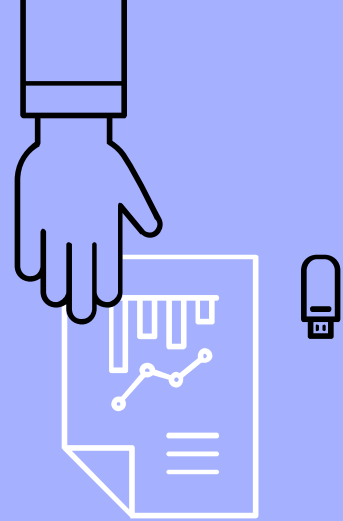


# Staff -

Safety precautions, e.g.,  
locked doors at all times

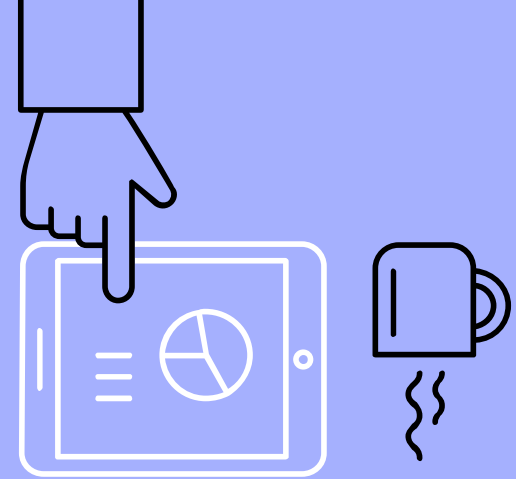
## Training

Active Shooter /  
Run – Hide – Fight  
Use of non-lethal force  
Threat Assessment  
Stop the Bleed



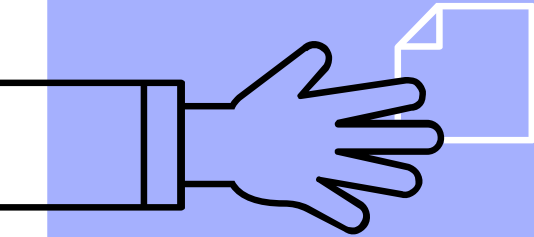
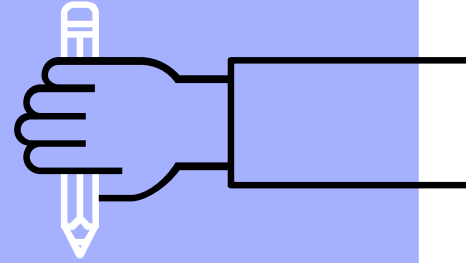
# Students- (as age appropriate)

- Run – Hide – Fight
- Stop the Bleed
- Drills - creating muscle memory
- Reporting - Tell an adult if you know or suspect (Bystander Study)



4.

# Proactive Steps





# Characteristics of a Safe School Climate

## ⇒ **Fosters Culture of Respect:**

1. Positive role models in staff
2. Open discussion in which diversity and differences are respected
3. Communication between adults and students is encouraged and supported
4. Conflict is mediated and modulated constructively

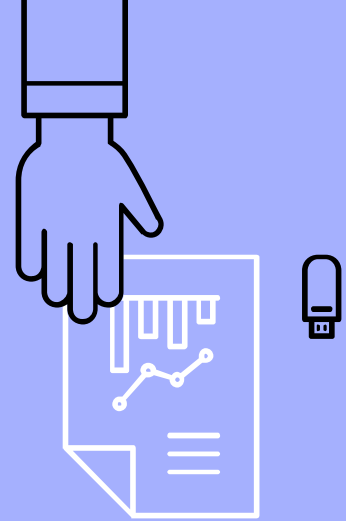
## ⇒ **Creates connection between adults and students:**

1. Development of trusting relationship between each student and at least one adult
2. Staff focus on addressing social-emotional development as well as the educational needs of their students

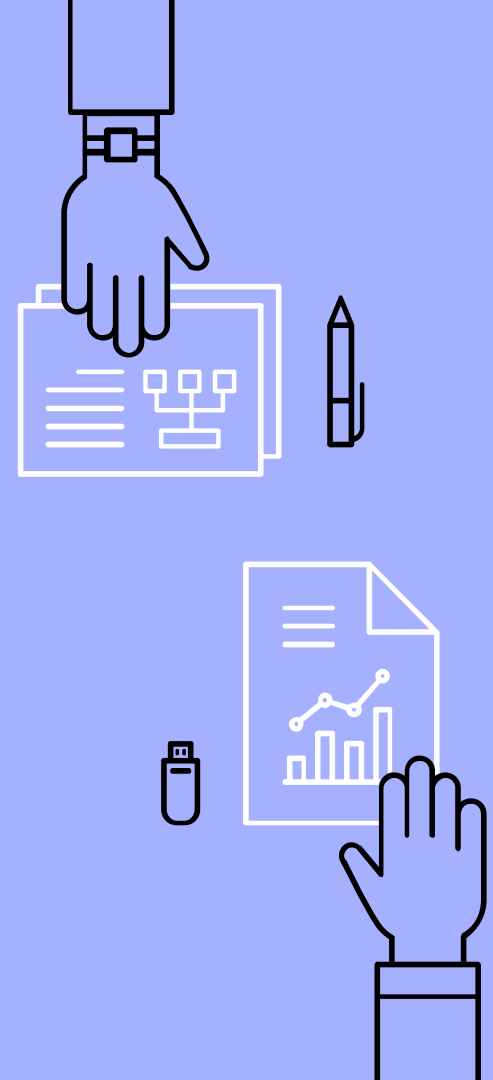
## ⇒ **Break “code of silence”: Tattling vs. Reporting**

## ⇒ **Implements of Comprehensive Violence Prevention Program**

1. School social skills programs
2. Deal with bullying and harassment
3. Crisis Prevention & Intervention Training
4. Intervention or treatment programs
5. Referral sources for high risk youth



- Rachel's Challenge
- Recognizing Influences of media- desensitization; easy to criticize from a keyboard
- Trust Building



***Lake Havasu Unified School District will engage each student with a focus on scholarship, character, and humanity – so that all students may graduate with the academic and social skills necessary to become responsible citizens and contributing members of society.***



