

School Safety and Security is Job One . . .

For All of Us!

Who are we?

Sherry Crum, Principal, Licking Valley Intermediate

Scott Beery, Principal, Licking Valley Middle School

Wes Weaver, Principal, Licking Valley High School

David Hile, Superintendent

Licking Valley Local Schools

- ❖ Rural district in eastern Licking County
- ❖ 2,100 students
- ❖ 128 teachers
- ❖ 40% free or reduced priced lunch
- ❖ 1 elementary building divided into two schools, K-2 & 3-5, sharing gym and cafeteria
 - We have a K-2 principal and Sherry is the 3-5 principal
 - 900+ students in the facility
- ❖ 1 middle school with 500+ students
- ❖ 1 high school with 630 students
- ❖ We have 1 School Resource Officer

Licking Valley Local Schools

- ❖ **Just about every family in our district owns guns and our students know how to use them.**
- ❖ **We don't have school the first day of deer gun season because most people wouldn't be there.**

Licking Valley Elementary



Licking Valley Middle School



Licking Valley High School



Safety and Security is Job 1!

Our priorities at LV:

- 1. The safety of all comes first**
- 2. Personnel Selection: Hire the best person every time for every position**
- 3. Every adult helping every child learn and grow every day.**



Safety and Security is Job 1!

“We have to put our kids and our employees in the best possible position to survive a school shooting.”

When we got serious about school security

- ❖ **November 2011** - Dept. of Homeland Security Presentation on Active Shooter Response at Denison University by **Amy and Amanda Klinger**
- ❖ **Sandy Hook Shooting - December 14, 2012**



LV's Approach to School Safety and Security

April 2012 - District vulnerability & intruder assessments - this establishes the baseline

May 2012 - Vulnerability & intruder assessment recommendations presented to Board with plan of action

June- Aug. 2012 - Vulnerability & intruder recommendations implemented

Sept. 2012 - Trained Admin Team in active shooter response techniques

Sept. 2012 - Trained 2nd & 3rd shift custodians in building safety & security

Dec. 2012 - Sandy Hook Shooting

Feb. 2013 - Trained entire district staff in active shooter response techniques

Feb. 2013 - Staff trained all students in active shooter response techniques

Feb. 2013 - Stakeholder meeting to discuss school security, our training, & new procedures for staff and students

April 2013 - Threat Assessment & Mitigation training for building Threat Assessment Teams

April 2013 - Student/Parent Reunification Training

May 2013 - Building Reunification Plans Completed

LV's Approach to School Safety and Security

June 2013 - Comprehensive Lockdown/Panic Alarm System installed in all school buildings

Aug. 2013 - EOP revised in collaboration with LE & FD

Oct. 2013 - EOP Board adopted and shared with LE and FD

Sept. 2014 - Gunshot Wound Management Training for all staff

Oct. 2014 - School bus emergency response training for all transportation personnel

Fall 2015 - Off-site school evacuation centers secured

Spring 2016 - Parent/student reunification drills conducted at off-site evac centers

Aug. 2016 - Re-trained entire staff in active shooter techniques (every 3 years)

Aug. 2017 - Initiated active shooter training for all new staff county-wide via LCSO

March 2018 - Modernized surveillance camera systems district wide

April 2018 - Installed secondary door locks on interior doors

Summer 2018 - Installed shatter resistant film on all first floor, exterior and entryway glass

Our greatest challenge . . .

❖ **Re-training the staff!**

- **We spent many years training our staff to lockdown and hide in their rooms.**
- **That was a very easy thing for them to do**
 - **they didn't have a lot of responsibilities**
 - **they didn't have to do much thinking**
 - **they didn't have to make many decisions**

❖ **Paradigm Shift**

- **We are now asking them to make decisions during an active shooter situation, when they're really scared**
 - **Shelter in place?**
 - **Evacuate?**
 - **Based on little information and changing variables**

❖ **We're also asking them to give up some control**

Comprehensive Panic/Lockdown System



Comprehensive Panic/Lockdown System



Comprehensive Panic/Lockdown System



The most important thing we do . . .

RELATIONSHIPS!

RELATIONSHIPS!

RELATIONSHIPS!

And it's free!

Letter to Community after Parkland . . .

“We can train our staff and students in all of the latest best practices around school safety, and we have, and we can spend tens of thousands of dollars to install the latest, cutting-edge school security equipment, and we have, and we can do all of the necessary drills, and we do, and if we don’t have positive relationships and trust as a foundation for our school community, it can happen here. RELATIONSHIPS. TRUST. VIGILANCE. COMMUNICATION.”

Sherry Crum, Principal, LVIS

- School Security at the Elementary Level
- Threat Assessment & Mitigation
- Drills
 - Debriefing



Students

Education & Drills

Trained to:

- Secure in place
- Barricade
- Flee
- Install door locks (Night Lock)
- Practice lunch and recess drills
- Monthly unannounced drills
- Never to open exterior doors for visitors

Staff

Education & Drills

All Staff:

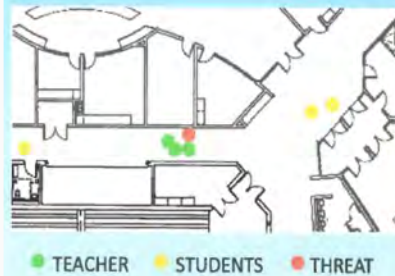
- Participate in extensive district provided training
- Have full authority to put the building in Lockdown
- Know that they are First Responders
- Participate in monthly drills
- Know how to lock all doors and activate alarm from a cell phone
- Participate in scenario-based discussions

Scenario- Based Practice

Different types of situations are presented throughout the year in staff meetings.

Possible responses are discussed.

STRANGER



- You and some other teachers are walking to your classroom when you spot a strange gentleman, none of you recognize looking at items on the wall.
- His "pass" is not visible.
- You ask if you could assist him and he simply says "no".
- The man seems to be very strange and you do not have a "good" feeling.

Parents

Education & Drills

Parents know:

- Procedures for entering building and picking up child
- Must acquire a Visitor Badge to move about the building
- That we practice drills and how they will be informed of a real emergency.
- Parent Reunification information
 - All receive invitation to participate in Reunification Drill

Threat Assessment

- ❑ All staff have been trained to look for risk factors & complete referral
- ❑ TAT includes principal, asst. principal, counselor and teachers
- ❑ Others included as appropriate
- ❑ Caution: All information is confidential and should not be used to profile students

What is the Threat Assessment Team?

- The process of determining how likely a person is to pose a safety risk or threat to the school community.
- Fact-based through the collection of information (over time).
- Goal: to identify, assess and manage

Drills

- ❑ Two announced drills at beginning of the year
- ❑ Unannounced monthly drills
- ❑ Drills during lunch and recess
- ❑ Reunification Drill

Debrief

- ❑ Teachers debrief with students immediately following each drill
- ❑ Staff debrief after every drill either in staff meeting, individual meeting or in writing
- ❑ Occasional debrief with law enforcement for feedback

Scott Beery, Principal, LVMS

- School Security at the Middle Level
- Threat Assessment & Mitigation
- Drills
 - Debriefing



Wes Weaver, Principal, LVHS

- School Security at the High School Level
- Threat Assessment & Mitigation
- Drills
 - Debriefing



School security

- We benefit from what our kids know when they get here!
- Increased importance of student reporting of issues @ high school level
- Strongly encourage independent decision-making



Threat assessment

- Anyone refers
- All the puzzle pieces...
- Who's on the team?
- By the numbers...
 - 5 yrs, 15 students
 - 1 high, 4 Moderate, 10 Minor
 - 7 of 11 Low to No, "graduate" / leave

Emergency Management Resource Guide

Threat Assessment Referral Form

If you become concerned that an individual may pose a risk for harming himself or others complete this form by stating your concern, checking the Warning Signs of which you are aware, and explaining items checked. Turn it in directly to the school's principal or designee. In an imminent safety threat, notify principal immediately and take immediate action to secure or isolate the individual, and move other students from harm's way.

Individual under concern _____ Date of birth _____
 Person(s) completing this form _____ Room/phone _____
 School _____ Date of referral _____

I. Reason for referral (explain your concerns). _____

II. Imminent Warning Signs (when an individual displays Imminent Warning Signs, take immediate action to maintain safety, mobilize law enforcement & appropriate school personnel)

<input type="checkbox"/> 1. Possession and/or use of firearm or other weapon	<input type="checkbox"/> 4. Severe rage for seemingly minor reasons
<input type="checkbox"/> 2. Suicide threats or statements	<input type="checkbox"/> 5. Severe destruction of property
<input type="checkbox"/> 3. Detailed threats of lethal violence (time, place, method, intent)	<input type="checkbox"/> 6. Serious physical fighting with peers, family, other;

III. Early Warning Signs (mark items, then elaborate below)

<input type="checkbox"/> 7. Social withdrawal or lacking interpersonal skills	<input type="checkbox"/> 18. Intolerance for differences, prejudicial attitudes
<input type="checkbox"/> 8. Excessive feelings of isolation & being alone	<input type="checkbox"/> 19. Drug & alcohol use
<input type="checkbox"/> 9. Excessive feelings of rejection	<input type="checkbox"/> 20. Affiliation with gangs
<input type="checkbox"/> 10. Being a victim of violence, teasing, bullying	<input type="checkbox"/> 21. Inappropriate access, possession, use of firearms
<input type="checkbox"/> 11. Feelings of being picked on	<input type="checkbox"/> 22. Threats of violence (direct or indirect)
<input type="checkbox"/> 12. Low school interest, poor academic performance	<input type="checkbox"/> 23. Talking about weapons or firearms
<input type="checkbox"/> 13. Expressions of violence in writings & drawings	<input type="checkbox"/> 24. Rumination over perceived injustices
<input type="checkbox"/> 14. Uncontrolled anger	<input type="checkbox"/> 25. Seeing self as victim of a particular individual
<input type="checkbox"/> 15. Patterns of impulsive & chronic, hitting & bullying	<input type="checkbox"/> 26. General statements of distorted, bizarre thoughts
<input type="checkbox"/> 16. History of discipline problems	<input type="checkbox"/> 27. Feelings of being persecuted
<input type="checkbox"/> 17. History of violent, aggressive & antisocial behavior across settings (i.e., fighting, fire setting, cruelty to animals, vandalism, etc., especially begun before age 12)	<input type="checkbox"/> 28. Obsession with particular person
	<input type="checkbox"/> 29. Depression
	<input type="checkbox"/> 30. Marked change in appearance
	<input type="checkbox"/> 31. Other _____

IV. Explain checked items; describe known Precipitating Events (use back if needed) _____

V. Turn in this form and any materials you may have which may be necessary to conduct a preliminary risk assessment (i.e., writings, notes, printed e-mail or internet materials, books, drawings, confiscated items, etc.). This information should be routed to the Principal or his/her designee.

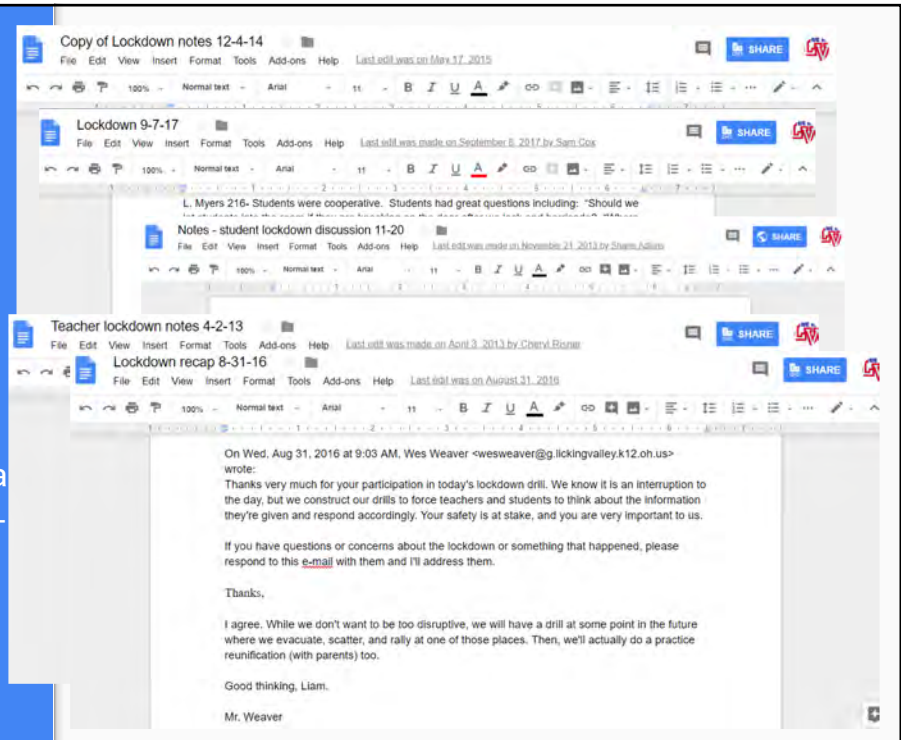
FOR OFFICE & EMERGENCY RESPONSE TEAM USE:

Date Received: _____ School Case Manager assigned to follow referral: _____

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Lockdown debrief

- Most effective: immediate classroom conversation
- After school / G-doc
- Totally transparent reporting (students via e-mail, teachers via G-doc, etc.)



Questions?