

Campus Safety[®]

ONLINE SUMMIT

SPEAKER Q&A



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SPEAKER Q&A

Illegal Drugs, Vaping, Bullying and Assaults: Protecting Areas on Campus Where Video Surveillance Can't Be Used Sponsored by

Is this an actual device out there today or just a concept?

Yes HALO is an actual device already in place in many schools in the USA. To view to see more features visit www.IPVideocorp.com

With Halo - if activated via "help Halo" or gun shot - does the device sound an alarm so the perp/victim know an alert has been sent?

Yes, the device can be programmed to send silent alarms to whomever you designate (Admins or security etc) or it can emit an audible alarm or a pre-recorded message such as "Alarm activated security notified"

What is your opinion on removing SRO's from schools?

SRO's are normally highly trained police officers who are assigned to school or school district. Their job is to provide an on the scene law enforcement presence to prevent violence such as school shootings or other problems. Many SRO's create bonds with the students and become a trusted adult in the school. I am not in favor of removing them but, that is a school and community decision. If you are considering removing SRO's, I can offer training for school staff on de-escalation techniques and conducting proper investigations in school.

What is the definition of Hazing? Is it hazing in a sport where determination is being determined by adversity? Or is it hazing in a military experience where not performing is criticized and you are made fun of as part of the process to get you to perform better? Are the statistics on Hazing being presented based on hazing that includes safety issues? Or is it all hazing?

Hazing is usually a non-sanctioned activity. When someone wants to join a group, a sports team or fraternity as we see in many high schools and colleges. The person wanting to join will be subjected to some kind of initiation such as having to sing for three hours straight or recite the groups motto etc. This is benign kinds of hazing. The other kind of hazing involves potentially dangerous activities such as having the person who wants to join drink alcohol in very high amounts or there could be some kind of physical activity they must endure. These kinds of hazing incidents can and have led to severe injuries and death. Many of these kinds of activities take place in locker rooms or dorm rooms.

Understanding Threats and Cyberbullying: Keeping Students Safe While at Home

Why BARK instead of Gaggle?

Bark is an app we have had a good experience with. We have never used or tested Gaggle. It may be a great option. I'd suggest comparing their features.

To what extent can the school intervene?

If the incident occurs at the school, includes school computers, or there is a nexus to the school that might impact the educational experience for other students in the operation of school, the school can discipline.

SPEAKER Q&A

Enhancing School Security: An Overview of SchoolSafety.gov's Free Resources

Is there a vetting process for anyone wanting access to this information and resource database to make sure that not just anyone has access to specific school safety information?

Answer from Trent Frazier

The Secure Information Sharing Platform is through the Homeland Security Information Network (HSIN), which is a secure and private system originally created for the law enforcement community. HSIN has been used successfully to share information for more than 10 years. Within the HSIN system, the academic community will have its own platform as an expansion of the website. Prior HSIN users, such as the law enforcement community, will not be allowed to have access to the website without applying and being granted access. Access is restricted to members only and new applications are vetted to ensure that users are actively involved in school safety planning.

Liability Considerations When Re-Opening

Has your school discussed the issue of burden of proof? How would anyone prove they contracted the virus at a school?

We are looking at the burden of proof- contact tracing is the two edged sword here.

**Will the information presented only be applicable to K-12 landscape?
Will it apply to university campuses?**

Liability issues are similar the nature of the relationship in K-12 is somewhat different than higher ed.

De-Escalating Problems When Frustrations Are High

What, if any, explicit training opportunities have been developed in light of recent inequity practices that have come to light?

I can only address what is being done in Virginia; more specifically northern Virginia. New recruits in the police academy receive over 50 hours of training in communication and de-escalations skills, cultural diversity, implicit bias, etc. Additionally, reality-based training scenarios ensure their ability to implement these concepts in actual interactions. Incumbent officers are required to take biennial cultural diversity training to maintain their law enforcement certifications. In my department, we offer regular training on various general orders, which prescribe ways of interacting with the public, requirements of officers to intervene if they observe wrongdoing by another officer, etc. The ubiquity of cameras, both personal and on campus, make it likely that unprofessional behavior will be recorded. All complaints against officers are independently investigated, sometimes by outside agencies in serious cases. Finally, as part of the on-going professional development requirement that all officers must complete every two years, officers may elect to attend police academy training in various communication skills, cultural subjects, mental health awareness and response, community policing, etc.

SPEAKER Q&A

Are there mental health professional/police officer teams in your area? If so, what are statistics regarding their effectiveness?

In the Commonwealth of Virginia, there is an on-going effort to train officers in the best practices to deal with citizens with mental health challenges. The program, known as "Crisis Intervention Team" training, is conducted throughout the country. In my department, for instance, our immediate goal is to have a minimum of 50% of all officers complete this training. We always have someone on duty on each campus who has completed this training and who is available to answer calls. Additionally, all our supervisors have completed the training and mentor officers, either in person during calls or after via reading the officers' reports. While we have mental health professionals at the College, they do not accompany officers on active calls. They may be called to a scene, if needed, but do not accompany officers for their own safety. Despite a college population of about 80,000 faculty, students and staff, the very few (5-10) complaints about NOVA officers received annually are due in part with the mental health and verbal de-escalation skills received by our officers.

What is stringing?

Stringing is a nervous habit in which one repeatedly winds a string around one forefinger and then unwraps it and winds it around the other forefinger.

Returning to School: Considerations for Those with Access and Functional Needs

What happens if the school does not have the funds to upgrade their doors? Any other suggestions?

This will be the case for many schools, but thinking about the concept could provide other ideas for possible short term solutions. Each school will be different and for some these types of changes simply will not be possible or practical.

If you have a location that would benefit from modifications, discuss this with your facilities or maintenance personnel to see what options may be available.

Even if you cannot come up with a solution, or if the solution will take too much time or money to be practical, taking these steps to consider options and documenting this process can help to demonstrate due diligence.

Taking these efforts and documenting them can also be helpful in requesting funding or when applying for grants. An ongoing concerted effort to identify and fix issues is always helpful- especially when they can also benefit safety or operations in the long term.

SPEAKER Q&A

K-12 General Session: The Road to Re-Opening Your District

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What was that website Gary mentioned for getting information on? Emergency Management.

Please refer to [HERE](#).

Would thermal imaging be effective given that many children contracting COVID-19 would be asymptomatic?

- a. The CDC has advised that 83%-99% of all recorded COVID cases will develop a fever at some point. Fever Detection should not be the beginning and the end of a school's response plan, however, it is the only type of threat detection for the threat of COVID-19 that schools can do. Fever Detection is NOT useful when only conducted at entrance points however, if done continuously throughout the entire school, fever detection will allow schools to track rate and spread of infection and conduct on-campus contact tracing. Tracking rate and spread of infection will allow schools to make informed decisions on IF they need to close WHEN someone on campus is diagnosed with COVID-19.
- b. No it would not be. The FDA does recognize thermal imaging as possible solution along with the below.
 - i. Fever Detection Technology - Temperature-based screening, such as thermal imaging, is not effective at determining if someone definitively has COVID-19 because, among other things, a person with COVID-19 may not have a fever. A diagnostic test must be performed to determine if someone has COVID-19.
 - ii. Contact thermometry - Contact thermometers measure temperature using the heat transfer phenomenon known as "conduction." They require physical contact with the subject to bring the sensor body to the subjects temperature. Contact thermometers are classified based on the sensor type used for the measurement, i.e., the thermocouple, resistance temperature detector (RTD)
 - iii. Non-contact thermometry - One method to measure a person's surface temperature is with the use of non-contact infrared thermometers (NCITs). NCITs may be used to reduce cross-contamination risk and minimize the risk of spreading disease. While typically 98.6°F (37.0°C) is considered a "normal" temperature, some studies have shown that "normal" body temperature can be within a wide range, from 97°F (36.1°C) to 99°F (37.2°C). Before NCITs are used, it is important to understand the benefits, limitations, and proper use of these thermometers. Improper use of NCITs may lead to inaccurate measurements of temperature.
- iv. Pros:
 1. Non-contact approach may reduce the risk of spreading disease between people being evaluated
 2. Easy to use
 3. Easy to clean and disinfect
 4. Measures temperature and displays a reading rapidly
 5. Provides ability to retake a temperature quickly
- v. Cons:
 1. How and where the NCIT is used may affect the measurement (for example, head covers, environment, positioning on forehead).
 2. The close distance required to properly take a person's temperature represents a risk of spreading disease between the person using the device and the person being evaluated.
- vi. Proper Use of NCITs: The person using the device should strictly follow the manufacturer's guidelines and instructions for use for the specific NCIT being used. The manufacturer's instructions for use typically include the following information and recommendations for proper use:
 1. The person using the device should strictly follow the manufacturer's guidelines and instructions for use for the specific NCIT being used. The manufacturer's instructions for use typically include the following information and recommendations for proper use:

SPEAKER Q&A

- a. Preparing the Environment and NCIT: The use environment may impact the performance of the NCIT. Instructions will typically include recommendations for optimal use, such as the following: Use in a draft-free space and out of direct sun or near radiant heat sources. Determine if conditions are optimal for use. Typically, the environmental temperature should be between 60.8-104 °F (16-40 °C) and relative humidity below 85 percent. Place the NCIT in the testing environment or room for 10-30 minutes prior to use to allow the NCIT to adjust to the environment.
2. Preparing the Person being Evaluated:
 - a. In preparation for taking a temperature measurement with an NCIT, the person using the NCIT should typically ensure that:
 - i. The test area of the forehead is clean, dry and not blocked during measurement.
 - ii. The person's body temperature or temperature at the forehead test area has not been increased or decreased by wearing excessive clothing or head covers (for example headbands, bandanas), or by using facial cleansing products (for example cosmetic wipes).
 - vii. Thermal Imaging Systems and COVID-19 - A thermal camera locks onto a person's face. Then, the system software locates the hottest point on the face—the corner of either eye, where the upper and lower eyelids meet—and captures the person's body temperature, which appears on an accompanying display that is monitored by school staff. Indeed, staff see a sort of surreal purple, red and yellow image of each individual who approaches; once a body temperature is captured, that number appears onscreen, above a small box outlining the person's face.

What about mask requirements in schools? South Carolina doing it?

- a. At this time, in Illinois, masks are a requirement.
- b. Idaho is leaving that to a local decision
- c. Face coverings should be required in all areas where physical distancing cannot be maintained if only for the sole reason that it is one of the only forms of prevention that can be feasibly implemented in a school environment.

What to do when a grade 2 student tests positive?

- a. In Illinois, we follow county health department guidelines.
- b. What is school procedure for any sick child. The response at a school level will look much the same.
- c. When anyone tests positive for COVID-19, the first that will need to be done is isolation. Once that has been completed, contact tracing is going to be critical in order to determine if there is a spread of infection on campus and what the rate is.
- d. When anyone tests positive for COVID-19, the first that will need to be done is isolation. Once that has been completed, contact tracing is going to be critical in order to determine if there is a spread of infection on campus and what the rate is.
- e. If a virus outbreak requires the closure of a district, individual schools, or affects specific groups of students there is lot that can be done. This question would be be worked out with the local health department.
- f. Schools will need to work with local or state Board of Health to develop protocols and policy when dealing with a child who is exhibiting symptoms of COVID.
- g. Our state health department has provided guidance which can be found at [HERE](#). G7:H7

SPEAKER Q&A

So you are allowing some teachers to be only virtual? How are you working with the union for some teachers on campus and some virtual?

- a. In Illinois, decisions (e.g. virtual vs. onsite) are being made at the district level with accountability to the Regional Offices of Education (ROEs).
- b. Idaho is also a Dist. by Dist. process as to delivery and who will teach in what fashion.
- c. We need to be conscientious of creating a safe environment for EVERYONE on campus. We will feed systems of bias and inequality if we allow only a select few individuals the “safety” of learning and teaching from home.
- d. I agree with how others have answered the question. To add a teacher could work with their physician for a doctors note if they or a member of the household could be vulnerable to covid. Some district will allow unpaid leave for those staff who may be concerned. Now a really interesting dynamic is many subs teachers are older groups that can be really hit by COVID. This important group must not be overlooked as well.
- e. I see the need for Schools and the Unions to implement MOUs to address issues not in the Collective Bargaining Agreements. There needs to be flexibility for staff members who want to continue teaching but are in a high risk group and cannot be in the classroom. The greatest issue will not be the Schools and the Unions working together but the additional funding needed to meet the needs to educate students during the pandemic.
- f. South Carolina does not have unions, but its teacher organizations have advanced the idea that teachers with health concerns could be full-time virtual if that district offers that option. What they strongly oppose is tasking teachers to teach in the classroom and also be responsible for virtual classes.

What about a campus with dorms?

- a. Obviously, CDC, local and state guidelines apply. You may also find helpful guidance from your insurer and other entities like yours.
- b. Avoid congregating, gathering, or hanging out in common spaces. Wear face coverings in common areas and public spaces. Wash hands frequently and avoid touching your face. Adhere to physical distancing protocols, which means maintaining at least 6 feet of distance between yourself and others. This includes when leaving your room to do your laundry, getting food in a dining hall, etc. Follow the “no guest” policy. All living areas are considered “residents-only” communities. Additionally, residents may not visit each other’s rooms in-person, even if they live in the same residential facility.

What square footage per person is being applied?

The KnowWhere Campus Safety System monitors temperature throughout the day in every room, hallway, and area of the campus. We read body temperature from 18ft away in classrooms and 32ft in hallways and larger common areas with a temperature accuracy range of $\leq \pm 0.1^{\circ}\text{F}$.

How are students to be approached and directed for isolation?

- a. Following local, state and federal guidelines
- b. With the use of the KnowWhere Campus Safety System’s Infection Lockdown feature this is done automatically through contactless audio and visual directions.
- c. The key is to work with your local board of health and school nurses to create the appropriate processes and procedures. The key is to do it holistically and avoid making this process into something very fearful.
- d. Schools will need to work with local or state Board of Health to develop protocols and policy when dealing with a child who is exhibiting symptoms of COVID.
- e. Isolate and limit areas of exposure. Refer to local policy on contact tracing and notification of parents+G11:H11, and quarantine requirements if any.

SPEAKER Q&A

There was reference to the high cost of thermal monitoring technology...what do the schools consider to be “high cost” of this technology and how to you monitor that in regards to the safety of the students, teachers and visitors?

- a. A parallel can be drawn to any protective measure and technology that is in place. Use collaboration + consensus as a formula to pursue all potential solutions.
- b. As Paul notes this will be an action only if a community is willing to fund, Consensus, likely at the ballot box for a bond or levy will be necessary
- c. The best thermal camera resolution on the market is 1280x960 pixels. If you are purchasing temperature monitoring technology, you need to be aware that many companies will market infrared scanning as thermal scanning. Thermal is typically more expensive but is far superior if being used for fever detection in a school environment. We should be prioritizing technology with multiple applications. COVID-19 will not be the only threat that schools face this year.
- d. Right now funding is going to be tight for schools. They are going to have to divert funding from elsewhere for the response to COVID. I will state that I am worried about this because the other hazards that we deal with have not disappeared. The response MUST be carefully thought out.
- e. As with any technology used to keep students and staff safe, a district should conduct a hazard analysis with the assistance of the local/state Board of Health to help determine if there will be enough return on the investment to justify the cost. And as Alan stated, the cost of the equipment is just one of the costs. What is the cost to train and staff the the technology, installation, and maintenance?
- f. Well it depends on your budget. I suspect the prices will come down and the technology will improve. Another cost factor many don't consider is the staff required to monitor the equipment.

Talking about Lockdowns. What are your recommendations for social distancing while hiding? Some of our classes all go into a closet in the classroom.

- a. Social distancing would only be an issue for lockdown drills. Risk management dictates that, during an actual emergency, the first priority is to save lives.
- b. Physical distancing will not and should not be a consideration in response to an incident. Drill and exercise processes will need to be adapted, modified or curtailed See this [website](#) for an example adapted fire drill procedure in use in Idaho.
- c. If an active threat situation were to happen my thoughts is the response to that potential for violence is immediate and supersedes COVID. The issue is going to be how to we train for it this year. My thoughts are virtual trainings and classroom visits. PASS recently created a whitepaper on drills. To view [click here](#).
- d. Going back to IS 100.c, your first two priorities during any event are Life Safety and Incident Stabilization. If there were to be an Active Threat, would be your greatest priority be protecting your students from immediate harm or protecting your students from the possibility of a virus? We must protect our children and staff from the immediate risk, the Active Threat. I suggest altering drills so that the drill does not put students at a greater risk for COVID-19 exposure. Remember, exercises and drills can be discussion based and do not have to simulate a threat in the building.

Is it legal for a district to eliminate school bus transportation or limit it to only families without transportation options, or for kids with special needs?

- a. Not in Illinois, Idaho, South Carolina or Ohio
- b. Ohio law requires districts to transport eligible nonpublic and community school students to and from school.

SPEAKER Q&A

How do you all feel about utilizing apps for disseminating information quickly to parents, students and staff etc?

- I love it as part of an overall, redundant strategy. Don't forget to account for the few who might not have smartphones.
- As noted I lean to the Belt and Suspenders approach. Apps can be a layer of an multi layer solution to communications
- Apps are just one layer of getting information out to stakeholders. The Apps should be added to a school's existing Mass Notification System, website, Twitter account, Facebook page, and the relationships between the person who handles communication and local media.

How could we leverage technology to help with infection management in before and after school programs where there is limited staff available?

- Before we leverage technology, schools must have people and documented practices in place. ICS is not even in place in most extra-curricular activities. It's time to address that first. The Staff Skills Survey & Inventory can help.
- The KnowWhere Campus Safety System monitors temperature throughout the day in every room, hallway, and area of the campus. We read body temperature from 18ft away in classrooms and 32ft in hallways and larger common areas with a temperature accuracy range of $\leq \pm 0.1^{\circ}\text{F}$.
- I created a long list together recently. What struck me that many of the existing technologies can help. For example in our school program using the integrated video audio station and streamlining the drop off and pick processes and procedures. The key is for a team to carefully look at what you got and figure out alternative ways to use the technology. I did create a 24 page document recently that should be posted soon. However I would be happy to share a draft or exchange thoughts about this in more detail.
- The same protocols used during the school day should be used for programs before and after school. However, this could require additional staff to monitor a student who exhibits symptoms and needs to be distanced from the other students.
- First, it's a question of money. It also depends on whether the program is run by the school or an outside entity. It's possible to pool resources. I don't want to advocate for any particular solution, but I would suggest the scale of technology should fit the size of the program. A person with a contactless thermometer may be more cost effective than a thermal imaging camera for a program with 30 kids

How can technology like thermal imaging or classroom monitoring be used to "force multiply" the staffing and new operational plans being developed?

- Focus on technology that operates autonomously. For example, the KnowWhere Campus Safety System is the equivalent of adding between 100-250 additional eyes and thermometers on campus.
- I don't believe thermal imaging will be a force multiplier. Please refer to the FDA guidelines [here](#) and [here](#). The fact that this technology can work but it would take some serious process and procedures to set up in the schools.
- I am not sure adding thermal imaging would be considered a force multiplier. Educators will be working harder than ever to provide quality instruction and asking them to also use a thermal imaging device will add to their workload. If anything, schools will need to add more staff to monitor the device, follow guidelines from moving the infected student from the rest of the student body, monitor a room for students showing symptoms, and contacting parents.

SPEAKER Q&A

How will we communicate in real time to students during an active infection scenario?

- a. High School students should be on the parent notification systems - At times, in their own group and, at other times, in the general audience. I recommend that Middle School students are included, as well. Outside of that, schools can communicate with that stakeholders group through social media, etc.
- b. You can consider mass text options specific to the student group. It is the rare student without a SMS txt enabled phone.
- c. Messages can be sent out using the school's existing Mass Notification System, website, Twitter account, Facebook page, and the relationships between the person who handles communication and local media.

Do you think it would be better to do the temperature check when they get off of the bus?

That way they wont enter the school in case they have a fever.

- a. Many states are leaning toward placing the responsibility for temperature-taking on parents (and having them sign waivers).
- b. I would submit that the need is prior to entering the bus if you are serious about contagion control.
- c. Fever Detection is NOT useful when only conducted at entrance points however, if done continuously throughout the entire school, fever detection will allow schools to track rate and spread of infection and conduct on-campus contact tracing. Tracking rate and spread of infection will allow schools to make informed decisions on IF they need to close WHEN someone on campus is diagnosed with COVID-19.
- d. THE PARENTS are going to have to be a big part of this. There is no way to check the temperature of every student and staff member in a quick enough fashion. A key point is to educate the parent, staff and students on what to do if they are sick, how to report etc, Just like we create protocols for weather and other threats we will have to the same to educate our stakeholders.
- e. I do not believe schools can logistically take the temperature of every student entering the building. In many schools, the majority of buses arrive during a 10 minute window. Trying to check the temperature of every student during that small window would be like showing up to the airport 10 minutes before your plane starts to board on a holiday weekend.
- f. South Carolina is not recommending temperature checks at this time because of the logistics. It also begs the question of checking students before they get on the bus. As stated above, to me temperature checks are more of a deterrence tool.

Do you feel thermal imaging will be an effective strategy given the high % of asymptomatic virus carriers?

- a. Thermal imaging is complicated. Caution should be used in approaching it as a core solution. FDA guide lines must be followed. Schools do well to ensure basic elements of safety & security are in place first.
- b. We need to remember that we are making assumptions that aren't based on facts but on an every changing environment. "New data on COVID-19 are available daily, yet information about the biological and epidemiological characteristics of COVID-19 and SARS-CoV-2 remain limited, and uncertainty remains around nearly all parameter values." (CDC website). We are living in the data collection phase of this virus where every new day gives us more data. Thermal imaging can be effective but it is not an end all be all however, it is a concrete step that can be taken in threat detection.
- c. Please refer to the FDA guidelines [here](#) and [here](#). The fact that this technology can work but it would take some serious process and procedures to set up in the schools. The key is to pilot program a technology first to see if it meets your needs
- d. Although thermal imaging may have a place in schools, it would be best to believe everyone may be carrying the virus and follow your state's guidelines to reduce the spread.
- e. A stated above with the metal detector analogy, it may cause parents to think twice about sending a potentially sick kid to school, but probably not an effective method if the goal is to "catch" virus carriers

SPEAKER Q&A

Are you finding that a districts EOP is being used on all these topics to be able to prevent, prepare, respond and recover?

- a. In general, no. Those that had a “pandemic” component were not envisioning COVID-19. For that matter, many districts did not have a robust “civil disturbances” component. Both of those areas can and should improve. Either way, the Continuity of Operations Plan (COOP) should have been in place and also should be much better now.
- b. Here I agree with Paul. Pandemic plans were developed following H1N1 and like many other plans they went on a shelf. And bore little resemblance to the operational reality in the school district. Plans are only as good as the ability to implement them. In to many cases they were written to check off the box and the solo author went on to their next task. Good EOPs are the product of collaboration, implementation, Exercise and/or experience. review and upgrade in an ongoing process.
- c. Yes very much. I feel districts have done quite well on what they have been have given. We wrote this article a few months ago exploring this subject, [click here for article](#).
- d. The majority of school EOPs I have reviewed are very weak when it comes to a pandemic. In some regards this makes sense because schools have to follow the orders of their state/local government and their Board of Health. However, there are parts the school has control over such as their Continuity of Operation Plans (COOP), their communication plans, cleaning protocols, and possible infection surveillance, just to name a few, that should be covered in their Pandemic Annex.

Aaron: How does autonomous technology work in relation to communication systems to inform everyone of a potential fever hot spot?

Our autonomous technology is able to perform location specific communication via audio and visual alerts on our hardware, KW-PODs. We install KW-PODs in every room, hallway, and common area of a school. System administrators receive more detailed alerts to their mobile devices. If you are trying to integrate autonomous detection technology with an existing communication system it is important to account for the gaps preexisting in those communication systems. For example, can everyone inside and outside hear notices on your PA system? If your communication system is app based, does everyone have a phone? What are your redundancies?

KEYNOTE: Recovering from All Threats and Hazards: Creating Community Partnerships So Your School and Campus Can Get Back on Its Feet

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Can you comment on HIPPA? This is a touchy topic as it pertains to the COVID scenario at all levels.

Answer from Janelle Hughes

We recommend that you view the variety of resources on this topic available from the U.S. Department of Health and Human Services. To view [click here](#):

What does EOP stand for?

Answer from Bronwyn Roberts

Emergency operations plan.

SPEAKER Q&A

How do you recommend approaching MOUs with law enforcement agencies with the current climate regarding campus policing?

Answer from Janelle Hughes

Law enforcement agencies are key school and higher ed safety, security and school climate partners. The REMS TA Center recently hosted a Webinar that highlights the role of School Resource Officers in school safety efforts. View that Webinar [here](#). This Webinar provides a number of key considerations for education agencies and law enforcement partners to consider as they explore the role of SROs and security staff in ensuring school safety. We also recommend exploring the variety of resources available via the U.S. Department of Justice and their Office of Community Oriented Policing Services (COPS Office). Through the COPS Office, the federal government promotes that “community policing begins with a commitment to building trust and mutual respect between police and communities.” [Click here](#) to learn more about the COPS Office and their role in supporting safe schools and campuses.

Are there any common mistakes you’ve seen made when it comes to sharing information protected under FERPA?

Answer from Bronwyn Roberts

There are many common challenges education agencies face in understanding what information they can and cannot share when managing the before, during, and after aspects of school emergencies. One aspect of this in particular is student’s PII. Generally, FERPA has strict provisions around the sharing of PII; however, there are some exceptions. In particular, disclosure of this information may be allowable under the health or safety provision: when doing so is necessary to protect health and safety of individuals. It is especially important for school emergency practitioners to understand these rules to balance both the interests of student privacy and the safety of the community.

[Click here](#) to find more information about those challenges and other considerations specific to FERPA via a recent REMS TA Center webinar.

Does REMSTA Center have sample MOUs or do we need to go to DHSEM?

Answer from Janelle Hughes

Yes! Find sample MOUs via the REMS TA Center Tool Box [here](#).

Do you have any sample MOU’s regarding Mental Health that involves both Colleges/ Universities and local law enforcement agencies in their respective Communities?

The REMS TA Center does not currently have any sample MOUs specific to this topic in our Tool Box. We recommend that higher ed practitioners join the Disaster Resilient Universities (DRU) Network®, as there may be higher education partners with access to MOU samples that fit your needs. To join [click here](#).

SPEAKER Q&A

Accounting for the “Other:” Examining Clery Act Emergency Notification Policies in Light of COVID-19 Response

Emergency Notifications require at least one follow up, however a follow up does not seem to make sense if we send a notification of a confirmed case to a portion of the campus community.

It is helpful to send a follow up after disseminating an emergency notification. You may include information related to resources, or other pertinent information regarding the situation itself. The notification can be segmented, so for Emergency Notifications so you may have a smaller depending on who is still on campus.

Just to clarify, are you saying that if someone in the campus community had direct exposure, that is an immediate threat? (Even though the CDC does not consider that person to be an immediate threat to the health of others.)

Many campuses chose to issue emergency notifications, either because of a confirmed case of COVID-19 within the community or direct exposure to someone with a confirmed case of COVID-19 because they did see these scenarios as potential threats to the health and safety to members of their campus communities. The handbook states that “immediate” can also refer to an “imminent or impending threat.” Remember that emergency notification policies should have procedures to provide necessary follow-up information. This still remains critical over the summer, even if many members of your community have moved off-campus and into the fall.

Maybe I missed it, but should we be sending notifications out for positive COVID cases?

Last semester, many campuses issued emergency notifications, either because of a confirmed case of COVID-19 within the community or direct exposure to someone with a confirmed case of COVID-19. Remember that emergency notification policies should have procedures to provide necessary follow-up information. This still remains critical, even if many members of your community have moved off-campus. Since emergency notifications may be segmented, make sure to maintain an active list of who is still physically present on campus in case any future communications should be segmented to certain groups. You will want to proactively inform your campus community if there are temporary changes to how facilities will be used in response to this crisis and who that will directly impact, especially moving forward as many campuses return to in person instruction this fall.

Is there a guide or checklist about which parts (if any) of Clery apply to K-12?

The Clery Act was created specifically for institutions of higher education, specifically for all postsecondary institutions participating in HEA's Title IV student financial assistance programs. There are many laws that apply to K-12, some even have overlap across K-12 and Higher Ed, but Clery is designed for post secondary schools.

When do we start alerting? When there is a positive test or if there is a possible threat?

Many campuses chose to issue emergency notifications, either because of a confirmed case of COVID-19 within the community or direct exposure to someone with a confirmed case of COVID-19 because they did see these scenarios as potential threats to the health and safety to members of their campus communities. The handbook states that “immediate” can also refer to an “imminent or impending threat.” Remember that emergency notification policies should have procedures to provide necessary follow-up information, so if you did in fact have a positive case, you may want to alert your campus community of not only the situation, but possible resources. This remains critical over the summer, even if many members of your community have moved off-campus and into the fall.

SPEAKER Q&A

We have identified that there is a category in between Emergency Notification and Timely Warning : Health Alert. However, the handbook is not clear about health alerts. It would be nice to have better Health Alert guidance.

A “health alert” would technically fall under an Emergency Notification. The handbook states that you should “Use emergency notification procedures whenever there is an immediate threat to the health OR safety of students or employees on campus.” Therefore, you can use your emergency notification policy procedures to address concerns related health as well.

Has the dept of ed indicated how they will handle violations of emergency notification requirements?

I don't have specific guidance I can speak to at this moment regarding emergency notification violations, but I can say that there have been program review findings in the past related to Timely Warnings. Therefore, there is always a possibility of a finding related to an Emergency Notification, as it is an aspect of Clery compliance. In cases when there is a finding related to a TW, the Dept. of Ed has called out the process for which a school makes a determination to issue or not to issue. Therefore, it is important to consider your rationale and documentation. Ensuring that you follow your policy and can document the reason why you did or did not issue and emergency notification (and corresponding documentation) will ultimately be the basis for whether or not a finding is made.

Does the after-action review have to comply/follow HSEEP or is there a different model/template we may use?

The after action plan we are referring to here does not have to comply with HSEEP, but it very well could. We are recommending more of a process rather than a specific step-by-step. The main intention is for you and your colleagues are able to take a step back, review, reflect, and to identify success and areas for improvement. Now is a great time to do that, especially as many schools are preparing for in person classes this fall.

Managing The New Normal and The Impact on Campus Police/Security

Chief, where do you keep the used towels each day?

We have a laundry basket that they go into, and then I take that basket once a week to wash the towels and disinfect the basket (spray the disinfectant and let it dry on its own to ensure adequate dwell time). Doing the laundry isn't really a Chief's job, but it shows the staff that I am supporting them and not afraid to pitch in.

What product are you using to disinfectant your vehicles?

We are using Simple Green d-5 Disinfectant for general disinfecting, and for special disinfecting, we use a misting machine (through our Facilities department) that imparts a static charge to particles.

What product are you using for disinfecting? Is there a website to order from. .? We are having a hard time locating disinfecting wipes and supplies.

We are using Simple Green d-5 disinfectant (which is a different product than the Simple Green cleaner). It is a quaternary ammonia compound, just like Clorox wipes.

SPEAKER Q&A

Are the towels used just once, or used multiple times?

The towels are only used once, and then put in the basket for laundering. We have a supply of 100 microfiber towels stacked up and available, so that easily gets us through a week.

What does EOC stand for?

Emergency Operations Center

Screening, Tracing, Testing: Rapidly Integrating Technology Systems to Protect Vulnerable Populations

Sponsored by  PARSONS

Do you know of anyone who is testing the wastewater stream for the RNA of the virus as a means of “mass” monitoring?

We have read of public research into this area but have not seen it being executed in practice. [Click here to view.](#)

Evaluating School Climate and Culture: Ensuring Safe & Caring School Communities in the Age of COVID-19

Why don't we call it “Physical Distancing” in place of social distancing? People are social beings and still need socialization, even during pandemics. If we keep calling it social distancing, subconsciously people feel more isolated- I think.

Absolutely! We need to start to promote “physical distancing” NOT “social distancing”. We can remain at distance physically but why not connect via Face time or a phone call.

When leakage comes to law enforcement attention, how can this best be documented? What is the best course of action?

It's important to bring this information to the attention of your threat assessment team members. Law Enforcement (SRO's) are apart of your threat assessment teams. As per your policy and procedures for your school districts threat assessment process this leakage may warrant a formal threat assessment process. Feel free to email me if you have further questions nick@saferschoolstogether.com

Higher Ed General Session: The Road to Re-Opening Your Campus

Sponsored by  TRANSACT

Will NOVA continue to maintain a remote EOC, or other teleworking capabilities in the fall/winter?

Yes. We anticipate having a remote EOC throughout the crisis. Daily we use it as a review of what the data is saying, what is changing with CDC and health depts etc.

SPEAKER Q&A

What are your plans for students who live on-campus and test positive for COVID-19? Where do they go?

For USC, they'll be isolated at the USC Hotel, which for the time being, is being used by the university for this specific purpose.

Question about regulating entrances and exits - how did you prevent people from going out an exit that you didn't want them to use? Did you block the other exits somehow, or use some other means?

Right now we are locking all doors preventing access without prior approval that way we can control how many are in a building at the same time.. When we start having more students we will be making some hallways and stairs as "one-way"

How should we handle discipline when it comes to a student who refuses to wear his or her facial coverings?

This is a huge question nationwide. We don't have the details worked out. A temporary face covering policy is being developed. I anticipate it being handled by a one on one conversation with the person to be sure its not about another medical issue. If you have security and/or police I recommend that they have a very limited involvement.

How is USC dealing with the student groups not complying with state and local mandates (I was told many are attending local bars or having house parties)

We're also working with the City Attorney's office to gain more "teeth" in the city's enforcement efforts to aid our efforts. Its a challenge for now, because there is nothing in place at the city or state level to ensure efficiency in gaining compliance. I'm optimistic that they'll put something in place soon.

Have any of the panel members; especially NOVA had any push back from staff members returning to campus in-person?

Yes. We are experiencing a range of feelings. Some can't wait to get back to work while others are very afraid. Trying to provide lots of information (over communicating) helps with some. However there are some that will need reasonable accommodations.

Did USC have any students or staff who refused to wear masks? If yes, how was it handled?

No, not while on campus. The challenge has been off campus in the community because its a City and state mandate, so, we get calls from the community regarding our students not complying. Because there are no citable violations in the city, so, we've had to take a largely advisory posture. Thus far, its about 75% effective.

What advice would you have for other universities based on lessons learned at USC PD related to COVID-19?

Don't wait for the university to put the necessary protective protocols for officer safety. If they've got to work, put those things in place to ensure their safety. Stay in contact with other universities to gain lessons learned and, borrow their best practices.

SPEAKER Q&A

Chief, for the temp check, what temp is your department's cutoff? Also for those two officers, do you require two negative COVID-19 tests before they return to duty?

102 degrees. NOVA is not conducting temperature checks. We evaluated it and found it to be a "one-time" indicator combined with asymptomatic people, and the legal issues about creating and maintaining health records it did not seem to fit for us.

Chief Thomas, how did you folks settle on that temp? We are talking about 99.9 as our cut off, also if an officer does test positive does your department require two negative tests before returning to duty?

It was determined by our university's Chief Health Officer. A positive test results in a 14 day isolation period in addition to 1 negative test and then they can return to work.

The majority of our students live off campus, some units in off campus student housing have up to 10 beds per unit. Are any of you communicating with off campus student housing to share protocols, guidelines and encourage support within the community where students live? Or only focusing on campus? Thank you!

USC Housing began having those conversations and sending out the university guidelines to most of the major off campus housing providers for students living in the neighborhoods last week. They're sharing the university housing COVID 19 guidelines with them as the standard.

What about responding to medical calls related to COVID and having to potentially transport a student?

This of course is a real possibility. We have medical calls every day. We will be treating each call as though it's an infectious disease call

Since we may not get to it due to time, I'm interested in hearing what these schools' thresholds may be for closing down campus again should it become necessary.

We have considered thresholds. We will be evaluating it based on the location of known or suspected exposures for cleaning purposes. For overall College shutdown we have not set a threshold. It's been discussed but since so many factors occur and influence a decision we decided not to set a hard number yet.

I am at a PreK through grade 8 institution. Do we keep the same safety measures for all grades or is it more effective to have these safety measure per grade level spans? For instance, PreK-2, 3-5 and 6-8

That is a good question. I would recommend that consideration be given to the maturity and compliance for the measures that would be expected. If it's a challenge at all levels, you may want to keep it as simple as possible. Too many variations may get confusing.

How is the athletic department guidelines to come back on?

We have cancelled all athletics events through the fall semester. No plans have been designed yet to restart.

SPEAKER Q&A

How do you navigate state constitutional conflicts in regards to requiring face mask?

NOVA is seeking to get compliance through messaging, modeling and a new policy. The Virginia Governor has issued Executive Orders that specifically provide guidance to how schools should operate. This helps us overcome that issue.

Are any universities having contests for things like mask decorating or other fun ways to encourage the compliance with guidelines?

This is a great idea. We are not doing it(yet) but I can see it happening.

Safety And Security Priorities Have Changed: What Can An Educational Institution Look Like In The New Normal? Sponsored by MOTOROLA SOLUTIONS

Are the thermal detection cameras used to detect fevers in people considered medical devices by the FDA?

While it is being pursued, the cameras are not currently approved by the FDA as medical devices.

Are these Audio & Video recording? Here the state law states every person wearing a camera has to verbally tell every person they walk up to that they are audio & video recording them regardless of signage.

Yes, the camera is capable of both audio and video recording.

KEYNOTE: Mental Health and COVID-19: Caring for Others and Yourself in Times of Change and Uncertainty Sponsored by

Are there any recommendations for SEL surveys?

- Handout 6: District and School Safety Teams—Core Duties and Membership
- AN INITIAL GUIDE TO LEVERAGING THE POWER OF SOCIAL EMOTIONAL LEARNING
- School Re-Entry Considerations
- Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School
- UCLA Brief COVID-19 Screen for Child/Adolescent PTSD

I would love to use SEL training videos for staff training. Any recommendations on where to find staff training resources?

www.casel.org - [Click here to view video](#) ("Every Opportunity" video I showed in training that demonstrated the importance of positive human interactions)

Do you recommend having separate Safety and a Crisis Teams?

Yes, Safety Team focuses on overall comprehensive school safety and intergrating all initiatives; crisis team is specifically trained to respond to crisis event. See PREPaRE handout.

SPEAKER Q&A

Did you all come up with an actual plan of how to handle or what to do with a student who refuses to follow the rules, such as not wanting to wear a mask?

Be sure your school/IHE has made it very clear this is one of the rules to follow (unless a valid medical reason to request an exception) and also make it very clear what the consequences are if they do not follow. Also cite state/local laws or orders that support this rule, if applicable.

Do you agree that most of these strategies could be applied by corporate leaders in addition to working on school campuses?

Yes!

Do you feel it is better to have one plan for the reopening of schools or three different formatted plans (group A comes in the morning for week one and group B comes to school in the afternoon, the next week group A comes in the afternoon and group B comes in the morning, etc) This plan can create more trauma for students and teachers? Thank you for such an informative session.

This really has to be an individual decision based upon local factors. But if looking at splitting time, it is best to have the full days and not 1/2 days so have time to sanitize in between.

How do we mitigate the negative intensity of staff and its toxic impact on the rest of the students?

Acknowledge the stress they are under; ensure leaders are selecting the most critical goals/standards to meet (there is no way we can do all we did before), and set a positive tone for staff; also educate them on how their behavior/mood influences students; try and do fun activities for staff (even if virtual); positively reinforce for all their hard work.

How do you suggest managing the variance in concerns over COVID? This conversation was mainly geared towards those who are more concerned about COVID, but we also have a significant amount of people who think it's nothing and can cause dysfunction within our culture as well.

Validate all concerns and perspectives but highlight the data that shows it is a concern and how we can help to mitigate; also reinforce that while some individual may not be at risk, there are those that are and as part of our community we all to our part to ensure all are as safe as possible.

How you make parents feel comfortable leaving their kids?

Keep reinforcing all you are doing to try and ensure as safe as an environment as possible. Provide concrete examples.

In k-5 how are we going to maintain children keeping masks on throughout the day? Remembering that they are young. And student fighting between each other as well as teachers and SRO's? Even when explaining safety to them.

K-5 will follow the lead of adults; if adults do it, they will more than likely do it. Reinforce how it helps us all and it is important we also help keep our friends safe. Make mask wearing fun! If using disposable masks let them

SPEAKER Q&A

decorate their mask.

We've found that using PBIS gives schools a framework for supporting students and staff & housing all the different SEL, mental health, threat assessment teams, academic teams, etc. Can you speak to recommendations for organizing all the different requirements & needs campuses/districts must address so everything is not done in silos & is sustainable?

Use the MTSS approach and develop a Safety Team/Leadership team who meets regularly and specifically discusses how all these initiatives fit together, how to engage teams when needed, and meet regularly to have these discussions! Also ensure there is no duplication of efforts as we need to be very strategic how we use our limited resources and time.

What is the name of the video she showed?

"Every Opportunity" - [Click here to view video](#)

What is your opinion on the removal of SRO's from schools?

I am against the removal of SRO's. When selected and trained properly they are a critical aspect to prevention and school safety! NASRO (National Association of School Resource Officers) has a great training program that all SRO's should be required to complete. Look at program and make improvements if needed but do not remove.

When students return to campus, there is an elevated risk overall for violence due to the stressors they have been dealing with already (COVID, racial tension, ...), then adding academic responsibilities and pressures. What is the best way to prevent the potential for violence?

Integrate SEL lessons! Validate and acknowledge stress. Provide resources and emphasize the human connection is just as important as academics. Allow teachers to take the time to do fun non-academic activities that build relationships, even if instruction is virtual.

Why not just stay home until Jan? Seems like we are putting education over life.

Use file sharing and "teams" platforms where individuals can post information to keep others updated as to what is occurring. Use group chats for important info. Be strategic on setting priorities as cannot do it all. Have weekly phone/virtual calls, even if only 30-45 min to provide updates (make them short and succinct) as personal conversations capture so much more than paper can.

With funding and budgeting challenges emerging, folks are having to double up on their responsibilities to cover those positions that cannot be filled; what creative communication tools do you recommend, and can we utilize to help keep everyone connected and included?

Be sure you have a team leader who is assigning duties and checking back in to ensure duties are completed. This is what keep everyone moving forward.

SPEAKER Q&A

Free Speech and Campus Unrest

For Prohibited Items, how do you determine what is offensive clothing? I could see someone saying the other teams shirts are offensive.

Generally anything containing profanity or intention of violence.

Prior to the Milo event; when the protesters began to remove the zip-ties to the barricades, should officers have been deployed to prevent them from dismantling the metal barricades?

We were immediately overrun and outnumbered. Our immediate assessment, and I still hold this opinion, is that we would have put officers in a position of harm and escalated the personal violence had we engaged at that time.

Did the officers dressed in special equipment cause any issues?

Yes, to this day we have comments and concerns expressed by our underrepresented members about an overly “militarized” presence.

Is there a way to obtain a copy of the policies/procedures and or equipment lists for our department?

Please email me directly at bennettm@berkeley.edu to talk about this request. We generally do not put out certain equipment lists.

Did the policy define what an “academic event” was or would consist of?

It is any event sponsored by an academic department. This could be guest speakers, field trips, etc.

Bystander Intervention: Stand Up, Speak Up, Act Up

Do you have additional guidance for encouraging that students/staff/doctors/whomever (those without job in safety specifically) to feel more comfortable intervening?

The key to intervening is just to do something. Don't think about it as solving the entire problem. Even if your job is not “safety” related, you can utilize the 4 Cs. Connect, Create a Distraction, Call for Help and Capture the Incident. Remember your goal is to de-escalate or disrupt. That could be as easy as yelling no or it could involve some physical intervention. Think about how you can safely intervene using the 4Cs.

We have students pushing a book Beyond Survival strategies and stories from the transformative justice movement. They are encouraging students to not call 911 or report crimes to police. A student brought up a student stabbing in 2017 that injured 3 and killing one on campus should something like that happen again saying that was just a one off....how do we deal with this type of thinking?These are students asking for defunding, divesting and abolishing police.

First be mindful of their First Amendment rights. Second, however, if this is interfering with the proper functioning of your operations and violates policies, you should have a discussion with those students to understand where they are coming from. But to also, reinforce the importance of mitigating safety risks.

SPEAKER Q&A

How do we get the book?

The book - ACE Your Workplace Investigations is available on Amazon if the link is broken or you can access the link via my website at www.kellycharlescollins.com.

Critical Safety Issues to Consider in Your Return to Campus Plan

Sponsored by  HEALTHY ROSTER

What is the price point for a public university with a campus community of roughly 9,000?

The price is based is unique to each customer based upon customization. That said, the standard price at the size would be \$2 per student per month.

Can this program be used for an entire private school (staff and students), or is it geared for smaller groups such as teams?

We have private schools currently on the system using this for their entire staff and students. We are finding most schools are moving to one system for everyone.

Sounds like a useful tool. What is the cost? How lengthy or complicated is the setup?

Setup typically takes 2 weeks. The price is based on size of school and customization of screening. The minimum price is \$500 per month and the entry level price is \$3 per person being surveyed.

Are there daily pass/fail reports directed to administrators?

Our robust system has a report that can be reviewed by administrators (or others that you allow) that show you who has passed or failed.

Is cost structured by FTE or is it a flat fee?

The cost is structured based upon the amount of people being screened.

How can this be implemented to control who is on campus, who enters which buildings, how people move around campus, access of non-students, etc? We are an urban campus with many buildings. I'm not worried about the student, staff, etc., who participates in this but all of the other people with access.

Cleared from a Distance inside SAFER allows you to verify if someone has completed the survey and is cleared to enter. Any consistent vendor should also be included in the screening. Many are doing this because it improves safety for everyone.

If you have guests, then completing a screening in getting their temp check should also be done. That said, I know many schools are looking to limit the number of walk-ins.

SPEAKER Q&A

Return to Campus: Contact Tracing and Beyond Sponsored by

If we are already using Everbridge, is this an add-on?

Depending on what Everbridge solution you have, it may be an add-on. If you have Safety Connection already, you can get most of the location based tracing capabilities. If not, or want the other capabilities, they'll be add-ons.

With HIPAA, if we are not informed of the student's identity how can we do contact tracing or should we just assume everyone at the College has come in contact?

Some forms of contact tracing can be done anonymously. You don't want to assume that everyone at the College has come in Contact. That would be inefficient, and likely require you to cast too wide a net. We'll review the different types of contact tracing later on in the presentation. We'd be happy to revisit the question then if you'd like.

What app are we looking at for the indoor wayfinder?

Apps that use the Google Apple Exposure Notification framework are typically only available to Public Health Authorities. In the US, that would typically mean a state-level agency. Most Higher Ed institutions would not be eligible. Mobile apps that use other proximity tracing frameworks (either open-source or proprietary) ARE feasible for Higher Ed.

How does the contact tracing app account for the delay time from the onset of symptoms to test conducted to test result which can take 10 days or more? Recent data shows Quest and Lab Corp taking 7-10 days to get test results to local health authorities. Without rapid testing and results and given the large number of daily cases hitting Texas and Florida, defend your app's effectiveness.

The contact tracing app by itself isn't going to be a panacea. It won't make up for slow testing. What it can do is help manage the aftermath. If tests take a while to come back, then the app can look back in time and securely look at all the potential exposures, then kick off the appropriate protocols. That can be as simple as letting people who may have come in contact with the infected person know that they should go into isolation, or get tested. This is also why we recommend NOT relying on *just* contact tracing.