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The Q&A responses contained in this document were provided by the presenters of the webinar.

Q: Can you elaborate on your recommendations and concerns regarding the location and permanency of memorials?

A: Memorials will occur spontaneously and can become very problematic if not planned for in advance. Things you should consider in advance include:

- A location that is accessible to the public
- A location that will minimize disruption of vehicular and pedestrian traffic
- A location that will be monitored for appropriateness of items placed at the memorial
- Announce the one location to the public and that it will be open from/to specific dates (typically no longer than 2-3 weeks)
- Line-of-sight view by administration

Q: At what point should a district issue a response after a major event? Is it more important to issue a response immediately or wait until you have more facts?

A: Immediate notification is best and boiler-plate statements should be crafted as part of the “before” planning of your EOP. A well-crafted release can let people know that an event has occurred and more information will be available at (specific times of the day/night). The district should have control of what is being said on behalf of the district.

Q: Would you consider adding a person to your emergency response team to evaluate what is going on with social media and discuss with your information officer?

A: Yes, they should be a part of the PIO section.

Q: For smaller towns, does the communication contact need to be in law enforcement? Or can they be a city staff member or community member?

A: This should be a discussion between district leadership and the local community leadership, whether incorporated or rural.



Q: Has anyone proposed mandated active assailant/intruder legislation that's federally funded for schools?

A: While there have been attempts at legislation mandating training, currently there isn't any enacted legislation requiring it.

Q: Is there a duty for schools to protect students from active assailants?

A: Generally speaking, schools act "in loco parentis," meaning they are in the care, custody and control of students during the school day (as well as before/after school events). At a fundamental level, this means that schools need to take active steps and implement measures to keep students safe. While some categories of safety in schools are specifically defined via legislation or regulation (such as mandated reporter requirements, building life safety requirements, etc.), there aren't any active assailant specific regulations or legislation yet so it is more or less left up to schools to follow industry guidance and best practice recommendations to determine what measures and steps to implement.

Q: What should the ultimate (active assailant) prevention model look like?

A: A hybrid combination of site-hardening best practices blended with a robust behavioral identification (red flag warnings) and intervention program. "See Something, Say Something" remains a reminder of the need for having a high level of diligence.

Q: What new emergency preparedness areas are being updated in the district's EOP?

A: Active Assailant, Reunification, Cyber Threats or Attacks, Infectious Diseases, Communication, and Roles of Command Staff should include updated PIO functions.

Q: Our school has been debating having our students wear a name tag/student ID during the school day. The principals and leadership are unified against it. Can you talk through best practices around this?

A: It is obviously a much-debated topic. There are pros and cons that need to be evaluated which ultimately makes this a case-by-case decision. Some questions that should be considered include:

- How will you deal with lost or stolen cards?
- What are students expected to do if they arrive without their name badge/ID card?
- How will they be monitored and the use enforced?
- Does your campus already have physical access controls to restricted entries/exits at specific/ designated spaces?



Q: Can or should schools ask for volunteer groups of parent law enforcement officers to help provide security at schools?

A: There is potential deterrent value in having an increased adult presence on campus.

The only persons allowed to carry concealed weapons on a school campus are sworn officers in the course of duty, so off-duty officers would not be allowed to be armed. If those off-duty officers are providing specific security functions, then it would be prudent to provide school security officer training. If they are being compensated for providing security services, then they would be required to complete an SB-390 course.

Q: What kind of equipment should be kept in classrooms to prepare for critical events that occur on our campus?

A: At minimum, a basic first aid kit, water, a portable body-waste container with removable plastic liners, and possibly some high-protein, long shelf-life energy bars. For the first aid kit, we recommend some sort of emergency medical triage kit for critical incidents that contain wound packing, tourniquets, and chest wound bandages; the caveat is that training should be provided for anyone that would be using these kits.

Q: There are different schools of thought regarding the Run, Hide, Fight model. Please address and make recommendations.

A: Some organizations have created their own version of the Run, Hide, Fight model. The problem is they are often more complex, which could pose a problem during a high stress incident. Run, Hide, Fight is easy to remember, it plays on basic human primal instinct, and is supported by the FBI as national best practice. We recommend that you train your population on the Run, Hide, Fight model often to build muscle memory and to increase the chances for a more successful outcome should your organization ever experience the unthinkable.

Q: What is your stance on Geofencing?

A: Technologies like this can be useful as one of many tools in your overall prevention and response toolbox. The key is that it is only as effective as you make it, so if you are going to implement any type of technology, be sure you train, enforce, and monitor its use.



Q: Are these events predictable?

A: Active shooter events are predictable in the sense that the individuals who usually commit them have a pattern of maladaptive behaviors; they don't just "snap." They also usually cry out for help or share their plans. From this lens, yes, these events are predictable. School districts need to do better of analyzing the data to intervene with supports that intervene, NOT just react. By mining the data for students who are demonstrating behavioral and emotional concerns and intervening early, you may be able to divert these types of situations from occurring. The goal is to give students the strategies they need to navigate the situation before they feel helpless.

Q: What is the recommendation on Disciplinary Leniency Policies? Have these played a role in school shootings and what stance is recommended for school districts on these types of policies?

A: Disciplinary Leniency Policies in and of themselves are not playing a role in school shootings as far as causing the shootings. If the policies are implemented correctly, they should be getting in front of shootings from happening. The Disciplinary Leniency Policies are in place to prevent schools from sending students home for behaviors that can be corrected by teaching them a skill or strategy so they know how to navigate situations successfully. In cases where the behavior is extreme, just suspending or expelling the child will not provide the child with the help to learn a different way to deal with the issue. So even when a child needs to be removed from the school setting, interventions should be provided to help the child in the future. This is the focus of the policy: provide intervention, not just punishment.

Q: Is there a connection between active assailants and suicide?

A: In the research that has been conducted by the Secret Service and FBI on characteristics of shooters, the one thing that they have in common was an underlying mental health concern. This being said, one of the conditions is depression, which is also a leading concern with suicide. From that perspective, there can be a link between the two: that sense of hopelessness and lack of value for life.

Q: Is it appropriate to train children to prepare them for an active assailant incident?

A: It is necessary for everyone to be prepared for the unexpected and be able to react and protect students if an active shooter event should occur, but the adults especially need to be prepared with both preventions and reactions. They need to practice until it comes naturally and they are able to react without thinking. As for students, practicing may be traumatizing or cause them to become anxious that this may happen. Our recommendation is to have them train in the sense of following directions quickly – practice duck and cover drills, similar to what we do for earthquake or fire drills. The key persons who need to practice are the adults; the role of the students can be taught and learned through other activities.



Q: Where should districts invest their resources if they want to improve their behavior assessment/response abilities?

A: If you are looking at investing in behavior assessments and ability to respond, there are two areas to focus on:

1. A good SEL assessment that captures student voice that is done 2-3 times a year for all students
2. Site teams who are trained on how to use and analyze this information, along with other points of data, that meet 1x/month to review different data points to identify students who may need intervention and support. This is important to proactively identify students who need support prior to them identifying themselves.

Q: Mental health issues aren't new yet we see such an increase in extreme violent behavior vs. disagreements that may result in a bloody nose. What do you see as the top five triggers that have led to such a drastic change?

A: Prior to the pandemic, in an average classroom, approximately 2/3 of your class would have been exposed to an adverse childhood event. Out of those students, only about 1/3 would have been considered to have multiple adverse events that may cause toxic stress leading to extreme behavior.

Now after the pandemic, every child in your classrooms and schools has experienced at least one adverse childhood event if not multiple events, caused by the cascade of death, parents losing jobs, and multiple school closures. On top of this, the adults supporting the students are also dealing with toxic stress brought on by the pandemic. So everyone is now considered to have an adverse event and some have many, and with the cascading events that have been occurring with COVID and other social events, no one is able to completely recover prior to the next event happening.

This is similar to a glass that never empties and more water keeps being added, eventually it overflows; the same is happening with our students. They keep having adverse things happen so often that something minor just sends them over the edge. Along with the impact of COVID and social tension on students and staff, there is also the constant exposure to violence in games and movies that are desensitizing students and the bullying that is occurring through social media. Students are not able to get away from it. It is 24/7, filling them up to the point that they crack over something small.



Q: Can we legally keep logs of emotionally disturbed children? How do we handle those records? Is this a HIPAA issue? Can we have red flag reporting?

A: Yes, a school can monitor and track the behavior of a child with emotional disturbance if it is part of collecting data for assessment and modifying behavior plans. These records should be held in confidentiality and accessible only by those who need access to them for their work with the child.

If the records are part of counseling and therapy, the information obtained during the sessions is confidential and cannot be shared with anyone unless the individual shared that they are planning on harming themselves or someone else. These records are covered by HIPAA. All providers are mandated to share if there is evidence that the student is harmful to themselves or others. No other information needs to be shared in its entirety, however, they can provide support when making decisions with placement and interventions.

Q: How much info can districts share related to records & employee notification of known behavior issues/incidents from students/guardians?

A: If a school knows that a student has a history of violence or being dangerous, they are legally mandated to inform the teacher. They should also provide the teacher with strategies on how to address the concerns as well. (I believe this is what the question is asking.)

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