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3 FEDERAL COMMISSION ON SCHOOL SAFETY
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7 PUBLIC LISTENING SESSION
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A P P E A R A N C E S

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A P P E A R A N C E S

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1 P R O C E E D I N G S

2 WELCOME/INTRODUCTION

3 DR. ZAIS: Good morning. On behalf of
4 Secretary Betsy DeVos, I'd like to thank all of you for
5 attending today's third listening session of the
6 Federal Commission on School Safety. My name is Mick
7 Zais. I'm the deputy secretary of education.

8 The president formed this commission in the
9 wake of the shooting in Parkland, Florida. Sadly, this
10 was not an isolated incident.

11 As Secretary DeVos noted, we've suffered too
12 many heartbreaking reminders of the need for this
13 nation to come together to address the underlying
14 causes of school violence.

15 Across the country, students, parents and
16 educators are concerned that extreme acts of violence
17 could happen in their own schools. And that's why
18 President Trump took the initiative to form this
19 Federal Commission on School Safety, to begin
20 immediately working with states and schools to improve
21 school security, expand access to mental health
22 counseling and to invest in violence prevention.

1 The commission has been charged to identify
2 best practices and provide meaningful recommendations
3 to keep students. Naturally, the primary
4 responsibility for school safety rests with states and
5 local communities.

6 There's no one size fits all solutions. The
7 kinds of schools around our country vary enormously
8 from large research universities to small elementary
9 schools, from urban to rural.

10 And that's why much -- each community and each
11 school must develop their own solutions. And that's
12 why open and public discussion of these issues is so
13 important. And that's why the commission will not
14 issue any directives or unfunded mandates. We expect
15 the people in the states to work together to solve
16 these issues.

17 The commission is composed of four people.
18 Secretary Betsy DeVos is the chair the commission. The
19 other members are the attorney general, Alex Azar, the
20 secretary -- or Jeff Sessions; the secretary of Health
21 and Human Services, Alex Azar; and the secretary of
22 Homeland Security, Kirstjen Nielsen.

1 I'd like to introduce the representatives from
2 those agencies who are at the panel with me. The
3 Department of Justice is represented by Jessica Hart.
4 Jessica is the public liaison in the Office of
5 Legislative Affairs.

6 The Department of Health and Human Services is
7 represented by Dr. Anita Everett. Dr. Everett is the
8 chief medical officer at the Substance Abuse and Mental
9 Health Services Administration.

10 And the Department of Homeland Security is
11 represented by Todd Klessman, the senior counselor to
12 the undersecretary.

13 On March 28th of this year, the commission
14 held an organizational meeting to begin planning its
15 work. They decided to host a series of meetings, site
16 visits and listening sessions.

17 Formal meetings held in Washington at the
18 White House provide a forum for presentation by subject
19 matter experts from around the country and includes
20 individuals affected by school violence and other key
21 stakeholders. We've conducted three of these formal
22 meetings and plan to conduct one more this month.

1 Before our formal commission meetings began,
2 Secretary DeVos hosted a gathering of survivors and
3 family members from school shootings at Columbine,
4 Virginia Tech, Sandy Hook and Parkland.

5 In addition, she heard testimony from people
6 who wrote the reports in the wake of those shootings.
7 After the second type of forum is field visits where
8 the commission travels to schools and other sites to
9 observe firsthand and learn about best practices in
10 school safety.

11 And the third type of formal meeting is the
12 listening session. These occur in different regions
13 around the country and this is the third listening
14 session that we have conducted.

15 We're also collecting valuable input and ideas
16 from the general public and all are invited to submit
17 their input to the email address safety@ed.gov.
18 Safety@ed.gov.

19 Here's how the day is going to play out. The
20 first part of this listening session will last until
21 around 2 p.m. We will then take about a 15-minute
22 break and then start the session listening session,

1 which will also last an hour.

2 We understand that passions run high. But we
3 must be respectful of others so that everyone has an
4 opportunity to participate. I'll get the discussion
5 going by throwing out the first question. And then, I
6 would ask don't be shy. I've read all of your bios. A
7 lot of expertise and experience here and we look
8 forward to hearing your insights and your thoughts on
9 what works and your recommendations. We're here to
10 talk about school safety, not other policy matters. So
11 let's focus on school safety and keeping children safe.

12 Note that we are live-streaming this event and
13 the video will be posted so that you can go home and
14 watch it later. And this event is being transcribed.

15 Now, our transcriber -- and that will also be
16 posted. Our transcriber is working remotely. So I
17 would ask that you identify yourself at the beginning
18 of your comments so that she gets it right.

19 At this time, I'd like to thank Superintendent
20 Jillian Balow and the Wyoming Department of Education
21 for their partnership in making this event happen. And
22 Superintendent Balow, I'll ask that we introduce

1 ourselves and say a few words.

2 I'll start with myself. Again, I'm Mick Zais,
3 the deputy secretary of education. Prior to this, I
4 was the elected state superintendent of education in
5 South Carolina. Previous to that, I spent 10 years as
6 the president of a small college in South Carolina.
7 And prior to that, I spent 31 years as a paratrooper
8 and a ranger in the United States Army jumping out of
9 planes and blowing things up.

10 But it was an honor to come to work with Betsy
11 DeVos, who shares my philosophy about local control of
12 schools and providing options to parents and students
13 about where, how and by whom their children are
14 educated. Superintendent Balow?

15 MS. BALOW: Thank you, General. Again, my
16 name is Jillian Balow and I'm the elected state
17 superintendent for the state of Wyoming.

18 I'd like to thank the commission for selecting
19 Wyoming as your third location for a listening session.
20 We know that there were a lot of choices and we
21 appreciate you coming to the Rocky Mountains.

22 And please know we understand that education

1 policy is often formed through an urban lens. And we
2 greatly appreciate the platform that you've given us.
3 Also, if you're interested in dropping some revenue
4 into our local economy, apparently there's a cattle
5 auction next door.

6 So General, would you like me to say a couple
7 of words about school safety generally in Wyoming?

8 DR. ZAIS: Well, let's go around the room and
9 then we'll come back to you.

10 MS. BALOW: Great.

11 DR. ZAIS: All right.

12 MR. MCOMIE: Thank you. My name is Delbert
13 McOmie and I'm the director for the Wyoming State
14 Construction Department. And as part of that
15 department, we have the K-12 building for the state of
16 Wyoming.

17 The state of Wyoming is a little bit different
18 than I think most other states when it comes to the
19 building of schools and maintain schools in that that
20 falls under the auspices of state government. So --

21 STATE REP. HORMAN: Good afternoon. My name
22 is Wendy Horman. I am a state representative from

1 Idaho. I represent the Idaho Falls area. I've been --
2 I was elected in 2012 and prior to that I served as a
3 local school board member for 11 years in the Idaho
4 Falls area. Also a mother of five children, which is
5 where my interest in school safety started as a board
6 member.

7 MR. COPPEDGE: Thank you. I'm Stuart
8 Coppedge. I'm an architect from Colorado Springs,
9 Colorado and I spent several years on the national
10 board of the American Institute of Architects.

11 Our firm has designed probably \$400 million
12 worth of K through 12 facilities in the last decade or
13 so. So we feel we're right in the middle of those
14 discussions.

15 And those schools have ranged from large
16 districts like the Denver Public School System to very
17 towns in Colorado like Holly and Ignacio where the
18 building we do for them is the most significant
19 architecture they'll see in a lifetime sometimes.

20 And so, doing a great building, but also
21 protecting the children as much as we can in those
22 buildings is central to what we do as a firm.

1 DR. ZAIS: Thank you. Sheriff?

2 MR. MILSTEAD: My name is Mike Milstead. I'm
3 the elected sheriff of Minnehaha County, South Dakota,
4 which is Sioux Falls, 21 years of sheriff. Before
5 that, 24 years as a Sioux Falls police officer.

6 And I'm also active with the National Sheriffs
7 Association and I serve in an advisory capacity for the
8 attorney general with the Global advisory committee
9 under the Department of Justice on information-sharing.

10 MS. HARMS: Good afternoon. My name is Chris
11 Harms. I'm the director of the Colorado School Safety
12 Resource Center in the Department of Public Safety. I
13 know we're all here because of a tragic event and I
14 know all of our hearts go out to the victims and their
15 families. But I appreciate the opportunity to give
16 some perspective on school safety.

17 I started as a teacher, became a private
18 school administrator. I was the co-coordinator of a
19 school safety center back in the early 2000s in
20 Pennsylvania and came to Colorado School Safety Center
21 in 2009 and have been the director since 2012.

22 DR. ZAIS: Thank you. Senator Ellis?

1 STATE SEN. ELLIS: Thank you. I want to thank
2 the department for selecting Cheyenne, again echoing
3 our superintendent's comments. Welcome to Cheyenne.
4 Welcome to Wyoming and we're really thanking you for
5 shining a light on this issue.

6 Wyoming is a citizen legislature and I was
7 first elected to serve in 2016 and my day job outside
8 of serving in the legislature is as an attorney and I
9 work for Holland & Hart.

10 Our legislature recognizes that this is a
11 critical issue for us to be working on. And we've
12 selected school security and safety as one of our
13 interim topics.

14 At our last hearing, we covered a number of
15 ideas and concepts. And I think one issue that we'll
16 need to address and just really communicate to folks is
17 the need for having these conversations. I think
18 there's an assumption that things are being done well.

19 But as a parent with three kids entering
20 public schools -- my youngest will just start
21 kindergarten -- I know that we've got a lot more work
22 to do about opening lines so that parents feel involved

1 in this process, so that we have confidence knowing
2 that our teachers and our principals and people working
3 in the school buildings feel safe and that they've been
4 listened to.

5 And so, I think we've got a lot of work to do
6 in having those conversations. And that begins by
7 events -- begins with events like this. So again, just
8 really appreciative of you taking the time to visit
9 Wyoming.

10 I think a lot of the challenges we experience
11 here in the rural West are often overlooked. And so,
12 it is a wonderful feeling to know that people from
13 Washington, D.C. are spending time in places like
14 Wyoming and the Rocky Mountain West. So, thank you
15 very much. I look forward to learning a lot today.

16 DR. ZAIS: Thank you.

17 MS. ARNTZEN: Thank you, General. This is
18 Superintendent Elsie Arntzen from Montana, elected.
19 Eighteen months been in the job and so blessed to be
20 here. Come from very rural Montana.

21 In the aspect of a federal delegation, we are
22 frontier. So understanding the things that occur in

1 the frontier states as Wyoming and Montana and Idaho
2 are very, very different from what might be where
3 central government is located.

4 Local control -- if there's one thing that I
5 can possibly say here, give it back to the local
6 control. Every community that we have in Montana is
7 unique, with different things that occur with safety.

8 And the hazards could be individuals, but
9 could also be wildlife that comes into our classrooms,
10 could be fires that happen as we are in fire season at
11 this time. There are many things. There's floods. So
12 keeping children safe.

13 I come from a perspective of 23 years in the
14 classroom. Professional development for teachers is
15 very important to me. Again, understanding that
16 parents, when they drop their students off at the bus
17 stop, that they are well-cared for, that they are
18 embraced by a qualified individual who understands the
19 entire process of school safety.

20 Thank you, and I am very pleased to have a
21 Montana voice at the table. Thank you.

22 DR. ZAIS: Thank you, Madam Superintendent.

1 Todd?

2 MR. KLESSMAN: Good afternoon, everyone. My
3 name is Todd Klessman and I am a senior counselor with
4 the National Protection and Programs Directorate in the
5 Department of Homeland Security.

6 We are the part of the Department of Homeland
7 Security that is responsible for cybersecurity and
8 critical infrastructure protection.

9 Contrary to popular belief, we do believe that
10 schools are part of that critical infrastructure and we
11 are excited about being part of the commission that is
12 working to ensure safe and secure environments for our
13 children to learn and grow.

14 I am very appreciative of the opportunity to
15 come out here and learn best practices from the states
16 and localities, how different communities are
17 addressing this problem. We recognize within the
18 department that there is no "one size fits all"
19 solution to this.

20 What we are trying to do with this effort is
21 to identify those practices that are working around the
22 country and use our voice to help spread those

1 practices around. So again, thank you for the
2 opportunity. I'm looking forward to hearing your
3 insights and expertise.

4 DR. EVERETT: Good afternoon. I'm Dr. Anita
5 Everett, the chief medical officer at SAMHSA, Substance
6 Abuse and Mental Health Services Administration. I am
7 here representing Health and Human Services, our
8 secretary, Alex Azar, and my assistant secretary, Dr.
9 McCance-Katz.

10 Our lane in this project has been to look at
11 the mental health with regards to prevention on in up
12 through treatment for identified children at risk and
13 also who have mental illnesses.

14 We've been very active with the commission so
15 far. This is my third listening session to have
16 participated in and we're very interested in the
17 health, social-emotional learning of all of our
18 students and have been very well-supported by all of
19 our partners on the commission throughout the entire
20 process. Thank you.

21 MS. HART: Good afternoon. I'm Jessica Hart,
22 from the Department of Justice. Firstly, I just want

1 to thank all of our law enforcement officers and first
2 responders that are here today. Know that we all
3 greatly appreciate everything you guys do for us every
4 single day and we appreciate you guys taking your time
5 out of your day to come and be here for this. This is
6 very important to this commission.

7 I think a couple of people have said, both
8 superintendents and Todd and the general mentioned that
9 every community and every school and every child is
10 very different. And the way we approach protecting
11 those children is going to be different for every
12 community and every school and, again, every child.

13 And that's why it's so important for the
14 commission to come here and hear from different
15 perspectives what you're doing in your school and what
16 we can tell other schools so that they can take that
17 back and protect their children.

18 So thank you for being here again and I look
19 forward to hearing what you have to say.

20 PUBLIC LISTENING SESSION

21 MORNING PANEL

22 DR. ZAIS: Thank you, Jessica. Now, as our

1 host -- hostess, Superintendent Balow, you want to kick
2 it off and tell us a little bit about what initiatives
3 regarding school safety you have here in Wyoming and
4 things that you're particularly proud of and would like
5 to share.

6 MS. BALOW: Thank you, General. First, I'd
7 like to thank all of the local representatives from our
8 school districts and law enforcement who are here
9 because that's really the crux of any initiatives that
10 we have going on at the state level.

11 And so, while I appreciate the federal
12 perspective on local control, a lot of times I think
13 that perspective means it's up to you as states. From
14 my chair, it's up to our districts. It's up to our
15 school boards, who are locally elected, as well as our
16 superintendents and law enforcement in those
17 communities.

18 That said, in 2017, House Bill 194, a school
19 safety and security bill, was passed that allows
20 certain -- that allows all school districts and local
21 boards to grapple with arming certain personnel in
22 schools. This was not taken lightly. And from my

1 perspective as an educator, I spent eight years
2 teaching in one of our most communities, Hulett,
3 Wyoming, where there would be times when we went six
4 months without law enforcement. We had first
5 responders, but we didn't have law enforcement.

6 If we didn't have citizen sentinels who were
7 looking out for those types of emergencies that are so
8 critical with respect to time, we would have been in a
9 really rough spot.

10 Unfortunately, the role of schools has changed
11 over the years as tragedies like Parkland have become
12 more pronounced. And safety as part of what we do as
13 educators is nonnegotiable.

14 So House Bill 194, once it passed, we as a
15 state department of education took the initiative to
16 produce non-regulatory guidance for school boards
17 across the state that, at the time, we didn't realize
18 would become really a blueprint for more school safety
19 and security documents that we hope to put forth.

20 We know of school boards who have utilized
21 that document to form policy around arming certain
22 personnel. And one message that I've been really clear

1 about as state superintendent is that school safety is
2 not a gun control issue. It's not a discussion about
3 guns. And oftentimes it goes there quickly.

4 We're talking about preparedness, prevention,
5 crisis management and student wellbeing when we talk
6 about school safety and security, which is why I hope
7 that non-regulatory guidance is just one of many
8 documents.

9 I know that my colleague next to me, Director
10 McOmie, will take a deeper dive into hard security and
11 school facilities, as well as Senator Ellis across the
12 table will talk about the legislative initiatives.

13 But I'd like to put forth that we all care
14 deeply about school safety and security and about the
15 wellbeing of every student, as moms, as dads, as
16 grandparents and also as educators and state leaders.

17 And so, we work together in partnership. And
18 we're fortunate in Wyoming to be able to do that on a
19 daily basis as well as a more formal basis when our
20 entities meet to have these discussions. Thank you.

21 DR. ZAIS: Don't be shy. All right. Delbert?

22 MR. MCOMIE: Thank you. Again, this is

1 Delbert McOmie. I'd like to talk a little bit about
2 kind of the travel that we've taken with school
3 security over the last few years in Wyoming.

4 Back in January 1st of 2003, the governor's
5 taskforce on school safety and security was convened.
6 The taskforce reported recommendations out on October
7 24th of 2013. The taskforce was compromised of state
8 agencies, of the school districts, law enforcement,
9 security officials and legislators.

10 And there were three subcommittees that were
11 formed out of that. The first one was school resource
12 officers. The second was a response, planning and
13 training group and then finally, a facilities analysis.

14 From that initial report, the school
15 facilities department, which is part of the State
16 Construction Department now in the state of Wyoming,
17 undertook a review of all 12 or K-12 school buildings
18 in the state of Wyoming, so not only the educational
19 buildings but the administration buildings and such
20 ancillary buildings, the bus barns, those sorts of
21 things.

22 There were 20 security elements that were

1 identified and cost to implement these elements on an
2 individual building-by-building basis was taken to our
3 select committee on school facilities.

4 That's a legislative committee. And from
5 that, there was an initial funding of \$9 million that
6 was provided by the legislature towards eight of those
7 20 security elements.

8 The school districts, as the superintendent
9 mentioned, are independent. They manage their own
10 school buildings, even though the state builds the
11 buildings or provides the funding for the buildings and
12 funding for major maintenance. The local school
13 districts are still responsible for those buildings.

14 And so, that money flows through my department
15 to those various districts. And in addition to the
16 original \$9 million that was provided this past
17 biennium and this biennium moving forward now as of
18 July 1st, the legislature allows the school districts
19 to use 10 percent of their major maintenance money on
20 any school security-type of project.

21 In today's dollars, those elements were
22 estimated to be about \$66 million to upgrade all of the

1 schools. And then, since that time, since we've began
2 that program, one of the things that we found was that
3 in these older type of buildings, say door locks is
4 different than you would in a more modern building
5 where you're trying to close or lock those
6 electronically.

7 So we're going to be asking, through our
8 commission, this last week they actually asked for some
9 additional funding and as part of that to look at 20
10 percent unanticipated dollars overall for that \$66
11 million to address those older buildings that would
12 need some additional work just due to the retrofitting.

13 The school -- the SFD is also in the process
14 of updating its building design standards to include
15 seven security standards and recommendations for all of
16 its new schools.

17 We're looking at the locking systems and the
18 hardware, the access control, communications systems,
19 site and perimeter work, video surveillance, building
20 systems and then, finally, the egress and refuge areas
21 within the schools or outside the school building
22 itself.

1 One of the things that has been a lesson
2 learned out of the first \$9 million that we've been
3 working with is that you really need flexibility for
4 the districts to implement these procedures.

5 Again, we looked at each individual school
6 building. So there might be out of say those first
7 eight items, one school might only need five of those
8 items and another one might need all eight of those
9 elements addressed. But it's really up to that
10 individual school district to make those priorities.

11 So one of the things that our commission is
12 going to recommend to the legislature this fall is that
13 that initial \$9 million be opened up to all 20 elements
14 and the same thing with any additional funding, that
15 that be able to address those individual items.

16 And again, the rural nature of Wyoming, and
17 we've heard about that from some of the earlier
18 comments, we have schools that literally have two kids
19 in them and we have schools that have 1,300, 1,400,
20 1,500 students in them.

21 And so, there really needs to be that
22 flexibility to monitor how that work is done by the

1 districts and allow them to try and make the -- you
2 know, put the dollars really where they make sense
3 until that security is addressed statewide.

4 Overall, again, we're looking at about \$66
5 million worth of additional work to bring our hardened
6 facilities up. But one of the things through -- as
7 Superintendent Balow mentioned -- we work with our law
8 enforcement, with homeland security. Homeland security
9 actually led that governor's taskforce.

10 And so, when we work with this, hardening of a
11 building is really kind of in the middle of that step
12 from when an individual decides that they're aggrieved
13 and they have to act out in some fashion or another.

14 And so, I think on the front end of that, this
15 planning, this information, sharing of information,
16 those sort of things is really critical to overall
17 school security and safety.

18 It's just not the hardening of the buildings
19 themselves, but really that dialog that needs to take
20 place early on before an incident ever occurs within a
21 building. Thank you.

22 STATE REP. HORMAN: Well, we'll continue down

1 the table here. I am thankful to represent Idaho and
2 our work in school safety here at this and want to
3 thank the administration for again listening to the
4 rural states.

5 And we -- and recognizing that it's not simply
6 an education issue. We'll never solve the problem if
7 those are the only folks that we have at the table. So
8 thank you for recognizing that it's more broad-based
9 than that.

10 I came into legislative office the same month
11 as Sandy Hook. And I had spent 11 years on a school
12 board where I saw survey after survey come back from
13 parents recognizing that safety was a higher priority
14 than learning for their students.

15 When we began seeing this survey data, we
16 chose to appoint a district-level administrator
17 specifically over school health and safety. And that
18 person developed a local threat assessment that we used
19 based on one out of Texas. And we started doing that.

20 I want to recognize former state
21 superintendent in Idaho, Tom Luna, because directly
22 after Sandy Hook, he put together a taskforce similar

1 to what it sounds like Wyoming did that was
2 interagency, similar to this one, and hired away our
3 security officer from our local school district to
4 implement a 10 percent sampling of Idaho schools and
5 see if we could get a picture statewide of where our
6 vulnerabilities were.

7 Following that year, I was appointed to the
8 appropriations committee and was able to direct
9 additional funding so we could increase the sampling
10 level and begin to gather data to justify the creation
11 of a statewide office over school safety and security.

12 And then, the Umpqua Community College
13 shooting happened and I said I don't need any more
14 data. It's time. We did have enough though at that
15 point. We had two years' worth. And so, in 2016, I
16 created House Bill 514, which created the office of
17 school safety and security within the division of
18 building safety.

19 Idaho is a small resource, fiscally
20 conservative state and it's important to be able to
21 leverage existing resources even for issues as
22 important as school safety. We knew that we had

1 inspectors in buildings, every school building, every
2 year for school safety issues such as burning candles
3 and faulty wiring and these sorts of things.

4 But it had been a long time. Nobody can even
5 find a record of any child ever dying in a fire in
6 Idaho. And yet we have, by statute, monthly fire
7 drills. And so, we added security analysts to the
8 cadre of folks going out to schools.

9 And I want to emphasize that it's a holistic
10 threat assessment. It's not just the physical
11 facility, single point of entry and those sorts of
12 things. They go in and they analyze your bullying and
13 harassment policies. They analyze your visitor policy,
14 things that don't necessarily take a lot of money to
15 fix.

16 But they're crucial to where the risks are and
17 where the threats come from in our schools. It created
18 an interagency advisory board, I chair that in Idaho,
19 made of first responders, law enforcement, teachers,
20 administrators, principals. And we've learned that
21 these existing relationships have been critical in
22 crisis.

1 We had a massive snowstorm a couple of years
2 ago. And these existing relationships created through
3 this office were able to leverage federal resources
4 just because people knew about them and could connect
5 our schools to them. And we know that those
6 relationships are crucial in a crisis.

7 So every three years, every school in Idaho
8 gets one of these threat assessments and a report back
9 to it. Now, our division of building safety folks,
10 those corrections are not optional. But when you get
11 your security report back, you are able to -- and
12 they're listed in priority.

13 So you know, you have a blank camera spot here
14 or whatever. They're able to take local resources and
15 address them on a recommendation basis. But our
16 sampling data under Superintendent Luna showed that in
17 about a third of the cases in the schools, there had
18 been administrative turnover. And so, the security
19 report had not even been seen by the current
20 administrator.

21 In another third of cases roughly, no action
22 had been taken based on the sampling report. And then,

1 in the final third, there was action taken. And in
2 some cases, it had actually been shared with other
3 school buildings in the district.

4 So we created a triennial system. And believe
5 it or not, we did this with about half a million
6 dollars. It's an office of five. We have three
7 security analysts that go out and take care of these
8 for us.

9 The division -- or the office of school safety
10 and security -- and I have a fast facts one-pager if
11 anyone is interested in those -- but a summary of their
12 work to date in just two years: 450 assessments done,
13 1,200 hours of training. They assist with emergency
14 operations planning at the local level.

15 Our analysts are now going into preservice
16 university settings and training administrators and
17 teachers. They have connected almost \$200,000 worth of
18 donated radio equipment deployed to districts through
19 our law enforcement advisory group.

20 And one of the -- one of the -- this is an
21 example of why the relationships are so important in
22 the interdisciplinary area. Our law enforcement knew

1 that there was a gap in Idaho law, that this threat had
2 to be made on school grounds. Well, that's not where
3 most of them are made now.

4 And so, as a result of this office, folks came
5 together. We ran a bell vest session that identified
6 that gap and said wherever, regardless of where the
7 threat is made from, if it's on social media or
8 wherever, charges can still be filed. We put an
9 emergency clause in that bill and it went into force in
10 March. And we used it three times before school let
11 out.

12 And so, again, creating these relationships
13 and the interagency approach is significant. So that's
14 a summary of some work in Idaho.

15 MR. COPPEDGE: Great. Thank you. It's
16 interesting to hear other people's perspective on this
17 and have them echo much of what you were going to say
18 before you said it. But that's okay because it means I
19 can speak a little less and let others get a good
20 chance.

21 You know, as an architect, we take very
22 seriously the responsibility that everybody that ever

1 goes into one of our buildings, you know, we stamp, we
2 sign those drawings and you're essentially taking a
3 lifetime responsibility for everybody that goes in that
4 building. And this adds a very different level to it
5 when you think of children in the school.

6 In our practice, most of our work is
7 healthcare and K-12. So we're dealing with at-risk
8 populations. And so, we're very used to that and we
9 take it very seriously.

10 One of the things that is hard sometimes is
11 the general public, I think, and oftentimes
12 policymakers too don't really understand how a good
13 design process works. And it can be oversimplified.

14 And we have learned in what we do and we think
15 it's extremely important, especially in a community
16 thinking about security of the children within the
17 schools is the involvement of everybody.

18 And a couple of folks have already touched on
19 that, but that collaborative nature of that process
20 that you need to go through to make sure that you're
21 doing the right thing for that school and that
22 community. And it's different in every community.

1 I know that gun control is not part of this at
2 all. But I've the question of school resource officers
3 about having armed people within a building and was
4 told, you know, if the response is less than five
5 minutes, you don't want to add that to the confusion.

6 If the nearest law enforcement officer, and
7 you touched on that a minute ago, ma'am, is 45 minutes
8 or an hour away, you need something different.

9 And so, the design of the building kind of
10 reflects the same sort of thing where you very
11 carefully go in and evaluate what you have in your
12 community. You evaluate all of those factors and it is
13 more than just the security that we oftentimes think
14 of.

15 I think one of the key -- and this is kind of
16 following up on what I was saying -- is really making
17 sure that funding is available for design, to do a
18 really good, thoughtful design process that engages the
19 entire community, that engages administrators, engages
20 teachers and even students sometimes, which is a great
21 experience for them, engages local law enforcement,
22 that everybody is at the table as you go through the

1 design process.

2 And even though color can have a big impact on
3 people's behavior, and that's a whole other discussion,
4 but it's not about picking nice colors and picking
5 pretty artwork and doing cool things. It's about doing
6 things that make a building secure, but also balancing
7 that with great educational environments.

8 If we create buildings that we can make kids
9 safe in the buildings, but they can't learn, they hate
10 to be in the buildings, you can't recruit teachers, all
11 of those kinds of things, then you haven't accomplished
12 your mission, your primary mission, which is to provide
13 a great environment to educate children.

14 I think having available resources and
15 certainly in this day and age where so much is
16 available to easily, but having the resources. And
17 that's what's so great about a session like this too is
18 we're already connecting. You know, her son lives in
19 one of the communities I just mentioned a minute ago, a
20 tiny little town in southwest Colorado.

21 But we're all so connected now and so making
22 sure that the resources are available, whether you're a

1 small town in southwest Colorado or you're in Denver or
2 you're somewhere on the east Coast, that people have
3 access to those resources and they can pull those best
4 practices together for their own -- and use them in
5 their own area.

6 So having a clearinghouse, you know, a good
7 repository of all the information of what people are
8 doing so that you can apply it in your own area is
9 really key.

10 And I'll go back to this. Balancing with the
11 learning environment, there are so many things that we
12 have learned not just in making it nicer for the people
13 to be in the building, but actually the health of the
14 people in the building, the daylighting, fresh air, all
15 these kinds of things are very important.

16 And they sound contradictory to a secure
17 building. But they're not necessarily that way. You
18 can do things with passive observation where, you know,
19 I learned this raising my own sons. You know, if a
20 middle school boy thinks somebody might be watching
21 him, he's probably behaving better than if he thinks
22 he's completely private. And I think that can be

1 broadly applied to a lot of things in the design of
2 schools.

3 The human element, and a couple of folks have
4 touched on this and this applies too. We see it in the
5 environmental performance of a building and the energy
6 performance of a building.

7 If you design a building and it's a great low
8 energy building, it's like having a car that's a high
9 gas MPG car. But you've got your foot on the gas and
10 the brake at the same time. You're not going to get
11 good mileage.

12 If you're not doing a good job of managing
13 your building's energy systems, you're not going to get
14 an energy efficient building.

15 If you design a building to be highly secure
16 but somebody props a rock in the door, in a backdoor
17 someplace, then all of what you've done to have that
18 secure main front vestibule where you're watching
19 everybody come in and controlling that access doesn't
20 really matter anymore because somebody can come through
21 the backdoor to the gym.

22 And we've seen that happen. Unfortunately,

1 we've seen that kind of thing happen. So I think
2 balancing and tying together the design of the building
3 with the protocols, with the behavior of the people
4 that operate that building and work in that building
5 all the time, those things cannot be pulled apart.

6 I could talk for another half-an-hour. But I
7 want to make sure everybody else gets a chance to
8 speak.

9 DR. ZAIS: We don't have half-an-hour, so --

10 MR. COPPEDGE: I know you don't. So I'll be
11 quiet now.

12 DR. ZAIS: So maybe we --

13 MR. COPPEDGE: Thank you.

14 DR. ZAIS: All right.

15 MR. MILSTEAD: So just I'll try to touch on
16 some of the things in South Dakota that I think are
17 really important.

18 One of them, to talk about the school sentinel
19 program, when South Dakota passed that, we always
20 thought, and the argument in the legislature was that
21 it would be for those rural -- most rural schools that
22 law enforcement was, you know, an hour away, a half-

1 hour away. Turns out we've only got one sentinel in
2 the state of South Dakota. It's in my school district,
3 where I have a deputy as a school resource officer.

4 So I will say though that I believe so
5 strongly in local control, that I think it was a good
6 decision by this school board. We talked about it.
7 Some of the school boards in my county aren't
8 interested in the sentinel.

9 There's a renewed interest in sentinels now.
10 There's other schools now that have staff in the
11 academy right now. It's a two-week academy for the
12 school sentinels. And so, it's worked out very well.

13 There's some -- there's some things you have
14 to work through. One of the things is because the
15 sentinel needs to be -- they don't want to know who it
16 is.

17 It's a school -- a regular school employee.
18 How do you do that? It's always a guessing game maybe
19 for students to try to figure it out, although the
20 superintendent said within a couple of weeks, things
21 had settled down and, you know, the talk was out of the
22 hallways.

1 But also, how does law enforcement know who
2 the sentinel is if we respond there? Certainly my
3 resource officer works with that sentinel every day.
4 But it's a regular person in the school, a regular
5 school employee.

6 So what we did is we used our fusion center.
7 And so, our fusion center has a picture of the
8 sentinel. We sent it out to every game warden, police
9 officer, FBI agent, ATF agent. Anybody in our
10 jurisdiction knows who that school sentinel is.

11 We also provided them with a way to identify
12 themselves. So if something happens, there's a way to
13 identify that that's a sentinel. And then, we train
14 with that sentinel.

15 So you know, I was kind of weak on the idea of
16 having sentinels. But actually, it's worked out very
17 well in the school district that we have. I'm very
18 comfortable with the person. You know, they have to go
19 through a psychological eval. There's training
20 involved. You know, so it's worked well for us.

21 A couple of other things that we're working on
22 statewide, for one, is -- I want to touch on one thing

1 in my community of Sioux Falls. Our school
2 superintendent is Brian Maher. And they've been
3 working to generate funds that they just -- you know,
4 they don't have enough money to do some of the things
5 they want to do.

6 So they've partnered with United Way to try to
7 provide better mental healthcare and mental health
8 counseling for students, all the way down into grade
9 school. They said if they can -- if they can catch
10 problems in grade school, they stand a much better
11 chance of making them healthier, keeping them healthier
12 throughout the time that they're in school.

13 So that's funded. He said without United Way,
14 we wouldn't be able to do that. And also, our state
15 contracts with behavioral health and they're providing
16 additional school counselors for mental healthcare for
17 students. So those are really important things that
18 we're doing, you know, in our city.

19 And we're using funds from someone other than
20 the government to help, you know, struggling school
21 districts be able to afford that. We have a -- we're
22 just going to be releasing an anonymous texting

1 platform that students can use. It's funded. It was
2 funded by Sanford Health in South Dakota. It's a
3 nonprofit that provides the funding for this.

4 And I'm actually going to give you the number
5 because I don't want you to do it now. You could, but
6 we don't have the time. But when you go on your break
7 or anytime in the next couple of days, all you have to
8 do is text the word SAFE to the number 82257.

9 So you text the word SAFE to 82257 and that's
10 going to walk you through a series of questions and
11 allow you to say I'm in Cheyenne. The threat is at
12 this school or test -- you know, you're allowed to send
13 a picture.

14 You're allowed to send a short video. You're
15 allowed to take a picture of a Facebook post, things
16 that concern you. You can be anonymous. You can
17 report it. There's a little warning right to start
18 with that if you make a false report.

19 So now that we have that, now a lot of schools
20 across America are getting notification systems. The
21 challenge then is what happens with that information.
22 So one of the things that we see as very important and

1 what we worked with, with this texting platform, is the
2 notification is going to go primarily to three places.

3 One, it's going to go to the school
4 administration. So the principal or superintendent is
5 going to get that information once it's received. The
6 second place it's going to go is to the jurisdiction or
7 law enforcement agency there, in particularly the
8 school resource officer, 24/7, 365.

9 That agency and the school superintendent's
10 going to know about it. And the third one is it's
11 going to our fusion center. It's kind of a check-and-
12 balance so that we know that everyone's gotten the word
13 that this text came in.

14 Now, what's the next step? The next step is a
15 huge step and that's communication between the school
16 administration and law enforcement because it may be a
17 text of a situation that the school dealt with two
18 weeks ago and it's already been resolved.

19 It could be something that law enforcement or
20 the school resource officer dealt with just that very
21 day and it's been resolved. Or it could be something
22 like the straw that broke the camel's back. It could

1 be something that, oh my gosh, that's the trigger.

2 So there has to be an agreement with the
3 school superintendents and administration and law
4 enforcement to have that communication. If it's 2
5 o'clock on Sunday morning, that's when they need to
6 have the communication. They need to agree upon how
7 they're going to treat the threat or how they're going
8 to treat the tip.

9 And we're seeing that in the federal advisory
10 committee that I'm on and Director Adler from BJA is
11 very supportive of us, the Global group working on a
12 template for that information that comes in and where
13 does that information go because that could be easily
14 developed into a best practice.

15 And that's what Global does. It does a lot of
16 standard stuff and it does a lot of stuff, works on
17 nontraditional information exchanges, exchanges with
18 law enforcement, between law enforcement and health,
19 law enforcement and the Department of Education,
20 nontraditional exchanges.

21 But there's a lot of things that we have and
22 we're not sharing information. And a lot of things, we

1 throw things up like HIPAA. We can't do it. But there
2 are ways to share information and do it better. And we
3 have to get better at that.

4 And the last thing I'll throw out is think
5 strongly about partnering with the National Sheriffs
6 Association as you develop plans and best practices.
7 They have a school safety committee. They've met with
8 Attorney General Sessions on this and he's been a
9 strong supporter.

10 So I encourage you to utilize the over 3,000
11 sheriffs as resources. And one of the things they
12 really want to focus on, two things. One is local
13 control, maintaining local control. That's huge we
14 think for this to be successful.

15 The other thing sheriffs are hoping that you
16 will do is utilize their network of people that they
17 work with and develop best practices so that a sheriff
18 and a school administrator in rural Wyoming or in
19 metropolitan Denver can work on plans and pull from a
20 site best practices for that type of a jurisdiction.

21 And they're out there. There's great best
22 practices occurring. We just need to be able to get

1 them out, get the word out and that's what's going on
2 in South Dakota.

3 DR. ZAIS: Thank you very much.

4 MS. HARMS: We're going to go this way, if
5 that's okay. And just to kind of underscore some of
6 the things that my colleagues have said and share with
7 you some of the successes and challenges in Colorado,
8 the School Safety Resource Center was set up in 2008.

9 Even though there was a lot of really good
10 school safety work happening in Colorado after
11 Columbine, the governor decided that there needed to be
12 a central repository for school safety resources. I
13 believe other than Texas, we are the largest school
14 safety center in the country, with a staff of just six.

15 But we get a lot done. We've trained over
16 38,000 people in a thousand trainings since we've
17 opened. And we've even traveled to Montana, Idaho,
18 Nebraska and Alabama to do trainings as well.

19 As you're all aware, Colorado is no stranger
20 to active shooter situations and our schools prepare
21 and train for that constantly. In 2015, after the
22 shooting at Arapahoe High School, a bill was passed

1 known as the Claire Davis School Safety Act, and that
2 was in memory of the young lady who lost her life at
3 Arapahoe. This legislation waived governmental
4 immunity for our school districts in cases of murder,
5 aggravated assault or felonious sexual assault.

6 Since the Claire Davis School Safety Act, our
7 team has conducted more than four times the number of
8 threat assessment trainings that were delivered in
9 previous years.

10 Colorado is also the original home to the
11 Safe2Tell tip line and I'm happy to see that our
12 neighbors here in Wyoming have adopted, as well as
13 Utah. And I know a number of other states are looking
14 into it. It too is an anonymous tip line and our calls
15 are taken by our fusion center as well.

16 In the 2016-17 school year, Safe2Tell fielded
17 over 9,000 tips. And I know they surpassed that by
18 February of last year in our last school year. They
19 said the phones were ringing off the hook and the tips
20 were coming in particularly after Parkland.

21 When they receive a tip, it's forwarded to law
22 enforcement and/or school staff so that each credible

1 threat can be neutralized. And we're very proud of
2 that program. And we think if there was a national
3 program, that it would save lives across this country.

4 And I mentioned that we do a broad range of
5 school safety items, include emergency management
6 planning. We were very happy to receive a grant from
7 the U.S. Department of Education and trained over a
8 hundred participants in emergency operations planning.

9 But as some of my other colleagues have
10 mentioned, our schools are aging also. When I was at
11 the Department of Homeland Security meeting last week,
12 I believe the number was -- the average school age in
13 the United States is 45 years old.

14 So we're trying to retrofit schools as well
15 and have secure entryways. And one of the simplest
16 things to me that just hasn't happened yet, and
17 Director McOmie also mentioned it, is locks on
18 classroom doors.

19 Many of our schools don't have a lock where a
20 teacher can just push a button and lock the door. He
21 or she has to retrieve a key, go out into the hall in
22 the midst of an emergency and lock the door that way.

1 Unless I'm mistaken, I don't believe we've lost a
2 single student in this country who has been secured
3 behind a locked door in an active shooter situation.
4 So I'd like to see locks on all doors.

5 We also have schools in Colorado that are
6 arming personnel. And like the other folks have
7 mentioned, people take that very seriously. It's
8 usually our rural schools as well.

9 Of our 178 school districts in Colorado, 140
10 of them are considered rural school districts. And if
11 they have a response time of 30 to 40 minutes and some
12 of them are arming school staff, they have extensive
13 training that they must go through. And they have to
14 pass some of the same qualifications as our post
15 certified law enforcement officers. So it's not taken
16 lightly.

17 But as a mental health provider, I would be
18 remiss if I did not talk about the psychological safety
19 piece because that is just as important as the physical
20 safety. And I know that this commission had the
21 opportunity to hear from NASP, the National Association
22 of School Psychologists, and hear about their

1 framework. And I urge you to take a closer look at
2 that.

3 But I think most of my colleagues here would
4 probably agree with me that one of the biggest
5 challenges that we all have is the issue of suicide.
6 In 2016 in Colorado, we lost 77 students between the
7 ages of 10 and 19 to suicide. We're working hard on
8 it. But we don't seem to be able to get our hands
9 wrapped around it and stop it.

10 The results from the youth risk behavior
11 survey seem to mirror the results that we get in our
12 Colorado schools, with 7 percent of our high school
13 students attempting suicide every year and about 32
14 percent of our students suffering from depression. So
15 we need to maintain physical environments as well as
16 safe psychological environments.

17 And a few people mentioned some of the other
18 things that we need to be doing in our schools. That
19 includes social-emotional learning, trauma-informed
20 classrooms, restorative practices as an alternative to
21 unsuccessful zero tolerance policies, suicide and
22 substance abuse prevention, personal safety lessons and

1 all the other things that we ask our teaching staff to
2 do along with academics.

3 So I thank you for this opportunity to share
4 some of those insights and we hope that we get some
5 help.

6 DR. ZAIS: Thank you very much.

7 MS. HARMS: Thank you.

8 SEN. ELLIS: Thank you again for the
9 opportunity to make a few remarks. You know, as I
10 mentioned, we're a citizen legislature. So, you know,
11 I wear a hat of a senator, a hat of an attorney. But I
12 can tell you that the most important role that I play
13 in my life is being a mom.

14 And I think any time we hear about a school
15 shooting across the country, you know, you'll be
16 waiting for your kids to come outside and chatting with
17 other parents on the playground. And I can tell you
18 there is anxiety out there.

19 When you drop your kids off, maybe parents are
20 saying silent prayers in their car hoping that their
21 kids are safe that day. And then, they breathe a sigh
22 of relief when they go to pick up their kids and seeing

1 them running toward them, that they made it another day
2 without any kind of horrible incident happening. And
3 as a parent, I find that troubling.

4 And so, you know, putting back on my state
5 senator hat, I'd like to be standing on the playground
6 telling other parents how Wyoming is leading the nation
7 in addressing school security and safety. And I think
8 we've got a lot more work to do.

9 There've been a tremendous amount of
10 improvements made on the security front, the physical
11 security of our buildings. I know in my local school
12 district, we've got cameras on every door. Doors are
13 locked. A receptionist has to ring you in before
14 you're allowed to enter.

15 And upon entering, you're screened. Your ID
16 is screened through a system that will prevent sexual
17 predators from entering our schools. So we've got some
18 really good things happening. But I think more can and
19 needs to be done.

20 We've talked a lot about older schools. And I
21 know our state building commission, we've had an
22 extensive conversation about how newer schools are

1 being built to address some of these safety concerns
2 where students are funneled into a central vestibule.

3 But the district I represent tends to fit that
4 mold of having a lot of older schools that are Title I
5 schools. And in Wyoming, I think because of our
6 funding model and how we fund the actual physical
7 construction of our schools, it's all done at the state
8 level.

9 And so, you know, the preference would be to
10 have a new school on the south side of Cheyenne instead
11 of finding really practical ways to retrofit that are
12 affordable and provide that level of security if an
13 unfortunate incident were to happen.

14 So I think we have a lot more discussion as a
15 state when we're talking about construction of how we
16 have some of those retrofit options available.

17 As our superintendent mentioned, we've had the
18 discussion about carrying firearms. And it was a very
19 serious discussion that we had at the legislature and
20 one that we certainly didn't take lightly. I believe
21 three districts of our 48 in Wyoming are pursuing that
22 option or are starting to take or develop policies to

1 allow certain personnel to be armed.

2 But as a legislature, we're having a more
3 extensive conversation about nonlethal methods of self-
4 defense. Pepper spray, bear spray. You know, you're
5 in Wyoming. Most families I know have pepper spray in
6 their possession. Tasers.

7 And in talking with a number of teachers that
8 I know, I've asked, you know, would you feel a little
9 bit safer in your classroom if you had pepper spray in
10 your desk. And resoundingly, everyone I talked to said
11 I never thought I could do that. What if I get in
12 trouble with my administrators or what if I lose my
13 job?

14 And so, I think, you know, we've got to have
15 and work through some of those conversations. And I've
16 heard also, you know, not pepper spray that's going to
17 get in your HVAC systems. You don't want to harm the
18 physical security or the air quality of your building.

19 So we've got a lot of things that we need to
20 think through and work through. But I think the most
21 important thing is we find ways that make it work in
22 Wyoming instead of excuses to not act.

1 Back to the physical security, I know we've
2 talked about these after-market products. I know there
3 are concerns about fire and fire drills and evacuation.

4 During our last legislative hearing, I think
5 we heard that the last person that died in a fire-
6 related incident in a school building, it happened in
7 the 1950s I believe was the statistic I heard.

8 So, you know, we need to be balancing the
9 threat of fire security and safety over active shooter
10 or other violent intruders in our schools. And I think
11 again hopefully some common sense prevails.

12 Along those lines, at our last hearing, we
13 heard from an options-based training group. They're
14 ALICE is their acronym.

15 But they really provide training to students
16 and teachers and they've been active in Natrona County,
17 which is Casper, Wyoming, in the central part of our
18 state. Behind Laramie One, they're our second largest
19 school district.

20 And we heard some really compelling testimony
21 about what this training entails. And it really is
22 giving our students and teachers opportunities to

1 think, what the most appropriate response is.

2 Lockdown, obviously in some situations that's the most
3 appropriate response.

4 But in others, I think there are other things
5 that we should be considering, how you -- alternative
6 methods of evacuating and providing just that front
7 line of defense.

8 And so, you know, I think as a legislature, we
9 find ourselves in a bit of a conundrum of wanting to
10 act and be responsive and provide that kind of training
11 but also being sensitive when we talk to local school
12 districts about respecting their local control. So
13 that is one issue that we'll continue to have to work
14 through.

15 And in my brief time as a legislator, you
16 know, I think that those are the most unfortunate
17 incidents where it's viewed as a legislative mandate
18 versus going against what the local school boards
19 desire.

20 We've got to find a way to put that gridlock
21 behind us and find ways of saying this is our common
22 objective. How do we work there together and what

1 roles do you best play and what roles do the state
2 legislators play? And I think some of that
3 conversation happens between us as a state versus the
4 federal gov.

5 So, you know, we're certainly sensitive to the
6 work that you're doing and trying to find out most
7 appropriate role in this discussion. But certainly
8 training has got to be part of it because our students
9 are not always going to be in a classroom or in a
10 school that's protected with a school resource officer.

11 These are kids that are going to graduate,
12 hopefully go on to college and be on college campuses,
13 out at dance clubs at night, out in their communities.

14 And in unfortunate incidents that happen in a
15 broader sense, I would feel so much more comfortable
16 knowing that my kids have that training to be able to
17 respond not only in their school, but in other public
18 places that they'll be living in throughout the rest of
19 their lives.

20 And, you know, I think that this training is
21 appropriate to be having. You know, looking at my own
22 local school districts, there are policies dealing with

1 how to handle bomb threats, fire drills, to your point,
2 monthly fire drills, natural disasters. We've got to
3 start having a conversation about what it means to have
4 a really well-done emergency response policy for these
5 kind of violent intrusions.

6 And along those lines, just to circle it back
7 to parents, you know, I think that that's one area
8 where I think we're neglecting a little bit of. And
9 that's always the most difficult area to engage.

10 But we need to know and we need to be
11 communicating with parents about what their thoughts
12 are, how they feel about the level of security with
13 their schools and really having as much engaged
14 conversations as we can with not only people that are
15 working for school districts, but with students and
16 parents.

17 And so, I'll lastly say, you know, again,
18 Wyoming, we've had a -- in Laramie One, the school
19 district where my kids are attending, we have a number
20 of safety resource officers.

21 And we are having those discussions that I
22 know a lot of other states have. I believe I read that

1 Georgia is now requiring that a safety resource officer
2 be placed in every school in their state. And so,
3 being from Wyoming, we have 48 school districts. And
4 our student population, when we talk about rural, we
5 have about 90,000 students in Wyoming. We are very,
6 very rural.

7 So I think that it'd be appropriate to have a
8 meaningful discussion with our school districts about
9 SROs, how many are appropriate, if at all, in a school.
10 Or if you're in a larger campus, maybe you need more
11 than one.

12 But in Casper, Natrona County, their city
13 council and their school board has made a commitment to
14 increase the presence of safety resource officers. And
15 so, I'm sure we'll continue to have those discussions
16 in Wyoming.

17 But I don't know that, you know, again, as a
18 parent -- my kids attend a very small school -- the
19 presence of law enforcement, I don't know how I feel
20 about that. I think I need to give that some thought.

21 But again, we've got just I think a lot more
22 conversations to have. And I want to be -- just tell

1 everyone in the room, I'm very appreciative. I see our
2 superintendent in this room, members of our school
3 board, our Safe2Tell organizer, law enforcement, our
4 sheriff. So I know that this is an all hands on deck.

5 So thank you for being here and, again, thanks
6 to the Department of Ed, and you, General, for being
7 here and forcing us to have some of these
8 conversations.

9 And to the other panelists, I'm already really
10 encouraged and excited about some of the things that
11 your states are doing and I can't wait to get there.

12 DR. ZAIS: Thank you, Senator.

13 MS. ARNTZEN: Is there time? I want to be
14 very cognizant of your time, General. Thank you.
15 Thank you for this opportunity.

16 I think what I can be summing up for everyone,
17 that local control in the West is very important and
18 not so much from a top-down level. In other words,
19 thank you very much for hosting these conversations and
20 especially coming here. But it should begin at the
21 ground level.

22 In Montana, especially with locally elected

1 school boards, it is those elected officials that
2 should be in charge. And I put that should in very
3 capital letters. Turnover within our school districts
4 is about every three years.

5 School leadership, when they turn over, a plan
6 might be gone. So as a state legislator, thinking that
7 we could react, we could -- we could go ahead and we
8 could create a brand new bill. But now, within my role
9 here, that takes time.

10 So I look to see what laws were already in
11 existence and dusted them off. We had a bill that was
12 a reaction to Sandy Hook. And it said that school
13 plans need to be recorded at the state level.

14 What we did was convene a very local,
15 community level, from all parts, put students on this
16 as well, all over Montana. Have listening sessions in
17 Helena but also every opportunity to speak, to listen,
18 to share.

19 It is not so much what's inside the plan
20 because we are very unique. But to say that the plan
21 needs to be revitalized every year. And then, it is
22 not housed at the state level. It is housed within

1 them. So it is their responsibility.

2 Again, I come back to liability,
3 responsibility flowing together. But in Montana, it is
4 a belief. It's very important for teachers as well.
5 They are in the buildings. This is their livelihood.
6 This is something that their children, their charges,
7 regardless of what age of student that they have within
8 their classrooms.

9 Professional development on mental health is
10 extremely important. We have Montana Hope as an
11 initiative where we are working within the capacity
12 that we have in very rural Montana who do not have
13 social workers, who do not have counselors,
14 psychologists at all, trying to employ something that a
15 classroom teacher might be able to recognize.

16 So to recognize what is happening in schools
17 right now is very important to allow education to flow.
18 Hardening buildings is a topic in Montana. But making
19 sure that we have a quality teacher there that
20 understands the capacity that they can, wherever they
21 are located in Montana, is extremely important.

22 Anything that we can do to instill that that

1 teacher holds that child at that moment of wherever
2 that child is, whatever that child comes into that
3 school with or into that classroom with, to recognize
4 that I think is extremely important. That's where
5 education is. It's personalized learning,
6 understanding that child's moment in education at that
7 time.

8 Also, great government. Small resources in
9 Montana. Working with our AG's office, making sure
10 that we have local control with sheriff, that we have
11 local control within our county commissioners, that we
12 all understand school, it's very different than it
13 would be in a very urban area.

14 But bringing people to the table is one my
15 goals, is one of Montana's goals from all sides because
16 students in Montana, the 148,000 that we have, are very
17 precious. We're not growing children like we used to
18 in Montana. They're very precious resources to us.
19 Professional development.

20 Thank you very much for this opportunity. If
21 there's any other opportunity afterwards, I know
22 Montana would be happy to lend a voice and an ear.

1 Thank you, General.

2 DR. ZAIS: Thank you. Thank you very much.

3 I'd like to thank everyone who participated on our
4 panel for your valuable input.

5 My hope is that not only will we benefit from
6 your testimony, but you'll benefit from the testimony
7 of others and that you will take some good ideas back
8 to your home state, back to your workplace and continue
9 to work to enhance the safety of our children.

10 We're very grateful to you for being here and
11 also for the people in our audience who took time out
12 of their schedules and who care so much about our
13 students and our school safety to be a part of this
14 assemblage as well.

15 We will take about a 12-, 10-minute break and
16 then we will reconvene our second panel. Thanks,
17 everyone.

18 (Applause.)

19 (Whereupon, at 4:08 p.m., the foregoing went
20 off the record and, at 4:22 p.m., the
21 foregoing went on the record.)

22 AFTERNOON PANEL

1 DR. ZAIS: -- from Department of Justice,
2 Homeland Security and Health and Human Services who are
3 here with me.

4 I'd like to ask people to keep their
5 introductory remarks to about four minutes so we can
6 have some time for some Q&A, some discussion at the end
7 and some exchange between the members of our guests
8 here as well.

9 But I think we'll start off and again just do
10 the introductions and we'll go around the room and
11 we'll start with you, General Michael.

12 MR. MICHAEL: (Off mic) --

13 DR. ZAIS: We do now, I think.

14 MR. MICHAEL: (Off mic) -- maybe that's
15 better? Oh, way better. Okay. So our agency has been
16 cut, along with other budget cuts due to, you know,
17 mineral prices and so forth in Wyoming.

18 But we were still able to put -- to stand this
19 program up. The cost, I think it's about \$450,000 a
20 biennium which is pretty amazing. But the way to do
21 that was to gather existing resources. And that is --
22 you know, Colorado showed us the way. And we worked it

1 from there.

2 There was some effort back in the spring of
3 2016. I was at an attorney generals' conference in
4 Deadwood, South Dakota. And we had a panel. We
5 presented on Safe2Tell to try to spread the word. We
6 were rolling it out that year in Colorado, continue to
7 have success.

8 And I know Michigan and Nevada were interested
9 at the time. I know that Florida of course has become
10 very interested since the Parkland shooting. And I
11 know General Coffman from Colorado visited Florida and
12 met with Attorney General Bondi. So that is the
13 program that I know the most about.

14 Quickly, to tidy up my four minutes, let me
15 just say this, that we rolled the program out in
16 October of '16 and here we are approaching our second
17 year anniversary.

18 And these are statistics from February 2018,
19 which were relevant because the governor had a big
20 suicide symposium. And when you look at the
21 statistics, suicide is a major event that Safe2Tell has
22 been successful in preventing. Bullying is number one.

1 Suicide is number three. Other is number two. But
2 also, we have planned school attacks as number four.

3 And so, in the month of -- just the month of
4 February 2018, we had 95 reports through the system,
5 eight of which were planned school attacks. And I know
6 some of them were actually real and serious and
7 interdicted.

8 And since the start of the program in 2016, we
9 had 95 total reports through the system, mostly by
10 students, sometimes by parents that were acted upon.
11 Since the start of the program, in two years we had
12 1,035 reports.

13 And I think the breakdown is about the same.
14 It starts at the top with bullying and moves on down.
15 But planned school attacks is quite high.

16 And I'll just add one other thing. It's kind
17 of appropriate that statistically suicide threats and
18 planned school attacks would be close because I think
19 the psychological knowledge on this is pretty well-
20 developed by the FBI and other agencies, that people
21 that are ultimately become homicidal in some kind of
22 school attack, often there's a suicide component to it.

1 Maybe it begins with suicidal ideations and then
2 progresses onto homicidal ideations. So I know there's
3 a connection there.

4 So we're really high on the program. We
5 haven't had major hiccups to where we feel like we have
6 to go back to any kind of drawing board or square one.

7 It is flowing forward very well at low cost.
8 And I truly believe -- I hope Florida is working hard
9 to bring this in. But I truly believe that this
10 program, given the cost and the payback that we're
11 getting.

12 And I'll just mention one last thing. My
13 wife's just retired last year. She was 30-plus years
14 in the classroom. And they had a suicide in their
15 elementary school about six years ago.

16 And we talk about the cost. We know the cost
17 to the family and we know the cost to the victims.
18 With school shootings, obviously that's multiplied.
19 But the cost to education and instruction is massive.
20 The disruption that's caused by these kind of events.

21 And so, I'm super high on the program. We
22 brought it in I think a little later than we wanted to.

1 So I can't say it was on-time. But it was certainly
2 under-budget. And if a state's not working this
3 program, I think they're making a big mistake. Thank
4 you.

5 DR. ZAIS: Yeah. We don't have to go around
6 the table. If you'd like to, if it makes it easier,
7 we'll do whatever makes you feel comfortable. All
8 right. Go ahead, Ms. Warner.

9 MS. WARNER: Okay. Thank you. I'm Terryl
10 Warner and I'm with the state board of education in
11 Utah and I'd like to thank you for arranging this and
12 for inviting me.

13 My day job, I am with the Cache County
14 Attorney's Office, a prosecuting agency. And I run the
15 victim services program there and have been there for
16 about 22 years. So victim safety is critical in my
17 book.

18 And I'm grateful that we're starting to really
19 discuss all of the myriad of issues affecting school
20 safety today. A lot of times, we think of school
21 safety and we think of the school shootings. But there
22 are so many more things that include school safety.

1 Some of the things that we're doing is a
2 couple of legislators created a school safety
3 commission, of which Commissioner Squires, who's on the
4 other side of the table, and I were a part of.

5 And we talked to a number -- we put out a poll
6 and we received over 1,500 responses from that asking
7 people to tell us what do they want in school safety.
8 And we got a lot of information from that.

9 We discussed it and came up with a couple of
10 ideas that were presented to the governor and to the
11 legislature. One of the things that we're doing that
12 is extremely successful in the state of Utah is we have
13 the SafeUT app.

14 If you're in Utah, you should download,
15 whether you're a parent, grandparent, community member,
16 student, whoever. Download the SafeUT app. It's
17 SafeUT. And it's really simple to find and you can
18 report things anonymously.

19 We have found that that has been extremely
20 beneficial with bullying, with suicide prevention. But
21 there's also a new component on there that allows
22 people to discuss positive things as well.

1 In talking to some of our administrators, it
2 doesn't matter what time the text comes in. It goes to
3 the University of Utah behavioral health unit. And
4 there is a response there for whoever has texted in.
5 Administrators find it very helpful.

6 As Attorney General Michael indicated, it's
7 very disruptive when there's an issue that affects a
8 school. The cost of it is extraordinary. And so, the
9 administrators, we're finding are very supportive of
10 the SafeUT app.

11 Currently, the governor, the legislature and
12 the state board of education in Utah are coming
13 together to create a safety plan. Now Utah, like many
14 of the states here, is rural in some areas and not so
15 rural.

16 I have one area that I represent, Rich County,
17 which is 45 to 50 minutes away from anywhere else. In
18 fact, I think Wyoming could respond to Rich County
19 quicker than my county could. And so, we have to look
20 at those things. So when we're dealing with a safety
21 plan, we need to have it to be a little bit fluid in
22 that what is good for, for example, my home city of

1 Logan, where we have law enforcement three blocks away,
2 compared to Rich is vastly different. And so, the
3 response times of school safety need to be looked at.

4 We are continuing to make this a primary focus
5 in our state. And we look forward to working with you
6 on these issues. Thank you.

7 DR. ZAIS: Thank you.

8 MR. BROWN: Good afternoon. Boyd Brown. I'm
9 currently the superintendent in Laramie County School
10 District Number One. This is my fourth week on the
11 job. Prior to that, I spent 30 years in Campbell
12 County School District in northern Wyoming. I'm also
13 the past president of the Wyoming Association of School
14 Administrators.

15 I do want to thank you and I appreciate the
16 support from the federal government looking into this
17 idea. I also really appreciate the support from our
18 state and our local government.

19 The first thing I would like to talk about is
20 just a little bit about kind of where we're at and I'd
21 want all of our agencies to be very thoughtful about
22 the direction that policymakers decide to move.

1 The policy has to be flexible to meet the
2 ever-changing landscape with school safety. And
3 schools are part of a large community. The policies
4 need or should endeavor to promote the connection of
5 school and community resources.

6 Threat assessment teams should be both at the
7 school and community level and we should have policy
8 language regarding the open sharing of data regarding
9 potential threats to school and community.

10 I think that's the biggest area that I think
11 the federal government can help us with is making sure
12 there's some opportunity to share things back and
13 forth.

14 I do support having local law enforcement
15 presence in our schools. My current school district,
16 we have nine school resource officers that are in the
17 police department. We have one from the sheriff's
18 office. And in a year of declining budgets, we added
19 two additional school resource officers this year to
20 have a total of 10 throughout our district. And we
21 could probably keep more if we had the opportunity to.

22 I also believe that the partnership that we

1 have with our local law enforcement is important,
2 having the ability to share information back and forth.

3 I will tell you that in my previous district,
4 we shared information that may not have always been
5 something that was legally sharable, that we chose to
6 make the decision to share information because it was a
7 safety issue for our students.

8 DR. ZAIS: I would just comment on that that
9 nobody's ever been prosecuted for sharing information
10 under the terms of FERPA and that, you know, if you
11 start selling student data for commercial purposes,
12 there may be an issue.

13 But if you're talking to law enforcement or
14 mental health or juvenile justice about a potential
15 issue, nobody in Washington is going to second-guess
16 you or question your judgment.

17 MR. BOYD: That's good to know. Thank you,
18 sir. I guess the other idea, having the ability to
19 intervene early with behavioral and emotional health
20 services is an issue that I think everyone would agree
21 that we need to be able to do that.

22 Sometimes I think that it's very difficult

1 with laws regarding some of our special services
2 students and the ability to deal with them in a quick
3 manner.

4 There might be some need to help us with
5 relaxing some of those areas as well. But if there's
6 the same view about those laws as there are about the
7 other ones, I think that we can probably work our way
8 around it.

9 One of the things that I've been a very big
10 proponent for in all of the school districts that I've
11 worked in is making sure that common sense prevails.
12 If the fire alarm goes off and you don't see smoke, you
13 don't see fire, there's no hurry for you to leave. We
14 can look and see where that's at. If you see smoke, if
15 you see fire, you need to leave.

16 The other thing is we have to deal with things
17 age appropriately for kids. It's very much different
18 whenever you're -- if I'm a high school coach or
19 teacher that's in the weight room with my football team
20 and I've got six guys that are 275 down to 225 and
21 somebody comes into that room, we're going to respond a
22 lot differently than if I've got a bunch of five-year-

1 old kindergartners and what we're going to do and what
2 I might ask them -- excuse me -- what I might ask them
3 to do.

4 The other side of that is we have to make sure
5 that when we give students the opportunity to make
6 choices, that they don't make choices that will put
7 other students in harm's way.

8 I think we just heard from one of our other
9 panelists that there has not been a person that's been
10 shot that was behind a locked door. So if I give
11 students the opportunity to make decisions, they have
12 to make good decisions at that time and not leave and
13 put other students in harm's way.

14 So I think we have to be very purposeful about
15 the conversations that we have and the education we
16 have for all of our students. Again, I think that we
17 still have to give some of our older students more
18 common sense. It has to be part of that discussion
19 that we have with them. I think it has to be a
20 discussion with our parents.

21 One of the things that we're going to have
22 probably a media blitz on from our school district, if

1 you see something, say something. Please take care of
2 that. If you see something on social media that
3 concerns you, please let us know. Tell an adult. Tell
4 a law enforcement person. Tell a school teacher.

5 If we get the cavalry there and we don't need
6 them, we can send them home. If we don't get the
7 cavalry there, we can't send them home and we've got
8 problems. So I think making sure that we have common
9 sense there.

10 I think that we have to have the ability to be
11 somewhat confidential with our crisis plans. If we're
12 out there and we're sharing with everyone exactly what
13 our crisis plan is, we've set ourselves up for the next
14 person that's going to do something. They've got our
15 plan and they're going to use that against us.

16 So I mean, that's a delicate balance of
17 working with our community to let them know that we are
18 there. We'll work with our local law enforcement, our
19 first responders, our fire department, our EMS people
20 to make sure they understand our plans.

21 But we want to make sure that we're not
22 putting our law enforcement people and our first

1 responders in harm's way as well as our students if
2 we're sharing exactly what our plans are.

3 DR. ZAIS: That's an important point. I was
4 in Santa Fe High School not too long ago where a
5 student murdered eight students and two teachers.

6 And speaking with one of the school resource
7 officers who was there, he made the point, he said, you
8 know, Mick, all of these school shootings predominately
9 are inside jobs.

10 The students have been part of the drills.
11 They know the lockup plans. They know the egress and
12 ingress points. They know all the safety precautions.
13 They know what the response time of the SRO is going to
14 be. And so, your point is well-taken, Superintendent
15 Boyd, about keeping these plans confidential.

16 MR. BOYD: Thank you, sir. I think I'd better
17 let somebody else speak.

18 MS. JUSCHKA: Hi, there. I'm a school
19 resource officer. I'm Officer Juschka. I am actually
20 a resource officer at a junior high and I'm also -- I
21 oversee three elementary schools here in the district.

22 I think it's really important to have SROs

1 inside the schools. A, it's not only, you know, to
2 protect the students and the staff, but it also is used
3 to bridge the gap between law enforcement and the
4 youth.

5 There has been so many different incidences
6 where I was involved where students were afraid of law
7 enforcement just because of what happened in their home
8 life or something in their past.

9 And I think it's really important to have them
10 see us on an everyday basis, to let them know that they
11 can come to us for help, whether it be in the school or
12 at home. There has been many cases where students were
13 more comfortable coming and talking to me than calling
14 an officer on the street to report something that has
15 been going on either at home or in school.

16 The definition of an SRO is not only to be law
17 enforcement, but we're also a teacher, an educator and
18 an informal counselor or mentor to these students.

19 I am the secretary of the Wyoming Resource
20 Officers Association and a member of the National
21 Resource Officers Association.

22 And kind of our mission, we believe that law

1 enforcement and education can and should work together
2 as a team to identify the problems and find solutions
3 to make our schools a safer and better place to teach
4 and learn.

5 And I think we can do that by changing the
6 attitudes and building relationships with these
7 students, with the staff, with the school district,
8 with the government that will last a lifetime. And we
9 can also make a difference in the lives of our students
10 and of our community.

11 There are several different things that we do
12 within our schools here in Laramie County. And some of
13 the things have already been mentioned. I think a big
14 tool that has been very beneficial to us is the
15 Safe2Tell program that we have. I'm not exactly sure
16 what sheet that Mr. Michael had. But I printed off
17 from yesterday.

18 Since the implementation of the program in
19 October of 2016, we've had over 1,200 reports that have
20 come in. And again, what he kind of touched on, a lot
21 of it is the suicide threats, the self-harm, the
22 depression.

1 And I can tell you in my schools, with Johnson
2 Junior High, I was the second high school to use this
3 program and there has been several incidences where we
4 had prevented suicides. We had gotten help that we
5 needed for these students.

6 And it does come in at all hours of the day.
7 It goes through our Wyoming highway patrol dispatch
8 center. If it's something during the school day, it is
9 addressed to the school and the SRO at the time.

10 If not, if it's an immediate threat, then it's
11 assigned to our street officers. So it is addressed at
12 the time that it comes in. It does have an open dialog
13 with the dispatcher through the highway patrol so that
14 they can kind of keep in contact. If there's something
15 imminent going on, we can keep them in touch with us
16 until we can get them that help.

17 Another thing that we do, it was mentioned
18 earlier, we do have a visitor system through Raptor,
19 which it also screens for sexual predators. It's a
20 nationwide database. If they are to come into the
21 school, the SRO, the administration are alerted at that
22 time.

1 It also -- we can also track custodial issues.
2 They can be individually entered into the system where,
3 you know, so-and-so is not allowed to pick up such-and-
4 such student. If they show up, it alerts it in the
5 system and if there's a problem, then they can call the
6 administration or the SRO.

7 Another app that it has on there is it also
8 has a panic button. Our front staff is -- you know,
9 they're trained in secretarial duties. And if they
10 have something that's getting out of hand, there's a
11 panic button that they can push that alerts the SRO
12 sergeant, the school SRO and the administration as
13 well.

14 One thing that we were able to implement in
15 our schools here in Laramie County is we do have a safe
16 and a rifle in all of our junior highs and high school.
17 If we can't always hit that -- we can't hit that
18 timeout button, wait, let me go outside, get my rifle
19 and then come back in.

20 So we have that readily available to us in our
21 offices. And then, we also do have go-bags that give
22 us all the tools and stuff that we need to address the

1 threat in our schools.

2 We also participate in active shooter training
3 within our department and throughout the state. They
4 are also doing self-officer response or single officer
5 response.

6 We also do have a relationship with the FBI to
7 investigate any school violence threats now. Not only
8 do we investigate it at the local level, but we also
9 involve the FBI so that we are on the same page and
10 investigating them thoroughly.

11 One thing that we also do in our advanced
12 officer training is we have a program called CPTED,
13 which is Crime Prevention through Environmental Design,
14 which is very important into our building of the new
15 schools and again adapting the issues that we have in
16 our older schools. I can tell you that Johnson Junior
17 High is the exact same building that I went to when I
18 was in high school. I think the intercom system is
19 twice that age.

20 So I do believe that there are things that we
21 need to do in the older buildings to get caught up to
22 the newer infrastructure of the new buildings. The

1 video surveillance.

2 I just got back from Reno at the end of June
3 and learned of a lot of different programs that are out
4 there that could benefit school districts across the
5 world and nation.

6 One tool that came to us, it's called student
7 worrisome behavior report. It's highlighted through
8 Safer Schools Together. It is a report that they can
9 pull and we're still doing some information-gathering
10 on this. But I have a copy of a sample of it.

11 But they can kind of filter through the public
12 information on social media to kind of look out for the
13 school threats, the suicidal behavior and stuff that
14 kids and teens are putting online. So that is
15 something definitely that we're kind of looking into to
16 see how that can benefit us as well. So I think I'll
17 leave it at that and --

18 DR. ZAIS: Thank you, Officer Juschka.
19 Sheriff?

20 MR. GLICK: Thank you, General. My name is
21 Danny Glick. I'm sheriff here in Laramie County. You
22 heard from Superintendent Brown that we have -- we are

1 the sheriff's office with one SRO.

2 And as you may realize now that you've been
3 here in the West, we're pretty rural. And my SRO
4 travels to six or seven schools. Some of those schools
5 are very small. But as you might also imagine, with
6 that rural setting, our response times are very great
7 sometimes.

8 One of the things that I've been lucky enough
9 to be involved with is the National Sheriffs
10 Association and the Western States Sheriffs Association
11 and am still involved in leadership positions in those
12 agencies or with those groups.

13 As we were talking earlier, General, we have a
14 newly focused group through the national that is
15 looking at school safety. And as you stated, you were
16 in Indiana. And that's where it was kind of based out
17 of and where it's going to or who is going to lead us
18 as we go forward with this on a national level.

19 You know, we can't suffer these tragedies and
20 not have it affect us. The trouble is sometimes I
21 think just like in 9/11, it's a tragedy for a little
22 while and then we go to sleep, rather than keep it at

1 the forefront where it belongs.

2 And when it comes to our kids and school
3 safety and the responsibility of our officers and
4 deputies, I think it's paramount that it stays in front
5 of us.

6 State and local control, absolutely. No
7 unfunded mandates, as you referred to. We see that so
8 much coming out of D.C. and it affects us so
9 drastically as we try and work these programs out.

10 So I'm really excited, because as General
11 Michael said, we have programs in place and we have --
12 well, like the Safe2Tell or if you see something, say
13 something. The trouble is sometimes those issues that
14 are brought forward in those settings may not come
15 completely to law enforcement and they aren't vetted
16 appropriately.

17 And I think that's something we have to stay
18 on top of when we're looking at our own localities is
19 everything has to be taken seriously until it's proven
20 otherwise. And the fact that we share information
21 uninhibited is paramount in what we do.

22 You know, we all have the same goal and that's

1 school safety and that kid. I don't think there's
2 probably any one of us in here that doesn't have that
3 love for a child somewhere in our lives.

4 So with that, what I'd like to offer up is a
5 partnership, if you will, between the National and the
6 Western States Sheriffs Association and with this group
7 and any of the groups where we carry this forward and
8 we are working together and one the same level at all
9 facets of where we're headed with this.

10 I don't think in this situation anybody can
11 fall behind. We have to all be on the same page and
12 support one another. And so, I think this meeting in
13 the rural West is greatly received because of just
14 that.

15 We have really, really unique issues that we
16 face here. The numbers of officers and/or deputies
17 that we have, the ability to have those grants that
18 help fund the SROs is vital for us to be able to have
19 that permanent position in those schools.

20 So with that, I'll pass the mic. But I again
21 thank you very much for being here.

22 DR. ZAIS: Thank you, Sheriff. Director Kern?

1 MS. KERN: Good afternoon. Thank you for
2 having me. I am Stacey Kern. I am the director of
3 special services for Carbon County School District
4 Number One in Rawlins, Wyoming.

5 I'm also a nationally certified school
6 psychologist and I am the Wyoming delegate for the
7 National Association of School Psychologists. So I'm
8 ecstatic, my national association is ecstatic that I
9 was invited to be here today. So I thank the
10 Department of Education and the federal commission for
11 allowing me to be here and represent just the voice of
12 children and families and communities and just the
13 absolute necessity of focus on mental health services
14 in schools as we talk about school safety.

15 Mental health plays a key role in keeping our
16 schools safe and making sure our students are
17 successful in school.

18 I'm not sure, General Zais and commission
19 members, if you've heard lately that the world needs
20 more cowboys and cowgirls. And the world definitely
21 needs more cowboys and cowgirls who are unafraid of
22 talking about mental health and not just talking about

1 mental health issues, but actually doing something
2 about it.

3 So I'm hoping our conversation today can spur
4 some action points for schools in the state of Wyoming
5 and other rural states and how do we ensure that mental
6 health stays -- you know, takes a front seat and stays
7 a focus of the conversation for school safety.

8 We know that there's this study that has come
9 out, a 19-year study on kindergarten students. And two
10 of the biggest factors that ensure -- help ensure
11 future success for kindergartners are social and
12 emotional health and skills. School cannot just be
13 about reading, writing and math anymore. We have to
14 actually teach our students how to be socially and
15 emotionally healthy, which is difficult.

16 We are facing a crisis of resources as far as
17 mental health, school-based mental health services in
18 our schools, especially in Wyoming. It is incredibly
19 difficult to find school psychologists to come to the
20 state of Wyoming and work. Just about every district
21 has at least one position unfilled for school
22 psychologists.

1 Resource officers, in Carbon County School
2 District, we reached out to our local police department
3 and said we have funding for a school resource officer.
4 Would you provide the resource officer? And they said,
5 we would love to, but we can't fill two of our other
6 positions first. So school resource officers are
7 difficult to come by.

8 Talking about, you know, the state of Wyoming
9 has great funding for students, especially students
10 with special needs. But it can't be -- that funding
11 comes with you have to have special education services.

12 We need funding that is more preventative
13 rather than wait for students to become identified with
14 disabilities and then get into the special education
15 system and get help there. We need to make sure that
16 funding is adequate across all levels of school
17 services.

18 I think another kind of crisis that we are
19 facing is the enormous pressure of time within a school
20 day. Our students are academically engaged from start
21 to finish each and every school day and it's jam-packed
22 with academics.

1 And a lot of the other key life skills that
2 our students need to be explicitly taught take a
3 backseat or maybe aren't focused on at all. So we need
4 to make sure that we have the resource of time to
5 ensure that social-emotional learning is happening for
6 our children.

7 So I think I'll leave it at that. I hope the
8 conversation can spur us to come up with some ideas as
9 to what we can do better for the state of Wyoming as
10 far as mental health support for our students. Thank
11 you.

12 DR. ZAIS: Thank you very much. Ms. Goff, can
13 you share with us some of the concerns about the -- and
14 practices of school safety from the state school board
15 perspective?

16 MS. GOFF: I -- thank you. I'm Jane Goff. I
17 am a current member of the Colorado State Board of
18 Education and also bring the perspective of, if not in
19 the center ring, but in the first row beside the center
20 ring during the Columbine tragedy and its aftermath.

21 I was at the time the current -- or the
22 president of the local teachers association. And as

1 such, I spent a lot of my normal working day with the
2 adults in the district, so classroom teachers, building
3 administrators, our local board, district
4 administrators of all types and community members and
5 leaders and business leaders.

6 So my perspective and what I would hope my
7 remarks portray with a tie-in to today and what's
8 happening in the state of Colorado are really grounded
9 in that adult -- the adult perspective.

10 But I'd like to I think bring it back to the
11 whole general notion of good planning. A lot of our
12 groups throughout the country and others in the day
13 since have used the four components or protocols of
14 planning, preparation, response and recovery.

15 And all of those things work together in order
16 to get a real coherent as we can do possibly view of
17 what to be ready for and how to get ready for it in the
18 best possible way.

19 At the time Columbine happened, we had -- as
20 you know, we had no understanding of how that could
21 happen where it did. It was not a type of school
22 district that that was typical of.

1 There had been prior school shootings, a lot
2 different level and intensity and results and such.
3 But we had also had information and we were familiar
4 with a lot of teacher groups, teachers throughout the
5 country that had gone through things like earthquakes
6 and floods and forest fires and other kind of traumatic
7 experiences.

8 When Columbine happened, we had no idea we
9 would come to depend on that kind of information. But
10 as the months bore out and I personally had a lot of
11 opportunity to connect and meet with my counterparts in
12 other school districts that had not only shootings but
13 other natural disaster experience.

14 And what we learned at that time from them was
15 that there had been the beginnings and development of
16 crisis guides, in other words which were literally
17 manuals or guidebooks for school staff and other
18 community groups to use in looking at the kind of
19 detail that emerges when you are face-to-face with some
20 very trying days and months and years.

21 And as the years go by, the details don't
22 necessarily go away. They just take on new forms or

1 evolve a little bit into helping you come to a final
2 resolution or a conclusion of the problem. Little
3 things like having teachers alone, have someplace to go
4 specifically for staff people. It's not just classroom
5 teachers.

6 But in my case, I still reflect back a lot on
7 the staff in all of our schools. We had at the time
8 about 140 schools in our district. And in addition to
9 the high school itself, which at the time had about a
10 2,000 enrollment, there were area high schools not too
11 far away.

12 There were lots of middle schools, lots of
13 what we called feeder areas to be concerned about for
14 the students that were either killed, injured and/or
15 their families.

16 But we also had some staff concerns. I spent
17 the day afterwards on the phone all day calling teacher
18 homes to verify that they had returned home because at
19 the time we had no information as to who -- we knew one
20 teacher was probably in jeopardy. But we didn't know
21 any details about that until close to 8:30 that night.

22 So I was on the phone calling people, many of

1 whom I had gone to school with or had been very close
2 friends with and just checking to make sure every one
3 of our adults got home.

4 After we talked to other school districts that
5 had gone through this, we learned things about be sure
6 you've got a system for collecting donations. Is there
7 some -- is there a legal -- a legal pot, a place you
8 can put the money that you will get, which was ample
9 and frequent.

10 And is there a place to have the mail
11 collected? At the time, we were told too, just as a
12 precaution, that we needed to have every piece of mail
13 checked that came into both our association office.
14 But the district was also advised the same thing, as
15 were schools.

16 Is there a way to handle the number of gifts
17 and favors and other mementos that people want to
18 share? There were contributions specifically
19 designated to be part of a memorial.

20 And even before this two days of the initial
21 shock had passed, we needed to have a central
22 organizing brain. And it did apply to everyone

1 involved.

2 But what we have learned and what we would
3 recommend is that in the planning stages, as our
4 districts around the country and schools go through
5 their planning and their thinking about this, is to
6 consider all the kinds of details. And I'd be happy to
7 provide the list and I know there's supplemented as
8 well.

9 But make sure above all else that those people
10 who will be impacted are involved. I know this comes
11 out in lots of our conversations these days about so
12 many things.

13 Make sure every voice is there and that
14 there's a way that they are all keenly aware that they
15 have been heard. And I think with careful listening,
16 that can apply to our parent communities.

17 Of course PTA has become one of my -- and has
18 been ever since my dearest allies in the life of
19 schools. But the parent groups and the faith
20 community, incredibly important. And others that are
21 involved with these systems.

22 I think overall I'll stop with saying that a

1 district and their schools and our local allies and
2 such can feel some real security as long as they know
3 that their core is strong.

4 And that takes relationship-building that
5 starts long before the days you have to be worried
6 about a problem and it's sitting right in front of you.
7 But anything that where local communities can really
8 build up their core relationships and have the focus of
9 what's right for kids, what's best for kids and what
10 will help kids in their futures.

11 I think that's -- I think start with a good
12 core of relationship-building. The plans will come
13 into place and we will be as ready as we possibly can
14 be when we have to.

15 DR. ZAIS: Thank you very much. Director
16 Cameron, you want to talk about the Office of Homeland
17 Security and how you relate to some of these other
18 folks here at the table?

19 MR. CAMERON: Yes. Thank you very much, and
20 welcome to Wyoming. My name is Guy Cameron. I'm the
21 director of the Wyoming Office of Homeland Security.
22 And I'd like to speak to the grant that comes to the

1 state of Wyoming through -- as a pass-through. We're
2 the grantee for the state homeland security grant.

3 And maybe before I get into that, as I think
4 about school safety, I think about a layered defense.
5 For all of us that are a stakeholder, I think the
6 success of school safety is going to be based on
7 whether it is that prevention, protection, mitigation,
8 response, recovery and how we in our own individual
9 lanes participate in that is critical to have a layered
10 defense for school safety.

11 We're a state that receives approximately
12 about \$3.0 million as pass-through for the homeland
13 security grant. This year, 2018, we received \$3.9
14 (million). That homeland security grant has a pass-
15 through requirement of 80 percent. And so, we pass
16 through that \$3.3 million.

17 In 2018, we had eligible recipients, \$13
18 million of requests for \$3 million of grants. We're an
19 agency that's 85 percent funded by the federal
20 government. And then, the state supports the office of
21 homeland security with general funds of 12 percent and
22 then a balance of special funds of 3 percent.

1 What I'd like to tell you a little bit about
2 is just the grants that are in play right now. We're
3 closing out '15, '16 and '17. '18 will be awarded here
4 in the fall. And we have since 2015 allocated \$1.7
5 million specifically to school safety.

6 Those grants have come in the form of support
7 to Attorney General Michael and his staff that do a
8 great job for Safe2Tell. And that's supporting two
9 positions out of grants that we found as a viable
10 option that was affordable to the legislature, using
11 our federal homeland security dollars.

12 And so, that has been a key component of
13 Governor Mead's success and his administration as a
14 preventative tool that has been working very well.

15 In addition to that, it has been -- the
16 interoperable communications equipment, intercom
17 systems, security alert systems, access control,
18 training opportunities. That pretty much runs the
19 eligible subject matters for our grants.

20 Probably the areas that I'd like to share of
21 concern that I think from my perspective as it relates
22 to grants where I think we need at least to keep our

1 eye on certain guideposts is our grants, I think it's a
2 great partnership with the federal government for the
3 grants that we receive.

4 And we receive seven matching grants in my
5 office. And a couple of those grants, the emergency
6 management performance grant and the state homeland
7 security grant, are grants that we utilize mainly for
8 school safety.

9 So it's a great partnership that we have that
10 ability to use our federal funds and put it to use at
11 the state and, more important, the local level. But we
12 also I think need to send the message of grant
13 sustainment as important.

14 It's important to the states. It's important
15 to our local partners. If we're going to be successful
16 and continue to protect kids and staff and school
17 safety as a whole.

18 The grant flexibility, I'd like to talk about
19 that for just a moment. You know, the needs of Sheriff
20 Glick, local law enforcement, they play such a key role
21 in school safety. Networking with superintendents,
22 principals, school planning teams for preparation of

1 all hazards that might affect a school. They're going
2 to be that first response, if you don't have a resource
3 officer.

4 And that's one of the areas that I'd like to
5 identify that I think we should I hope look at greater
6 flexibility for an SRO officer. Right now, it is a
7 grant that we can -- Sheriff Glick can hire a school
8 resource officer.

9 But my grant, my grant is only going to be
10 allowable to pay for planning and preparedness, not
11 from an operational perspective. So I think we can
12 make a lot of the inroads to provide greater
13 flexibility on that operational side of that particular
14 grant, the homeland security grant.

15 Allow law enforcement beyond preparedness and
16 planning, from a financial standpoint, to assist great
17 impacts and getting SROs into our school systems. I
18 also --

19 MS. HART: I'll just say --

20 MR. CAMERON: Yeah.

21 MS. HART: I'll just say that the Department
22 of Justice also has grants for -- I mean, we fund

1 hundreds of police officers and SROs each year. So
2 that -- and I assume you all have probably already
3 looked into that. But I'd be happy to get more
4 information to you guys on that because that's another
5 way communities have funded new SROs in their area.

6 MR. CAMERON: Thank you. I've also, I think,
7 in the last two presidential budgets, there have been
8 footnotes that have indicated a change in direction for
9 homeland security grant with a matching component.

10 Right now, we're at a hundred percent, receive
11 those federal dollars from the federal government. But
12 the last two presidential budgets have indicated a
13 matching requirement from both the state as well as the
14 local level for a non-federal -- or for the non-federal
15 share of a grant.

16 And so, in that sense, I see -- it will stifle
17 preparedness. Budgets, the way they are for local
18 governments to the state, we've gone through our
19 economic up and downs. And certainly then requiring a
20 matching component on the homeland security grant,
21 which is a hundred percent now, I think will stifle
22 preparedness.

1 Now, obviously I don't think it has made it
2 through Congress. But nevertheless, it has been an
3 issue that has been in the forefront for discussion
4 that has been in print for those budgets. So I just --
5 I'd just mention that because it will have an impact on
6 school safety.

7 DR. ZAIS: Thank you very much. And mindful
8 of the time that -- Todd, why don't you share yours?
9 There you go. Commissioner Squires, you want to talk
10 to us about what you've got going on in Utah and maybe
11 share some insights there?

12 MR. SQUIRES: Yes, General. Thank you very
13 much. We appreciate this opportunity to present
14 information here and share information with you.

15 As Ms. Warner mentioned at the beginning, she
16 and I both had the honor of serving on the Utah Safe
17 Schools Commission. And it ties into an opportunity
18 that we had, a very diverse group, not what you would
19 usually expect.

20 In my experience, often these types of issues,
21 the default has been law enforcement. And by having
22 the various stakeholders involved, including two

1 students that were able to share their perspective and
2 information, I found invaluable.

3 The one thing that we came out with as at the
4 top of our list of recommendations to the governor and
5 the state legislature was what is referred to as the
6 Virginia model, that I know you're familiar with.

7 But it's threat assessment teams. And based
8 on that recommendation, we are currently working with
9 Governor Herbert's office and his education advisor as
10 well as the state school superintendents and others to
11 visit with our counterparts in Virginia and bring back
12 information and look at how we might implement that
13 program with resources and funding that would be
14 available to the local agencies and districts to give
15 them that opportunity.

16 And it ties directly into also the Utah -- the
17 SafeUT app that Ms. Warner mentioned also, that is
18 being very broadly used throughout the state, not only
19 in the metropolitan areas but also in the rural parts
20 of the state.

21 And because that is being so well-used, I was
22 in a meeting with the governor where one of the

1 superintendents from a district mentioned how things
2 are working right now. And he described it as we are
3 getting so much information sent in because of this
4 resource that it's ending up on his plate and sometimes
5 in the middle of the night. And because of his passion
6 and concern for the students and the welfare, he's
7 doing everything he can.

8 But he really does need that resource that is
9 comprised of professionals representing those with
10 mental health counseling as well as educators,
11 administrators and law enforcement to be able to
12 basically triage that information.

13 Virginia found out that, through their
14 program, about 70 percent of that information that
15 comes in through the crisis line, there's already
16 resources available for them to be able to utilize and
17 just it's a matter of directing it to the right place.

18 But in those other 30 percent, there's an
19 opportunity there for them to really hone in on what
20 can be specifically done. And if it requires extra
21 attention in the middle of the night to be able to do
22 that and identify that. So that's one thing that I'm

1 very encouraged by and I think any opportunities to
2 help support that at the state and local level would be
3 beneficial.

4 The other thing is physical security, which
5 it's been commented before. But I appreciate the
6 mention that not one size fits all and that really
7 there needs to be consideration for that environment in
8 each district and school and local law enforcement
9 agencies and what their plans are as well.

10 And so, sometimes, I think in the past we've
11 run to where it's just a matter of what the contractor
12 says the recommendations are for the school. And it
13 really needs to be more inclusive of the local
14 considerations.

15 The other thing that I wanted to mention was
16 SROs. And I was so glad to see you here as part of
17 this panel discussion today.

18 I had just a couple of weeks ago one of our
19 rural sheriffs contact me asking for assistance.
20 They'd been trying to get an SRO program just for their
21 school district, not for each school, but had been
22 unsuccessful for several years.

1 And I think it ties into what you were looking
2 at as you go forward and opportunities from our federal
3 partners in consideration because I've seen, you know,
4 the development of SRO programs for years in the
5 metropolitan areas where their budgets are more robust.

6 But we still have those rural communities.
7 And we know from what we've seen happen that this
8 threat can surface anywhere. And so, opportunities for
9 them to have that.

10 And also, I have to emphasize -- I've been
11 doing this for 32 years. So I've watched the ebb and
12 flow of things.

13 But too often -- I really appreciate what's
14 happening with SROs now and the training that they
15 receive, the professionalism, the emphasis on having
16 more opportunities for training and building that skill
17 set whereas in the past -- and I'm afraid that there
18 are still circumstances where it happens, where SROs
19 are a place to move a problem. And I think we have to
20 be candid about that.

21 So opportunities for training and emphasis on
22 special skill sets and those soft skills that are very

1 helpful in identifying threats within the schools is of
2 great importance. And for the sake of time, I
3 appreciate all that have been involved here. Thank
4 you.

5 DR. ZAIS: Thank you very much. We'd like to
6 in the remaining time provide opportunities for our
7 panelists to ask questions of each other.

8 MS. WARNER: Well, I just wanted to make a
9 comment and then a question for Ms. Hart. I
10 appreciated what Sheriff Glick said about grants.

11 Many of our federal grants are not prevention-
12 based. They're done after the fact. For example, VOCA
13 and VOLA funding, you have to be a victim of crime. We
14 don't do anything with prevention.

15 And I'm wondering if we could have a
16 discussion about having more of our federal funds come
17 down and be used for prevention as well as after the
18 fact, after something has been done, but prevention as
19 well. It seems like that has been a critical piece.

20 And I haven't seen a Byrne grant in many -- in
21 a number of years, at least in my valley, in Cache
22 valley. But my understanding is that also -- many of

1 our law enforcement and criminal justice grants are
2 based on crimes that are taking place or have taken
3 place, not the prevention of. So that something that
4 perhaps we could discuss?

5 MS. HART: Yeah. I think that we would be
6 happy to talk about that. I know some of our grants,
7 especially in the VAWA area, are tied to legislation.
8 So, you know, we do have to follow what it says there.
9 So there's some instances that we can't make changes.

10 But I think we're happy to talk about other
11 instances. I know we've also put out about \$75 million
12 for Stop School Violence Act grants and those are
13 completely new this year, were signed into law by
14 President Trump.

15 So that's an area that's looking at
16 preventative measures also. And so, I think that's
17 important. But I think, you know, we'd be happy to
18 discuss that.

19 MS. WARNER: Thank you.

20 MS. HART: Yeah.

21 DR. ZAIS: Okay. Dr. Everett?

22 DR. EVERETT: Yeah, and there are some grants

1 that SAMHSA has through HHS. Again, we're an HHS
2 agency, the Substance Abuse and Mental Health Services
3 Administration.

4 One example that I'm thinking of is a grant
5 called Project AWARE that's now funded in 20 different
6 states that focuses on a multi-tiered level of
7 prevention-oriented services in school-based systems
8 and identification of mental illness, but also more of
9 a preventive sort of culture, cultivating the culture,
10 so to speak, in a school. So there are -- there is
11 some of that, not to every state and it's --

12 DR. ZAIS: Yeah. That STOP School Violence
13 Act, that's students, teachers and officers preventing,
14 STOP, school violence. And how much was that?
15 Seventy-five million?

16 MS. HART: It's \$75 million. About \$50
17 million goes to training teachers on best practices to
18 stop school violence and then developing threat
19 recording systems.

20 And then, another separate \$25 million went
21 through our COPS program and that's about better
22 training and technology to improve emergency reporting.

1 So that is pretty much on the preventative side.

2 There's a lot of resources there.

3 MS. WARNER: Thank you.

4 MS. HART: Yeah.

5 DR. ZAIS: Okay. Good question.

6 MR. BROWN: Are there some resources for
7 establishing possibly some behavioral or mental health,
8 especially in some of our very rural communities?

9 You know, I feel fortunate that I've lived in
10 two of the larger communities in Wyoming. But some of
11 our smaller communities really need resources that can
12 travel to them.

13 DR. EVERETT: We're interested in that. There
14 are -- there is a -- there is a certain number of
15 community health centers that are set up to serve
16 underserved populations, which includes rural areas,
17 that are increasingly using telehealth and tele-
18 psychiatry services to sort of access specialty
19 providers that can -- that are based in school health
20 systems.

21 And so, again, it's not widely disseminated.
22 But there are some models out there that are very

1 effective.

2 MR. BROWN: Thank you.

3 DR. ZAIS: One of the things that we've seen
4 that has been working fairly well in many parts of the
5 country is a school system-wide system to teach kids
6 character and values.

7 It's the positive behavioral intervention
8 systems, which I think exist in about a third of the
9 schools in the country. And the Department of
10 Education administers that program.

11 And it teaches kids how to handle anger, how
12 to handle disputes, how to handle setbacks and
13 disappointments. And it starts in kindergarten and
14 goes all the way up through seniors in high school.
15 And it's tailored to every individual school.

16 And we've -- in fact, one of our field visits
17 was to a large school district that had that positive
18 behavioral intervention support system in every school
19 within that large district.

20 MR. BOYD: I'm very familiar with that and we
21 had training of it this morning with some of my
22 administrators.

1 DR. ZAIS: Good.

2 MS. KERN: If I could jump in, I think PBIS is
3 absolutely a necessary foundational component of
4 school-based mental health services. It's just -- it's
5 the beginning.

6 But I think one of the things, and I think,
7 Dr. Brown, you were kind of getting at that, as
8 problems become more individualized and student-
9 specific of rural mental health in the schools and
10 community-based mental health is very, very difficult
11 to access.

12 DR. ZAIS: Yeah, those tier two and tier three
13 schools.

14 MR. BOYD: Yeah. Yeah.

15 MS. KERN: Tier three interventions, yeah.

16 DR. ZAIS: Well, I know they're not
17 interchangeable. I get that.

18 MS. KERN: Oh yeah, definitely. But if --
19 yeah, I think definitely Wyoming would benefit from
20 some funding source to help schools collaborate with
21 community resources as far as providing mental health
22 services that aren't appropriate in the school setting.

1 DR. ZAIS: Yeah, and we've seen some school
2 districts where the local -- they provide office space
3 and the department of mental health provides mental
4 health providers. You want to talk about that, Dr.
5 Everett?

6 DR. EVERETT: Yeah. We saw that in Wyoming.
7 They have sort of a statewide policy there. Not
8 Wyoming, I'm sorry. Wisconsin. Sorry. We've been a
9 lot of different places.

10 DR. ZAIS: The other W state.

11 DR. EVERETT: The other W state, yeah.
12 Wisconsin. They have sort of a policy that's sort of
13 based on the PBIS structure of three layers basically
14 that the top layer, every school has to have some sort
15 of plan.

16 And often the plan is to have space allocated
17 and an arrangement where a community provider and/or a
18 community mental health center has a person come in.
19 But it's still -- it's still a -- there's still not
20 enough. It's still a problem. Yeah.

21 DR. ZAIS: Okay.

22 MS. JUSCHKA: I just wanted to add one thing,

1 bringing up PBIS. I am actually on our PBIS board, our
2 committee in Alva.

3 So the SROs also work within the schools to
4 work on different aspects, you know, to change the
5 behavior so we can also, A, keep them out of the
6 school-to-prison pipeline, educate them on what's
7 acceptable, what's not.

8 I would have to say going -- you know, I
9 worked in detention for two years before going into
10 patrol, where I've been the last 12 years and then two
11 years as an SRO. I would have to say I'm probably more
12 busier now as an SRO than I ever was on the street.
13 It's a different kind of busy.

14 But -- and it's not always law enforcement
15 action. You know, a lot of people think that we're
16 just there to hammer these kids and to write them
17 tickets, you know. Writing tickets is probably one of
18 the last things I like to do.

19 But a lot of it is educating them on the
20 criminal statutes and what's acceptable in the
21 community so they can be successful not only in school,
22 but in the community as well.

1 DR. ZAIS: Well, unfortunately we've run out
2 of time and we do have another listening session in
3 another room here where people get to come in and
4 provide their views and recommendations.

5 But I would like to thank our panelists for
6 being here today, for sharing your experiences, your
7 insights, your recommendations, your suggestions.

8 And again, I'd like to acknowledge our
9 audience who is here and through your presence
10 demonstrates your commitment to our students and our
11 safe schools. Thank everyone very much. Thank you.

12 (Applause.)

13 (Whereupon, at 5:25 p.m., the foregoing went
14 off the record and, at 6:02 p.m., the
15 foregoing went on the record.)

16 PUBLIC COMMENTS

17 MR. TALBERT: I don't think I've been in a
18 room this quiet since I was in the library in college.
19 In any event, my name is Kent Talbert. I'm a senior
20 advisor at the U.S. Department of Education. And it's
21 my privilege to be here on behalf of Secretary of
22 Education Betsy DeVos.

1 I want to thank you for attending this, the
2 third listening session of the Federal School Safety
3 Commission. Those of you who may have been a part of
4 or attended our roundtable earlier, our two
5 roundtables, you know that this is the third part of
6 three parts to this afternoon.

7 This is our session where we hear from the
8 public in five-minute increments. Those who signed up
9 and registered earlier will be able to present their
10 views and statements and recommendations on various
11 school safety matters.

12 The first two roundtables mostly consisted of
13 state and local officials that talked about a number of
14 school safety issues particular to Wyoming and some of
15 the other western states.

16 The president first formed the school safety
17 commission in the wake of the shooting at the Marjorie
18 Stoneman Douglas High School in Parkland, Florida and,
19 as many of you know, that was not an isolated incident.
20 There have been many other incidents of mass shootings
21 and so forth. And across the country, students and
22 educators alike have become more and more concerned

1 about the violence that has been occurring in schools.

2 And that's why President Trump took action in
3 March of this year. He established the school safety
4 commission that I mentioned. The commission consists
5 of the secretary of the Department of Education, the
6 secretary of Homeland Security, the attorney general
7 from the Department of Justice and the secretary of
8 Health and Human Services.

9 And the commission -- he asked the commission
10 to immediately begin its work with the states and
11 schools to begin to improve school security, to expand
12 access to mental health programs and to invest in
13 violence prevention.

14 And so, the task of the commission is to
15 identify best practices and to provide meaningful
16 recommendations to keep students safe while they're in
17 school. Of course, the primary responsibility for the
18 security of schools rests with states and local
19 communities.

20 And we recognize that there's no one size that
21 fits all, no one size fits all approach. We heard that
22 earlier today from some of the other members of the

1 roundtable. Each state, each community and each school
2 must develop their own solutions. And that's why open
3 and public listening sessions like these are so
4 important.

5 I'd like to introduce the representatives from
6 each of the departments that I earlier mentioned today,
7 those who are with me here representing their
8 departments.

9 From the Department of Justice, we have
10 Jessica Hart on my right. From the Department of
11 Health and Human Services, we have Dr. Anita Everett,
12 who's here on my left. And also on my left, we have
13 from the Department of Homeland Security, Todd
14 Klessman.

15 So apart from the listening sessions, again as
16 I alluded to a few minutes ago, we do have commission
17 meetings. Those have been held in Washington, D.C.
18 And the commissioners have also held field visits. So
19 this is one of three parts.

20 With respect to commission meetings, before
21 our formal commission meetings actually began,
22 commission chairman Betsy DeVos hosted a gathering on

1 May 17th at the Delamont of Education to learn from
2 survivors and family members who were affected by the
3 mass shootings at Columbine, at Virginia Tech, Sandy
4 Hook and Marjorie Stoneman Douglas High School.

5 She hosted a gathering of them and heard from
6 them. She heard testimony also in addition to hearing
7 from parents and family members that were affected by
8 those incidents, she heard from the authors of official
9 reports that were written in the aftermath of those
10 shootings.

11 We've also -- the commission has also held a
12 series of field visits. In our earlier roundtable,
13 Deputy Secretary Zais noted that one of the field
14 visits had been to a county, Ann Arundel County in
15 Maryland, to the Hanover schools, Hanover school
16 district schools that basically have done positive
17 behavioral intervention supports, which in essence,
18 those of you who are familiar with it know that it
19 involves character development and related things to
20 help students deal with anger and related matters.

21 And so, the department -- I mean, I'm sorry,
22 the commission has several field visits scheduled.

1 Some have already occurred and there are others yet to
2 occur. And again, those involve travel to schools to
3 actually be onsite and to observe and to learn
4 firsthand about some of the practices on school safety.

5 So again, this is a listening session where we
6 do hear from the public. In addition to that, if you
7 were not able to get a slot during the registration or
8 even if you were, you're encouraged and welcomed to
9 send your ideas and recommendations to safety@ed.gov.
10 And that's safety@ed.gov, for the commission. And
11 these are reviewed and will be discussed.

12 So the next thing I'd like to do is talk about
13 how the balance of the afternoon will play out. This
14 part of the listening session will last until we
15 finish, which I expect will be sometime between 5:00
16 and 6:00 today.

17 Those of you who registered to speak will
18 provide your views on how schools and districts and
19 institutions of higher education and other local and
20 state government agencies can improve school safety.

21 I'm aware today that we may have some speakers
22 who might be candidates for public office and certainly

1 we welcome them as well as the others. But just a
2 quick note that this is obviously not a political
3 event. But your views are certainly welcome, along
4 with all the others.

5 Each person -- each person is seated in the
6 order in which -- each person is seated in the order in
7 which they'll speak. When it's your turn, you'll be
8 introduced by a member of our staff just over this
9 table straight ahead in front of me.

10 And so, you'll then proceed to the podium,
11 you'll introduce yourself and give your remarks.
12 You'll have about five minutes to speak. The light at
13 the top of the timer on your podium, you'll see it once
14 you stand at the podium, will turn yellow when you have
15 one minute left. It'll turn red when the five minutes
16 have elapsed.

17 And so, I'll apologize to you now in advance
18 if I need to ask you to wrap up your remarks. But we
19 want to be sure to respect others' time who have also
20 registered to speak, to be sure that each person has an
21 opportunity.

22 And so, again, we're here to talk about school

1 safety, to hear from you about school safety. It's an
2 opportunity to provide useful input on how to make our
3 schools places where children are not afraid to go.

4 It is a listening session and it's just as
5 those words indicate. We are here to listen. What
6 that means is we will listen only. We're not here to
7 answer questions. And we actually will not be engaging
8 in dialog and back-and-forth as occurred at the
9 roundtable. So we do look forward to hearing from you.

10 A couple of final thoughts, we are
11 livestreaming this event. And so, I wanted you to be
12 aware of that. And the livestream will be posted on
13 the website, the school safety website.

14 You can go to the Department of Education
15 website and then there's a little box there for the
16 school safety commission. You can click on that and
17 that will then take you to the livestream. There are
18 also transcripts of the different meetings and so forth
19 that are posted there or will soon be posted, if not
20 yet.

21 So again, thank you for your interest in this
22 important topic and for our speakers, thank you for

1 your willingness to contribute and for your time to be
2 here today. So let's get started with the first
3 registrant.

4 MR. KLESSMAN: Okay. Our first speaker is
5 Bill Lee. He's a licensed clinical social worker and
6 also retired school social worker.

7 MR. LEE: Thank you, Commissioners. I
8 appreciate this opportunity to speak. My approach to
9 this subject will be about mental health issues. And
10 again, I'm a licensed clinical social worker, retired
11 after 38 years in the public schools as a school social
12 worker in Laramie, Wyoming. Also a member of NASW in
13 the school section, school social work section.

14 My responsibilities as a school social worker,
15 when I first took the job back in '77, was how to help
16 create an environment for learning for kids, the safety
17 of the kids. And that has carried out through all the
18 years that I worked.

19 And the physical, emotional and the social
20 health and worked hard with our teachers, staff and our
21 board to create a healthy, safe, supportive and
22 nurturing environment.

1 That school climate, that basis is what I
2 advocate for how we're going to address the issue of
3 school safety. You have to have an alert staff. I
4 consider the staff and all the people involved in the
5 school as the tip of the spear for any solution that
6 we're going to find for dealing with the safety, the
7 active shooter in the school.

8 One of the other things that I was involved in
9 was, you know, reducing the barriers. And part of
10 reducing those barriers for learning for the kids, the
11 special ed, regular ed, was being aware of the social-
12 emotional concerns of our kids. And using our staff
13 and myself to address, to be able to -- in a school
14 year, be able to find those students that are in need
15 of help.

16 And that's real key from my position, before
17 school, greeting them, for the teachers too. In our
18 environment in our school, in the middle school that I
19 worked at, was how do we create a setting that kids
20 feel safe. But then, getting the teachers out there,
21 interacting with the kids, developing relationships.
22 And so, that's a lot of what we worked on towards the

1 end of my career was creating that environment.

2 And I shared with Dr. Everett a piece of
3 research that we did with our school district in trying
4 to create a more positive environment.

5 In that process, kids surface. Kids boil up
6 to the surface that are having issues. And that's what
7 we zeroed in on. How do we intervene? How do we --
8 teachers coming to us with written articles of a
9 student that was a concern to the teacher.

10 So as a social worker, our guidance staff, we
11 would intervene, trying to get to know the student, to
12 be able to work with the family, to try to diminish the
13 issue that was developing at the time.

14 I brought -- one of the things I want to share
15 with you is the research shows that looking back after
16 the last 77 shootings in schools that 64 percent of
17 those shooters were aged 14 to 17. So we know who the
18 people are that are either current or former students
19 that are going to be doing this, creating the problems
20 within the school.

21 So as an advocate, as working with students,
22 it's our responsibility to try to identify these kids

1 early enough and get resources to them through the
2 community. More recently in the last 10 years, 15
3 years, we've added SROs. Before that, it was the
4 mental health community, myself and the teachers that
5 were trying to work with students that were flagged.

6 One of the examples I'll give you is two years
7 after Columbine, we had a student who became very
8 threatening verbally. He's a student that had been
9 bullied a lot in the elementary school, all through the
10 junior high also. And he was -- he kept making these
11 threats.

12 And so, the intervention that we developed at
13 that time before SROs was to meet with the parent, to
14 meet with the chief of police, the mental health worker
15 to try to get services for this student. And he kept
16 escalating.

17 So finally, the student was put out of school
18 -- instead of expulsion, homebound so that we could
19 work with him and reduce the risk and everything. That
20 became quite successful.

21 More recently, our juvenile justice program
22 within the community with our youth services has a day

1 program for students to go to that are high risk and of
2 concern to the staff and to the school and getting them
3 involved because expelling kids pushes the problem out.
4 But at that point, you don't know where the kid is and
5 what the kid is doing.

6 This way, when they are in day programming,
7 you're able to monitor them, continue with mental
8 health services. Also between the school and student,
9 even though they're in day programming, you're also
10 going head and working with them individually to bring
11 them back into the school.

12 MR. TALBERT: So if you'd take just a few
13 seconds to wrap up?

14 MR. LEE: Okay. Thank you. So first, my
15 recommendations are to work on the school climate of
16 our schools, to make them a positive, nurturing setting
17 for our kids, to develop a strong school social work
18 and guidance program within the school, identify these
19 kids and then building alliances with our community
20 services to work with those kids too. And last of all,
21 probably need to hire a lot more SROs.

22 MR. TALBERT: Great.

1 MR. LEE: Thank you for the time.

2 MR. TALBERT: Thank you, Mr. Lee. Next?

3 MR. KLESSMAN: Next speaker is Suzanne Scott.
4 She's membership chair of the Wyoming School Counselor
5 Association.

6 MS. SCOTT: Good afternoon, ladies and
7 gentlemen. I'm Suzanne Scott, here to address school
8 safety on behalf of WySCA, which is the Wyoming School
9 Counselor Association. WySCA represents over 200
10 Wyoming school counselors.

11 WySCA supports the implementation of ASCA, the
12 American School Counselor Association, national model
13 of a comprehensive school counseling program in all
14 schools across Wyoming and across the country.

15 Through this national model, school counselors
16 work with all students and implement programs that
17 support students' academic, career and social-emotional
18 development. School counselors deliver these services
19 through whole-class instruction, small group lessons,
20 one-on-one counseling and other student support
21 services.

22 We acknowledge and appreciate the federal

1 investment in the Every Student Succeeds Act. It is
2 important to note that while this act acts -- or while
3 this act works to ensure that students are ready for
4 college, career or the military, states have a wide
5 berth with the guidelines ESSA provides on how these
6 funds are utilized.

7 While ESSA funds many critical school
8 programs, it is imperative that there are specific
9 investments put in place to address the urgent concerns
10 of school safety and student health and wellbeing.

11 For example, here in Wyoming, our ESSA plan
12 states that Title I funds can be used to improve
13 attendance, improve school climate, counteract and
14 prevent bullying, provide counseling and school-based
15 mental health programs.

16 Despite budget cuts across the state, WySCA
17 implores school districts to continue to fund and
18 support programs that foster the safety and welfare of
19 our students in schools.

20 The Wyoming School Counselor Association has
21 two primary points that we hope the commission takes
22 into serious consideration. First, allocate funding to

1 increase the number of school counselors and school
2 social workers.

3 School counselors provide many services
4 including career exploration and college access
5 initiatives and they are also key in providing a safe
6 and supportive school climate, social-emotional
7 learning and many of the tier one universal prevention
8 services that are paramount to student success.

9 Mental health issues, exposure to trauma,
10 grief and child abuse and neglect are just some of the
11 things many of our students go through in the course of
12 their K-12 career. These issues do not discriminate
13 based on social status or family structure and can
14 happen in any community.

15 This is why it's crucial that schools are
16 staffed with adequately trained professionals that can
17 provide early identification, intervention and
18 referrals as needed for at-risk students.

19 ASCA recommends a school counselor-to-student
20 ratio of 1 to 250. But the reality is much higher.
21 According to the National Center for Educational
22 Statistics, the average ratio for the 2015-16 school

1 year was 1 to 464, nearly double the recommendation.
2 Arizona and Michigan have a ratio of 1 to 903 and 1 to
3 744 respectively.

4 While Wyoming has nearly the lowest ratio of 1
5 to 225, that average can be skewed by our many remote
6 schools across the state. For example, in my town, we
7 have an average ratio of 1 to 370, though my caseload
8 of second through fifth-graders is just under 500.

9 Adequate access to school counselors at K-12
10 across the state is crucial to being able to provide
11 services to all students to improve school climate and
12 safety.

13 Our second request is for an increased
14 investment in prevention and early intervention
15 services, especially in the elementary schools. Often
16 policy and funding are created and determined as a
17 reaction to a tragedy, as we've heard earlier.

18 Why not be proactive instead? Research
19 supports the value of school-wide positive behavioral
20 support programs as well as comprehensive school
21 counseling programs. And when implemented in
22 elementary schools, they can help reduce the number of

1 behavioral referrals, suspensions, instructional days
2 lost and can help identify students who may be at risk.

3 These early services can have a longitudinal
4 impact on the success of our students. But the entire
5 school staff must be onboard for these programs to be
6 effective.

7 However, classroom teachers cannot do it
8 alone. But without the school counseling personnel,
9 time or resources necessary to carry out a
10 comprehensive school counseling program with fidelity,
11 student success and safety can be at risk.

12 In closing, the Wyoming School Counseling
13 Association is committed to working together with all
14 stakeholders necessary to ensure our students and staff
15 are safe when they enter our school buildings every
16 single day.

17 We are confident, with swift action and an
18 emphasis on increasing the number of state-certified
19 school counselors and social workers to assist with
20 early intervention services, this could be a reality.

21 I would encourage each of you to connect with school
22 counselors in your area to hear firsthand of the

1 amazing work they do every day for the nation's
2 students. Thank you.

3 MR. TALBERT: Thank you, Ms. Scott.

4 MR. KLESSMAN: Our next speaker is Bill
5 Tallen. He's the executive vice president of
6 Distributed Security, Inc.

7 MR. TALLEN: I thank the commission for the
8 opportunity to speak to you today. My name is Bill
9 Tallen. I live in the rural community of Wapiti,
10 Wyoming, outside of Cody.

11 I have a direct stake in the issue of school
12 security, with a child entering eighth grade this year.
13 I'm also a veteran, a retired federal agent, a graduate
14 of the U.S. Naval War College and I've been a firearms
15 instructor since 1981.

16 I'm a founding partner of Distributed
17 Security, Inc., a private security firm that offers
18 security assessments, training and education to schools
19 and private sector clients across the country.

20 Last year, Wyoming authorized local school
21 boards to approve concealed carry of firearms by
22 selected school staff members. I supported that bill

1 in the legislator and I served on Superintendent
2 Balow's ad hoc committee which created guidance for
3 school boards interested in implementing their new
4 authority through local policy.

5 My company has been selected in a competitive
6 process to provide training for armed staff members in
7 the Cody schools.

8 I think we all agree that we need a
9 comprehensive and holistic strategy for school
10 security, which must include a full security assessment
11 for every school, identifying threats and
12 vulnerabilities and opportunities for improvement.

13 Prevention, detection and intervention
14 programs to prevent violence incidents from occurring
15 and physical security upgrades to harden buildings and
16 control access, contributing to deterrents and
17 providing delay and early earring if a violent incident
18 does occur.

19 These measures are all vital and necessary.
20 However, every school shooting in modern America has by
21 definition occurred after a failure of these measures.
22 In Parkland and at Virginia Tech are just two examples.

1 Such programs were in place. The shooters had actually
2 been identified as potential threats and yet the
3 shooting still happened.

4 Well-designed, well-funded programs and the
5 culture of security awareness that they will create may
6 stop 9 out of 10 potential threats. But it's that
7 lethal one out of 10 that leaks through that we cannot
8 ignore. We must provide a last line of defense.

9 When shooting starts, the only way to mitigate
10 the consequences, to protect innocent lives is to have
11 armed adults at the school able to swiftly engage and
12 stop the shooter before police arrive and to provide
13 lifesaving immediate medical care to the injured before
14 EMS is cleared to enter the scene.

15 Almost everywhere in America, effective police
16 response to an active shooter event takes five to 10
17 minutes or more. But most school shootings are over in
18 less time than that. Those five to 10 minutes
19 constitute a critical response gap that we must fill
20 with trained, armed personnel onsite.

21 School resource officers are definitely a
22 part of the solution. But they are not all of it.

1 SROs are expensive and there are never enough of them.
2 And they often are no better prepared for responding to
3 an active shooter than any school staff member or
4 civilian who has voluntarily completed modern, state of
5 the art training.

6 The record of SROs is very uneven. Active
7 shooters are not deterred by their presence. Schools
8 that have SROs have been attacked. And while a few
9 SROs have been successful in stopping a shooting in
10 progress, others have failed.

11 That said, SROs in combination with armed
12 staff may emerge as the best practice. For the cost of
13 just one year's typical salary for a single SRO, a
14 school district can screen, select, provide initial
15 training and 10 years of ongoing recurrent annual
16 training for 10 armed school staff members.

17 More than half the states in the nation
18 currently allow possession of firearms by non-law
19 enforcement persons in K to 12 schools under exceptions
20 to the Gun Free School Zones Act, most of them
21 restricting this privilege to school employees
22 individually approved by the local school board.

1 This is an excellent example of government at
2 the lowest level responsive to the needs and wishes of
3 the local community. And there has not been a single
4 active shooter incident in any school in any of these
5 states where staff members were carrying concealed
6 firearms in accordance with law and policy, not one.

7 And no accidents, no guns taken away, none of
8 the dire events that opponents of these policies
9 predict have occurred in these schools. The presence
10 of weapons has not made these schools less safe nor has
11 it detracted from their primary function, the delivery
12 of education.

13 Federal action is not required. State law,
14 school board policy and the dedication of a small cadre
15 of school staff members are making the difference.

16 This is clearly not the whole solution by any
17 means. We hope that all the measures we take, added
18 together, will deter violence or prevent it. But in
19 the last resort, when all of the measures have failed,
20 we must be prepared to defend innocent lives. Thank
21 you.

22 MR. TALBERT: Thank you, Mr. Tallen.

1 MR. KLESSMAN: Our next speaker is Brian Cox,
2 principal of Johnson Junior High School.

3 MR. COX: Good evening, folks. I'm also here
4 representing the Wyoming Association of Secondary
5 School Principals and I'd like to speak to three main
6 talking points.

7 One is actually the arming of staff members in
8 our public schools and, on top of that, creating
9 positive school climates within our buildings and the
10 need for increased mental health support.

11 Many of the concerns brought forward to me
12 with arming staff members in a school tend to center
13 around rural communities where law enforcement can have
14 delayed response times or limited personnel to respond.

15 This can be a very true case in many areas of
16 Wyoming as well as around the country. However, this
17 is one solution to a problem when we talk about arming
18 teachers. But I would suggest that it be a very
19 delayed response to this issue.

20 When arming teachers becomes the immediate
21 discussion point, we tend to bypass the glaring safety
22 concerns present within each building that allow active

1 shooters access. Rural communities face decreased
2 funding due to their student enrollment size and thus
3 many rural communities suffer from having lacking
4 security systems such as cameras and a-phone systems
5 that allow active shooters entrance to buildings.

6 Additionally, few buildings, either rural or
7 urban, have designed entry systems that only allow
8 visitors one access point into the main office. These
9 are areas that can then easily be addressed in schools
10 immediately before we've even mentioned the issue of
11 bringing weapons into schools.

12 I'd like to make the point that more weapons
13 in schools truly increases the access to weapons for
14 both pros and cons. I'd hesitate if a small principal
15 -- one of my assistance is five foot and 100 pounds.

16 At a high school level setting, if we had a
17 student of large size could easily take a weapon from
18 someone just as that. And she actually is a concealed
19 carry permit-holder.

20 With that, when we talk about firearms in
21 schools, we would ascertain that then this should only
22 be limited to our SROs and law enforcement personnel.

1 As teachers, we are trained in our content area in the
2 developmental characteristics of children. We are not
3 trained in the use of firearms and their applications.

4 Asking school personnel to do the job of law
5 enforcement and military personnel is nothing short of
6 asking your plumber to cut your hair. It's just not
7 the job you'd want them to do.

8 Furthermore, asking staff members to determine
9 a threat, acquire the threat, approach the threat and
10 then eliminate the threat has much more in-depth
11 training needed than a simple hunter safety course.

12 The second point I'd like to make is the
13 principal's role in building a positive school climate.
14 It's a principal's job to build that in each and every
15 school in our communities.

16 As a school principal, I would ask each of you
17 to reflect on what perceptions you would have dropping
18 your son or daughter off to a school and seeing the
19 school personnel wearing bulletproof vests. I would
20 imagine that you would most likely find a different
21 schooling option for your own student.

22 I would then ask you that if staff members

1 wearing bulletproof vests was to cause an ill feeling
2 in your stomach, at what point does a staff member
3 wearing a firearm ease that sense of discomfort.

4 Both of these should send a concern to the
5 community and the school is an unsafe environment for
6 your child to thrive academically. This discussion is
7 fraught with emotion. Emotion is the byproduct of
8 caring deeply about an issue and I'm not sure that
9 there is an issue for any parent that's more deep than
10 that of their children.

11 I ask you then how does the climate of
12 schooling change when IEP meetings, contentious
13 discipline hearings or athletic events now have a
14 heated component of firearms present throughout the
15 building. These are issues that keep principals up at
16 night when access to firearms in the school settings
17 become present.

18 Lastly, I would just mention that I'd urge the
19 time, energy and money being spent to focus on this be
20 spent better of mental health issues and increasing the
21 amount of social workers and psychologists that schools
22 and communities have access to.

1 Here in Wyoming, the access to support for
2 students with mental illness is very limited. Many
3 times, it is reduced to a 10-day stint at an
4 institution or they subsequently return to school with
5 little plan of action moving forward.

6 This then places schools in a position of
7 trying to fulfill another role for society without
8 appropriate resources, training and personnel to handle
9 it.

10 This is in no way a simple issue and it is
11 complex and multifaceted. The issue of arming staff
12 members in our school creates further danger for our
13 students we are charged to grow and develop.

14 I applaud the efforts of this taskforce and
15 the effort taken to begin the discussion around the
16 country, and thank you very much for your time.

17 MR. TALBERT: Thank you, Mr. Cox.

18 MR. KLESSMAN: Our next speaker is Bill
19 Reynolds, cofounder of CrisisGo.

20 MR. REYNOLDS: Good afternoon. My name is
21 Bill Reynolds. I am the cofounder and vice president
22 of CrisisGo. We're a safety and crisis communication

1 platform for both public and private schools.

2 Currently we work with over 15,000 schools across the
3 country. I want to thank you for the opportunity to
4 speak with you and be a part of this discussion in
5 helping create a safer environment for our children.

6 We feel that new technologies can foster a
7 safer school environment and can prevent some of the
8 risks that our children face as they head back into a
9 new school year.

10 A brief background about our company, we
11 started this journey about five-and-a-half years ago by
12 bringing technology into school safety and putting
13 those new technologies into the hands of school
14 administrators, safety directors and staff.

15 The CrisisGo platform operates on all devices,
16 both smartphones, desktops, tablets, computers, both
17 Mac and PC operating systems, as well as Chromebooks.

18 The first tool that we completed was replacing
19 the flip charts and the emergency response plans that
20 typically gather dust on a superintendent's desk by
21 digitalizing those, making those emergency response
22 plans both role-based and actionable.

1 Much like the student information systems that
2 have replaced the gradebooks and the attendance folders
3 and the smartboards that have replaced the chalkboards
4 in the classrooms, CrisisGo is replacing the antiquated
5 tools of flipcharts, three-ring binders, PA systems and
6 endless paper trails of drills and safety improvement
7 reports.

8 Fast-forward five years. We have listened to
9 the industry, learned from safety experts and built the
10 most comprehensive safety and communication platform
11 for schools.

12 Some of those tools include alerting that
13 includes a panic button, rapid response that can
14 escalate directly to first responders quicker than a 9-
15 1-1 call, two-way, real-time messaging, check-in tools,
16 a comprehensive tip and bully reporting tool, building
17 maps, emergency contacts, a comprehensive reunification
18 platform, student rosters and safety awareness that
19 speak to the social and emotional issues that face our
20 kids.

21 The platform brings all these tools I just
22 mentioned into a comprehensive and very robust

1 dashboard and reporting console. This allows for
2 schools to make better decisions, more informed about
3 safety and risk prevention.

4 As we all know, budgets are very tight and
5 very limited to schools. Our children's safety should
6 never be subject to a budget line item at a school
7 board meeting.

8 With that being said, CrisisGo has leveraged a
9 partnership that we have with the AASA, school
10 superintendents association, school PR association, the
11 national psychologists, national school counselors as
12 well as the National School Board Association.

13 This relationship with the AASA and CrisisGo,
14 we are offering one of our tools at no cost to any
15 public and private school across the country.

16 This feature is called SafeClassroom.
17 SafeClassroom is an alerting and instant two-way
18 communication tool that brings school -- that schools
19 can use to call a lockdown within seconds and give
20 staff the ability to communicate to the safety
21 responders outside of that locked classroom door.

22 Once the audible -- it's an AMBER alert-type

1 tone -- is set off, every staff member is instantly put
2 into a two-way communication group with the safety team
3 and first responders.

4 As we have seen in many of the school
5 shootings, seconds matter. At the Sandy Hook
6 Elementary School, there was 154 shots fired in less
7 than five minutes.

8 So having the ability to alert and get
9 students out of the hallways behind a locked classroom
10 door is critical. I think the statistics say that
11 there's never been a student shot and killed behind a
12 locked classroom door.

13 As we all know, the need for quality social
14 and emotional content is critical. So having the
15 various associations contribute this type of content is
16 very important.

17 The CrisisGo platform allows for districts to
18 deliver prevention, awareness of social-emotional risk
19 and general safety content through the use of our
20 safety awareness library. This content can be pushed
21 to students, parents and staff through push
22 notification directly to their device.

1 We would like to be a part and at the table as
2 the commission begins to implement many of the thoughts
3 and ideas that you have learned over the last several
4 months.

5 We feel that the SafeClassroom alerting and
6 communication tool is a start in the right direction
7 that does not require a budget or take much time to
8 implement. Thank you again for my time.

9 MR. TALBERT: Thank you very much, Mr.
10 Reynolds.

11 MR. KLESSMAN: Our next speaker is Ricardo
12 Martinez. He's the co-executive director of Padres &
13 Jóvenes Unidos.

14 MR. MARTINEZ: Well, good afternoon. I'm
15 Ricardo Martinez. And I'm one of the directors for the
16 group Padres & Jóvenes Unidos. We're based in Denver.
17 It's called -- in English, it would be Parents and
18 Youth United. So, a quick interpretation there.

19 We've been around now for 26 years. Just
20 briefly our history, just so that you get a sense,
21 2008, we helped provide the disciplinary policies for
22 the Denver public schools. In 2012, we pushed a state

1 law that limited -- in essence ended zero tolerance in
2 Colorado. So that's the suspensions and expulsions
3 became a may, not a shall.

4 And we were part of a group with the Council
5 of State Governments that wrote the federal guidelines
6 on discipline. And more recently, we helped write the
7 MOU that defines and clarifies the role of SROs in the
8 schools as being people there to maintain law and
9 order, not to be disciplinarians and not counselors
10 either.

11 And lastly, we have worked on the partnership
12 with the Advancement Project, the National Association
13 of Educators, DU -- that's Denver University -- the
14 local affiliate, the Denver Classroom Teachers
15 Association and Denver Public Schools and we developed
16 a partnership program to train staff members, students,
17 school personnel, communities at large on restorative
18 practices because we knew that once the law passed,
19 that we'd be looking for alternative methods and keep
20 students in school learning, that we also had to
21 provide the personnel with the training that they never
22 got before. And that's been very successful.

1 In essence, our goal really as an organization
2 has been to provide every student with the tools to be
3 successful in life and staying in school learning
4 because we know that once they're out of school, after
5 multiple suspensions, they'll never come back. So we
6 call it -- people call it a dropout. We call it a
7 pushout.

8 So for us, the second goal is to really
9 redefine what school safety means because we define
10 school safety primarily with someone with a sidearm,
11 metal detectors, dogs, cameras and everything else that
12 we see in jails.

13 For us, school safety is really understanding
14 how human beings work in the schools together. There
15 was testimony presented before in the last, you know,
16 hearing here and supported here too that most of the
17 shooters in schools are students or ex-students.

18 And there'd be no surprise that school
19 personnel would know who they are. But somehow they
20 just fell through the cracks and they became something
21 else.

22 And for us, the first response should not be

1 to, quote, unquote, "harden" schools. It really should
2 be to open arms and conversations with students and
3 families and provide more mental health specialists,
4 counselors, other programs that schools need. And so,
5 we are addressing this from a deficit of poverty.

6 This is not a poor country and this is not a
7 poor state. And my state of Colorado is not a poor
8 state. It's not a deficit that we don't have money.
9 It's our priorities and how we fund and what we fund.
10 Schools should not be holding bake sales to get
11 somebody part-time as a counselor, as a mental health
12 specialist.

13 So for us, one of the recommendations is
14 really open up the wallets. Change the priorities and
15 funding. Give us more money. It's our money. You've
16 got it. So send it up the ranks.

17 So for us, rather than police in schools and
18 arming teachers, we really want resources that really
19 do what they're supposed to do, which is create safe
20 learning environments. So in short, we want to create
21 an environment where parents feel safe to send their
22 children to school. We want a place where teachers

1 feel safe to teacher. We want students, a place for
2 them to feel safe to learn and we know guns and bullets
3 do not do that.

4 So please reconsider all this money, a hundred
5 million for more cops and more SROs. Throw in the pot
6 with counselors. That'd be a more effective way of
7 spending money. Thank you.

8 MR. TALBERT: Thank you, Mr. Martinez.

9 MR. KLESSMAN: Our next speaker is Bob
10 Ramsdell. He's the chair, safety and security
11 committee of the National School Transportation
12 Association.

13 MR. RAMSDELL: Thank you for this opportunity
14 to speak at this important listening session on school
15 safety. My name is Bob Ramsdell and I'm the chair of
16 the safety and security committee for the National
17 School Transportation Association. I'm also the chief
18 safety officer for National Express, one of the largest
19 private school transportation companies in the nation.

20 About one-third of the nation's school bus
21 service is provided by private companies. For over 50
22 years, the National School Transportation Association,

1 or NSTA, has been the industry association representing
2 these companies.

3 Our members range from small family businesses
4 serving one school district to large corporations
5 operating tens of thousands of buses across multiple
6 states, all committed to the safe, efficient and
7 economical transport of our nation's children to and
8 from school and school-related activities.

9 This commission is charged with providing
10 President Trump a final report with meaningful and
11 actionable recommendations to keep students safe at
12 school. The NSTA is also concerned about school
13 safety, which includes ensuring students are
14 transported to and from school in a safe manner.

15 Riding a school bus is already the safest way
16 to transport students to and from school. According to
17 the U.S. Department of Transportation statistics, a
18 child is 70 times more likely to get to and from school
19 safely when riding a school bus compared to other modes
20 of transportation, safer than a parent driving their
21 child to school, riding a bike, walking or students
22 driving themselves.

1 During a school year, nearly 500,000 school
2 buses are on our nation's roadways each day, carrying
3 more than 26 million students.

4 Because the transporting of children to and
5 from school is directly related to children receiving
6 an education in a safe and secure environment, it is
7 important for this commission to remember the school
8 bus is an extension of the classroom and part of the
9 educational experience.

10 Additionally, when this commission considers
11 the best practices for hardening our schools against
12 security threats, including the possibility of making
13 school buildings more secure, even to the standards in
14 place for government buildings, NSTA requests the
15 commission consider the unintended impact these
16 measures may have, perhaps making the school bus a
17 heightened target for criminal activity.

18 If schools are protected with more security,
19 metal detectors and other measures, those wanting to
20 target students may target students on school buses.

21 For this reason, when this commission is
22 developing recommendations for school safety, NSTA

1 respectfully asks that it consider security guidelines
2 for school districts and school transportation
3 vehicles, additional training for school bus drivers,
4 students and parents on school bus security,
5 centralized reporting mechanisms to report suspicious
6 activity on or around a school bus, processes to
7 prevent items or devices being placed on a school bus
8 that could endanger up to 70 children at one time and
9 measures a school bus driver could take to protect and
10 ensure the safety of students on a school bus and that
11 the recommendations are sufficiently supported by
12 existing and additional federal, state and local
13 funding sources.

14 Since 9/11, NSTA has consistently worked with
15 Congress and the Transportation Security Administration
16 of the U.S. Department of Homeland Security to address
17 school security issues, including NSTA being an
18 industry security partner with the TSA surface
19 division. We're gratified that Homeland Security
20 Secretary Nielsen is a member of the commission.

21 The TSA has a first observer plus program that
22 provides transportation professionals with the

1 knowledge needed to recognize suspicious activity
2 possibly related to terrorism, guidance for assessing
3 what they see and a method for reporting these
4 observations. And while the TSA resources are a good
5 start in recognizing the school bus as part of school
6 safety and security, they alone are not enough.

7 As the chairman of the safety and security
8 committee of the NSTA, I work with the association to
9 provide the most up to date information to our members
10 about school bus security and emergency preparedness.

11 On behalf of NSTA, I'm willing to assist this
12 commission in any way possible to ensure a school
13 transportation component of school safety is included
14 in the commission's findings and recommendations so our
15 nation's school children are better protected from
16 threats of harm not only in the classroom, but during
17 their transport to and from school or school-related
18 activities.

19 The NSTA thanks this commission for the
20 opportunity to speak today, to share our views of
21 school bus companies from across the United States on
22 this important topic.

1 Our members have dedicated their lives to
2 ensuring that every child who rides our buses arrives
3 at school and returns home safely. We take that
4 responsibility very seriously and believe strongly that
5 school bus transportation must be considered an
6 integral component of school safety. Thank you.

7 MR. TALBERT: Thank you, Mr. Ramsdell.

8 MR. KLESSMAN: Our next speaker is Tara Muir.
9 She's the public policy director for the Wyoming
10 Coalition Against Domestic Violence and Sexual Assault.

11 MS. MUIR: Good afternoon. Thank you for
12 coming to Wyoming. We're the Equality State, where
13 next year we'll celebrate 150 years of women's right to
14 vote here in Wyoming. Again, my name's Tara Muir. I
15 am the public policy director with the Wyoming
16 Coalition Against Domestic Violence and Sexual Assault.

17 We are a statewide, nonprofit group. We have
18 member organizations in every Wyoming county who
19 provide direct services to victims and survivors of
20 sexual assault and domestic violence. We also work and
21 those programs work hard in the schools to do
22 prevention. We have expertise in preventing these

1 kinds of crimes and we have much to say about stopping
2 active shooters in schools.

3 We recognize teachers and school
4 administrators struggle with how to deal with troubled
5 students and how to make their schools safer for
6 everyone. Overworked teachers and counselors should
7 not have to double as social workers. But neither
8 should our schools evolve into guarded prisons.

9 I just want to make three points today. The
10 first is some of the statistics you all should already
11 know who follow these issues in schools. Fifty-four
12 percent of mass shootings are rooted in violence
13 against women. The shooter has had a history of
14 domestic violence or bullying or attacked women, if
15 only through social media.

16 One in five adolescents have experienced
17 physical or sexual abuse from a dating partner. Only
18 one in three teens told anyone about the abuse in the
19 relationship.

20 Second, we cannot continue to live in this
21 world where we feel we must surrender to the idea that
22 violence always exists and the only work to be done is

1 to address the violence and its impact. We can do so
2 much more and you can help us do that. We can prevent
3 the violence in the first place.

4 In our work, we like to use the river analogy.
5 Say a community has a problem. People for some reason
6 keep falling into a river. The community creates a
7 taskforce. They get boats and rescuers to come and
8 pull people out of the river and rescue them.

9 Instead, in the prevention work, we must move
10 upstream to identify the real reason why so many people
11 keep falling into the river. Maybe there's just simply
12 a hole in the bridge. We have to have a taskforce to
13 figure out how to fix the hole, right? But we've
14 figured out that's where they're falling through. That
15 is primary prevention and we know it works.

16 In the topic we're discussing today, instead
17 of waiting for an active shooter to arrive in a school
18 in Wyoming, we suggest the U.S. Department of Education
19 incentivize communities to reduce the risk that a
20 child, a teen will become so isolated or irritated or
21 ignored that the shooter believes this kind of violence
22 is a good idea.

1 Schools who partner with their communities can
2 lower the background levels of violence, bullying and
3 discrimination. The U.S. Centers for Disease Control,
4 the CDC, knows all about how to identify these risks
5 and protective factors to prevent violence.

6 You can track data, perform threat
7 assessments, become a trauma-informed school and
8 community where every worker seeks to understand and
9 heal the difficult experiences that cause kids to act
10 out.

11 We've already heard about revising
12 disciplinary practices. We'd like to talk more with
13 you at some point about social-emotional instruction,
14 school ride training, curricula around trauma, strong
15 parental engagement and individual support where
16 needed. And that's where our programs come in and we
17 really want to help.

18 There are schools doing this already, one in
19 San Diego at a small elementary school. If you haven't
20 heard about that, they do focus on the ACEs study,
21 which is a fantastic study of 17,000 people. That
22 stands for adverse childhood experiences. And they

1 really take that curriculum, that study and really go
2 after the risk and protective factors.

3 Being a child who's experienced violence in
4 your home, parental separation, substance abuse, mental
5 illness, you have some risk factors. But if we look at
6 those protective factors, connecting them back to their
7 school, to their peers, to their community, that can
8 help work. We have one local community in Wyoming, one
9 county who wants to do this work.

10 And our final point is simply to say that it
11 all can be done following current requirements in both
12 federal law, regulations and Title IV of the Safe and
13 Drug-Free Schools Act and Title IX in ending gender
14 discrimination, violence and bullying in schools.
15 Thank you again for your time today and we're ready and
16 willing to help through our organization.

17 MR. TALBERT: Thank you, Ms. Muir, and for
18 your views. Thank you.

19 MR. KLESSMAN: Our next speaker is Sandra
20 Austin. She's executive director of BIONIC team,
21 Believe It or not I care. She's a crisis facilitator.
22 She's also professional school counselor association,

1 Jeffco schools.

2 MS. AUSTIN: Commissioners, thank you so much
3 for being here and for listening today. I'm an
4 educator of 33 years in private and public schools, 11
5 as a teacher, 22 as a school counselor. Having
6 counseled at three Colorado schools in the aftermath of
7 their school shootings, a desire to help find solutions
8 is engraved on my heart.

9 With the spike in youth suicides recently, I
10 am concerned that more could end in school shootings to
11 take out others with them. I want to share what I did
12 at my school after four suicides in eight months at my
13 school that has started a movement and I believe it
14 could be one of the solutions you're looking for.

15 Activating compassion in kids saves lives.
16 Four suicides, four funerals I'll never forget. At the
17 start of that school year, at one table in art class,
18 there were three students.

19 Just three months later, only one student was
20 left at that table. The kids started saying to her,
21 when are you going to take your life. We had to change
22 those conversations.

1 The next semester, 48 students were put on
2 suicide watch. Step into our halls, 48. People
3 started calling us the death school. We had to disrupt
4 the difficulties kids were facing from spiraling down
5 into more serious mental health issues. We had to get
6 real and we got real.

7 We found out that the issues faced by those
8 young men who took their lives were from depression,
9 from being bullied and from being in trouble with the
10 law. Then, that fall, when they got sick, were bullied
11 again, lost a loved one or got in trouble with the law
12 again, they spiraled down into suicidal thoughts.

13 We had to activate our students' compassion to
14 reach out to hurting kids. So I started a school club
15 called the BIONIC Team, which stands for believe it or
16 not, I care. School counselors or teachers run the
17 club with student leaders that coordinate outreach
18 monthly or as needed. Parents help too.

19 We create a caring community by offering
20 breakfast for new students, get well packets for sick
21 students, care packages for students that lose loved
22 ones, help for bullied students and posters to other

1 schools that experience tragedy. And the kids came up
2 with other ideas too.

3 We changed the conversations of our school and
4 the climate. We became the caring school instead of
5 the death school. I get goosebumps every time.

6 After graduating high school, BIONIC becomes a
7 way of life for many of these kids. Eva, an alum, had
8 heard that a girl in a college dorm had lost a loved
9 one. Everyone was avoiding her because they didn't
10 know what to say.

11 Eva didn't know her. She went up to her and
12 reached out to her and say, hey, I'm sorry. I know you
13 lost a loved one. I know it can be very difficult. In
14 tears, the girl said, you're the first one that showed
15 how to care. It's been so lonely here.

16 And alumni want to start BIONIC teams in their
17 businesses and churches because there are people there
18 who are new, who are out sick, who are hospitalized,
19 who lose loved ones. BIONIC activates compassion.

20 Then, four years ago, I transferred to another
21 school and they wanted a BIONIC team too. The numbers
22 speak for themselves. In 14 years, 1,200 students at

1 the two schools have reached out to over 140,000 people
2 going through challenging times. Often those we reach
3 out to want to join BIONIC. So they join BIONIC too.
4 And so, we've inspired other schools also.

5 We sent a poster to one of the Colorado
6 schools after their school shooting. The next week, I
7 was called to help counsel there. I was really moved
8 when I walked into the cafeteria and I saw our poster
9 there.

10 But what was so much more moving was seeing
11 posters from three other schools that had tragedies at
12 their schools that we reached out to. They wanted to
13 help that school too.

14 We've been asked to do presentations across
15 the country. Over 900 schools have inquired about
16 starting BIONIC teams, elementary through college, 49
17 states and 24 countries. As a full-time counselor, I
18 haven't been able to help all those 900 schools. So I
19 knew we needed to start a nonprofit and we have.

20 BIONIC has started a movement. And so, we
21 have seen through this time is that to reach out to
22 hurting kids, it is save lives. And we believe by

1 creating a culture of caring, we can prevent school
2 shootings. Bullies get help. Bullied students get
3 help. Those going through difficult times are cared
4 for and they know, hey, there's people there to support
5 me.

6 Why BIONIC? We are with kids every day in the
7 schools. We have been able to disrupt difficulties
8 from spiraling down into more serious issues.
9 Activating compassion in kids plus your help equals
10 more caring communities and lives saved. Thank you.

11 MR. TALBERT: Thank you, Ms. Austin.

12 MR. KLESSMAN: Our next speaker is Vera
13 Berger, a youth leader of Fight for our Lives
14 Albuquerque and Southwest Organizing Project.

15 MS. BERGER: Good afternoon. My name is Vera
16 Berger. I am from Albuquerque, New Mexico, where I am
17 a senior at Bosque School. I am a leader of a youth
18 advocacy group, Fight for Our Lives Albuquerque, which
19 is sponsored by the Southwest Organizing Project.
20 Thank you for the opportunity to address this
21 commission.

22 Before I begin, I ask that the commission

1 please hold these sessions in locations that are
2 diverse and that are accessible to the majority of the
3 people.

4 As one of the only students in the room, I
5 hope to provide a unique perspective. My generation
6 has grown up in the wake of the Columbine massacre. We
7 watched the tragedy at Sandy Hook Elementary School
8 unfold and we were horrified.

9 Ultimately we were hopeful because we knew
10 that the tragedy would bring change. Since Sandy Hook
11 in 2012, however, there have been over 250 school
12 shootings and little political action.

13 My generation has had a sort of collective
14 realization in the past few years that our fears of
15 being shot at school are in no way baseless.

16 So I asked my peers to share stories
17 surrounding school safety and suggestions and many told
18 me they felt they didn't have access to a school
19 counselor, which didn't surprise me since the average
20 caseload of a guidance counselor in New Mexico is 471
21 students.

22 I was shocked however by how many had had

1 actual experiences with lockdowns due to students with
2 weapons on campus. These were not false alarms. And I
3 heard again and again quotes like, "I was terrified,"
4 "It was the most scared I've been in my life," and,
5 "I've had countless nightmares since."

6 Every person with whom I spoke confessed that
7 they were afraid. We are afraid. And I would like to
8 clarify that we are not only afraid of being shot at
9 school, but that our voices are not being heard. We
10 fear that our education and our safety are becoming
11 politicized.

12 We live in a nation where education is
13 supposed to be free. But children are paying with
14 their lives. It's become this relentless repetition of
15 school shootings.

16 So safety in the context of New Mexico, which
17 is a minority majority state, means ensuring equity
18 through fostering collectiveness in a school setting.

19 As mentioned in the previous administration's
20 rethink discipline guidelines, students of color are
21 disproportionately affected by an increase of security
22 in schools. They are disproportionately targeted and

1 criminalized.

2 Recent data also show that students of color
3 are more severely punished than white students. I fear
4 that arming teachers, zero tolerance policies or
5 increasing the presence of law enforcement officers on
6 school grounds will further threaten the emotional and
7 physical safety of my classmates who are students of
8 color, many of whom feel anything but safe when law
9 enforcement are present because of the many documented
10 incidents of abuse perpetrated by school resource
11 officers.

12 In terms of arming teachers, there are so many
13 things that could go wrong. Beyond being a huge
14 financial undertaking, there's the potential for
15 accidental shootings, which has happened, and for
16 someone else getting a hold of the gun.

17 Beyond that, teachers get stressed. They get
18 angry. And I can't imagine sitting in my classroom and
19 knowing that there's a gun waiting to be pulled.

20 I am asking for holistic support for students
21 from elementary school on. Not only do we need more
22 guidance counselors, but we need social workers,

1 trained mental health professionals who can truly
2 address red flags among students.

3 Furthermore, I urge the commission to
4 recommend that we keep the rethink discipline
5 guidelines. These guidelines protect my civil rights
6 and my peers.

7 School shootings are not caused by psychiatric
8 drugs or by bad parenting or videogames. A lack of
9 effective intervention is responsible for the threat of
10 a shooting and guns are responsible for the shooting.
11 While the circumstances of past school shootings vary,
12 it's irrefutable that guns have been involved in every
13 single one.

14 Therefore, I strongly urge the commission to
15 consider guns a primary threat to school safety,
16 including guns in the hands of teachers and guns in the
17 hands of law enforcement and school safety personnel.

18 I also ask you to recommend raising the
19 minimum age to purchase long guns, to require universal
20 background checks and to support red flag legislation
21 which allows temporary restriction of access to
22 firearms for people who demonstrate threatening

1 behavior to themselves or to others. I also do not
2 feel that there is any need in our society for
3 civilians to have semiautomatic or automatic weapons.

4 Instead, fostering a culture of
5 collectiveness, establishing effective intervention
6 policies backed by federal funding for implementation,
7 gun reform and comprehensive social and emotional
8 support will help me to feel safe when I walk into
9 school every day.

10 Our greatest fear upon arriving at school
11 should be that of a forgotten assignment, not the
12 threat of a shooter. We should be planning prom dates
13 instead of escape routes. Every person has the right
14 to an education and without fear of losing their life.
15 Thank you.

16 MR. TALBERT: Thank you, Ms. Berger. And best
17 wishes as you continue with your studies.

18 (Applause.)

19 MR. KLESSMAN: Our next speaker is Jasmine
20 Gonzales. She's a Youth of Jóvenes.

21 MS. GONZALES: Good afternoon. My name is
22 Jasmine Gonzales. I'm a student at DSST: College View

1 High School. I am here to address Secretary Betsy
2 DeVos and the Federal Commission on School Safety about
3 what school safety really means.

4 In my experience, school hasn't been able to
5 really keep me safe. There were many days where I
6 didn't want to go to school because I was afraid of
7 being bullied.

8 Even with the police officer in school
9 grounds, I felt like I was being threatened by other
10 students. I didn't trust the school's administration
11 nor officer because they didn't do anything.

12 Every time I tried to talk to the officer or
13 the administration, it seemed like they didn't care.
14 It just got me more into trouble with other students.

15 With the school not doing anything, I started
16 not to show up at school at all. I just -- I got
17 depressed and I just stayed home in bed. I had to find
18 resources outside of school to help me get through the
19 experience of being bullied in school.

20 Instead of the school providing me with the
21 support and ensuring my safety, I had to learn how to
22 cope with this experience. Because of what I went

1 through, I know that police officers do not truly know
2 how to support students like myself who have
3 experienced bullying or how to make us feel safe and
4 protected.

5 Therefore my definition of school safety
6 includes no weapons at school grounds, more staff of
7 color, mental health and no police nor ICE in schools.
8 School safety means no police nor ICE in schools.

9 Not only is it disturbing to see a police
10 officer watching your every move, but it is also
11 unsafe. Police officers tend to get more involved in
12 school discipline and target students of color.

13 Bringing in police officers just criminalizes
14 our communities. The number of suspensions,
15 expulsions, arrests, tickets and deportations all rise
16 with police presence. We already see this happening in
17 our streets and at the border. Why bring more
18 oppression to our schools?

19 Students and staff should be able to feel
20 comfortable walking the school hallways without fear.
21 The thought of anyone holding a weapon in school is so
22 overwhelming it would just distract our learning in the

1 classrooms. Nobody would like to feel like a hostage
2 in their own school.

3 Having weapons in school could bring
4 traumatizing experiences. Police in school does more
5 harm than good. Why invest in police officers when the
6 money could go to something that we really need?

7 For example, after-school programs, clubs or
8 counselors. Students like myself would feel more
9 comfortable in school if there was some -- if there was
10 always someone available to talk to.

11 To make school a welcoming place for all, we
12 need more trusting staff to understand who we are and
13 where we're coming from. We need more staff of similar
14 background as us. School would be like a second home
15 if the relationship between staff and students were an
16 unbreakable bond.

17 Once again, why put in money for police that
18 would harm the safety of students? Instead, we need
19 mental health support to ensure students are protected
20 at all times. This is what a safety school really
21 looks like. Thank you.

22 (Applause.)

1 MR. TALBERT: Thank you, Ms. Gonzales. Best
2 wishes as you continue your studies as well.

3 MR. KLESSMAN: Our next speaker is Damar
4 Garcia. She's a student.

5 MS. GARCIA: Hello. My name is Damar Garcia.
6 I'm a 2018 graduate from Sheridan High School in
7 Denver, Colorado. I want to thank you for giving me
8 time to share my story with you today.

9 I live in a community that's familiar with
10 police in schools. I'm here today to share with you
11 how policing in schools directly affects students and
12 how mental health resources is what is needed to make
13 our schools a safe place for all students.

14 When I started in my last year of high school,
15 I was struggling with homelessness. I had no trust in
16 my school to come forward and seek help. For two
17 months, I was on my own. I was worried about being
18 shamed and turned away from my school because I had
19 never openly provided resources and support for
20 students who struggled with homelessness.

21 One day, I trusted the school registrar with
22 my story. She didn't know how to help me. So she

1 turned to the counselor. Neither of them knew how to
2 help me. My counselor had responded by telling the
3 entire administration staff.

4 Yet nobody did anything to help me. They told
5 me that they had notified the police and that they were
6 on the way to the school to pick me up. They had also
7 called my mom down to the school and told me they were
8 planning to place charges on her for abandonment.

9 I had no idea how this was going to help my
10 situation. And if anything, it made it more difficult.
11 Thinking about facing the police and possibly ending up
12 in a foster home was terrifying to me. I had trusted
13 an adult as a scared, lonely child seeking help and
14 instead they had turned me over to the police.

15 After that encounter, I was classified as a
16 runaway and was constantly being watched by the
17 authorities. I would constantly get pulled over on the
18 street as I walked to the library or the 7-Eleven down
19 the street. They were always watching me, checking up
20 on me.

21 But all they did was intimidate me. I felt
22 like I was being pushed out of my own school. I

1 stopped hanging around the school at night and began
2 sleeping at bus stops and train stations, instead of
3 under the trees by the school baseball field, the only
4 place where I felt the tiniest amount of safety.

5 During the first two months, I started missing
6 school consistently. But after that encounter, I
7 stopped going all together. My own school had pushed
8 me out and the police kept me feeling like an outsider.

9 If I had been given proper resources and help,
10 I wouldn't have struggled so much. This experience
11 showed me that the policy don't know how to support
12 students in need and their response is to criminalize
13 us.

14 I would like to ask you to move funding away
15 from police in schools and towards funding for mental
16 health and counseling resources for young people.
17 Putting more police officers in schools creates an
18 environment where it is easy to escalate discipline
19 incidents.

20 When school staff doesn't know how to
21 deescalate heated situations, they turn to the police.
22 School police officers aren't required to take training

1 in youth development. So they tend to solve problems
2 the same way they solve them on the street, by issuing
3 a ticket or an arrest.

4 In the state of Colorado, Latinex students
5 were three times as likely to be suspended and nearly
6 20 percent more likely to be ticketed than their white
7 peers. Putting more police officers in schools is only
8 criminalizing young people of color.

9 According to the Colorado Department of
10 Criminal Justice, the vast majority of students brought
11 into the juvenile system were charged with offenses
12 that didn't pose any threat to school safety. They
13 were only given a ticket, but allowed to stay on school
14 grounds.

15 The number of arrests and tickets per student
16 at a school like mine that has more than 70 percent
17 students of color is six times higher than a school
18 with less than 20 percent students of color.

19 Why are my chances of an encounter with law
20 enforcement amplified because I go to a school that is
21 primarily made up of students of color? This does not
22 help keep our schools safe.

1 Instead of fighting violence with more
2 violence, we have to identify and address the root
3 causes of this violence. By putting more money
4 resources into counseling, mental health resources and
5 restorative justice practices, we are attacking the
6 problem at the root cause instead of covering up the
7 issue and pushing students and those problems out of
8 school.

9 If I had been turned to resources when I asked
10 for help, I would have continued to go to school. I
11 would have found housing and I probably wouldn't have
12 continued to suffer silently. There must be a process
13 for students to go through to solve the issues at hand
14 without such harsh punishments.

15 Every year, \$8 million are funneled into the
16 Denver Public School District for policing in schools.
17 There must be a process for students to go through to
18 solve the issues at hand without such hard punishments.

19 As change-makers and those charged with
20 keeping students safe around the country, I urge you to
21 please move that funding from policing to restorative
22 practices such as mental health services, counseling

1 and restorative justice in schools. Thank you.

2 MR. TALBERT: Thank you, Ms. Garcia.

3 (Applause.)

4 MR. KLESSMAN: Our next speaker is Max Yenez.

5 MR. YENEZ: Good afternoon. My name is
6 Maxine Yenez (ph). I'm a 2018 high school graduate
7 from Denver, Colorado. I am here to address the
8 Federal Commission on School Safety and how
9 intersectional oppression has led to inequality across
10 the United States education system and a staggering
11 lack of safety in our public schools.

12 As a brown transgender male, I have faced a
13 constant oppression in school and outside of school. I
14 was the first trans student in my school in 2016 and
15 had to face many obstacles as my school was divided my
16 gender.

17 One of my hardest battles was for my school to
18 use the correct pronouns. I was forced to print out
19 paperwork where it states that as a trans student, I
20 had the right to use the male bathroom or even be in
21 the same homeroom as other male students.

22 I have had to constantly fight for my rights

1 at KIPP Denver Collegiate High School, even before
2 Secretary Betsy DeVos revoked the Obama era instruction
3 that transgender students were protected under the
4 basic civil rights of law under Title IX.

5 When we talk about school safety, especially
6 since the tragedy at Parkland, our country has focused
7 on law enforcement, on state control. The government
8 focuses on policing black and brown neighborhoods.

9 As brown and black students, we have seen
10 firsthand how increasing police and ICE presence
11 negatively impacts our communities through increased
12 arrests and racial profiling of students of color.

13 We urge this commission and districts across
14 the country to resist the encroachment of police
15 presence in our schools, which makes it more likely for
16 people of color to be criminalized or deported. As a
17 student of color, we already have enough police
18 officers in our communities.

19 Because we spend our tax dollars on school
20 police who are not trained in mental health, queer
21 students, students of color, undocumented students do
22 not receive the mental health services they need which

1 leads to self-harm and suicide. Suicide attempts among
2 trans men is 46 percent and trans women is 42 percent.
3 Mental health supports creates safe schools, not more
4 police.

5 As a Chicano and Filipino, I have not received
6 the mental health supports I need. In the 11th grade,
7 I got into a psych unit because of the stress of
8 school. When I got back after two weeks, one of those
9 weeks being in intensive care, my teachers did not
10 check up on me correctly.

11 My grades dropped in the last half of the 11th
12 grade. In the 12th grade, I still did not receive the
13 correct help from KIPP. In the second semester, I
14 ended up going to another psych unit after having a
15 mental breakdown over multiple things. When I came
16 back, a lot of my teachers did not take my mental state
17 into consideration.

18 I had to deal with balancing school and my
19 mental health by myself. I was diagnosed with PTSD and
20 bipolar I. My school could not keep me safe. They did
21 not have the resources to provide the mental service I
22 needed.

1 We cannot continue to throw money into school
2 security without addressing the real issue that causes
3 harm to students every day.

4 Here is what we need. The LGBT community
5 deserves equal rights, especially transgender students.
6 Title IX cannot be rolled back. If this committee is
7 really worried about student safety, we have to protect
8 the rights of transgender students and other groups at
9 greater risk of self-harm and suicide.

10 As people of color, we deserve to go to school
11 in a safe space, meaning that we cannot -- we want and
12 need more mental health professional, counselors and
13 caring adults. Getting more mental health
14 professionals would prevent mass violence, not teachers
15 with firearms or more police.

16 (Applause.)

17 MR. TALBERT: Thank you, Mr. Yenez.

18 MR. KLESSMAN: Our next speaker is Michael
19 Harris, director of student services, Fremont County
20 Schools District Number One.

21 MR. HARRIS: Good afternoon.

22 MR. TALBERT: Afternoon.

1 MR. HARRIS: Thank you for being here today
2 and thank you for choosing to host this event in
3 Wyoming. I'm grateful for the opportunity to speak
4 with you in person today.

5 My name is Michael Harris and I'm the father
6 of two teenaged children attending school in Lander,
7 Wyoming. I also work as an administrator in our local
8 school district which has about 1,800 students.

9 On the whole, I believe the schools in our
10 town are safe. But even in our rural part of the
11 state, the threat of school violence is something about
12 which we must remain vigilant.

13 Our schools continue to work proactively to
14 prevent violence by including social and emotional
15 components in our curriculum. We're working actively
16 to build a culture of acceptance and respect in all
17 schools.

18 We are working on refining the security of our
19 school sites and providing active shooter response
20 training for 100 percent of our staff in the school
21 district.

22 I don't know about school resource officers in

1 other places, but we utilize a pair of excellent school
2 resource officers in our district, both of whom are
3 here voluntarily this afternoon.

4 We have effective academic and behavioral
5 intervention systems and we're proud of how our staff
6 members partner with parents to make sure that each and
7 every child receives a public education that meets his
8 or her individual needs.

9 However, in my experience, we still do not
10 have adequate ways to provide some of our most
11 concerning kids with the additional help they need
12 before they seriously consider turning to violence at
13 school. Especially when it comes to meeting the mental
14 health needs of these students, schools are
15 underequipped.

16 This past winter, as I read news articles
17 about yet another school shooting, I felt compelled to
18 become more involved in issues surrounding mental
19 health services from a school's perspective.

20 Learning about the young man who killed
21 several of his former classmates in Florida, I thought
22 to myself he sounds a lot like John Doe, one of a

1 handful of students I have known in Lander over the
2 years, socially unengaged, academically struggling,
3 behaviorally challenging, quite possibly suffering from
4 mental illness.

5 The truth is I would be willing to get that
6 every school district in Wyoming has had at least one
7 student who fits a similar profile. School staff
8 members have little trouble identifying these students
9 and most of the time we're able to put in place
10 educational programs that result in improved student
11 performance.

12 However, when a school's efforts are not
13 successful, we are left with few strategies. Our first
14 step I usually try to convince parents to provide
15 their consent for psychiatric testing or, if the
16 student already has an individualized educational
17 program and we've tried everything else available
18 locally, we would sometimes propose a short-term
19 placement at a treatment facility to gather more input
20 on how to meet the student's needs.

21 While some parents are agreeable to these
22 kinds of proposals, it's not unusual for them to reject

1 our ideas. Even though some parents may recognize
2 their child's possible need for mental health support,
3 distance, provider availability and the unfortunate
4 stigma surrounding mental healthcare all present
5 formidable barriers.

6 The school district covers all costs
7 associated with assessment and many treatments when
8 needed to meet the student's educational needs. Still,
9 many parents choose not to let the schools help in this
10 way.

11 When a parent refuses the school's offer to
12 help, our other strategies are highly dependent on
13 factors beyond the school's control. We are quick
14 contact family services when they may be able to help a
15 student in crisis. And sometimes it makes sense to
16 involve law enforcement personnel.

17 These are some of the most dedicated child
18 advocates in our communities. Yet it seems their hands
19 are often tied when it comes to requiring that students
20 pursue mental healthcare.

21 Without court action, most family services
22 programs and supports are voluntary. And unless the

1 student is old and commits a serious crime, I have
2 found that law enforcement struggles to exert much
3 influence on these students' situations.

4 In short, we often end up waiting too long to
5 help a student in crisis who may need mental health
6 services. Waiting for parents to agree to an
7 evaluation proposal, waiting for family services to
8 build enough of a case, waiting for the student to get
9 older, waiting for the student to break the law.

10 These are extremely perilous situations that
11 call for more urgent action. Instead of waiting, what
12 if there was a way to get a student on the fast track
13 to getting the help that he needs, even if other
14 factors stand in the way?

15 After ensuring that a student's situation
16 rises to a sufficiently high level of concern, what if
17 a public agency could make a referral to a regional or
18 state children's mental health crisis team who could
19 review documentation, ask clarifying questions and
20 compel a particular course of action to address the
21 student's needs?

22 What if the crisis team could complete this

1 process in 48 hours or less? These actions would
2 benefit the student and would even possibly save lives.

3 As you've heard today, schools around the
4 country are working tirelessly to make their campuses
5 safer. But we simply can't meet some of our students'
6 apparent needs without outside help.

7 I encourage you to consider the proposal I've
8 briefly described as one component of a more effective
9 system to improve school safety. I look forward to
10 doing everything I can to prevent even one student from
11 losing his or her life due to violence in Wyoming
12 schools. Thank you for your time.

13 MR. TALBERT: Thank you. Thank you, Mr.
14 Harris.

15 (Applause.)

16 MR. KLESSMAN: Our next speaker is Michelle
17 Malvey, representing the National Association of School
18 Psychologists

19 MS. MALVEY: Good evening. I am Michelle
20 Malvey. I am a former school psychologist, special
21 education teacher and currently the principal of
22 Lincoln Elementary School in Loveland, Colorado, just

1 about an hour south of here. I'm also the parent of
2 two teenaged boys.

3 I speak to you today as a local school leader
4 and a member of the National Association of School
5 Psychologists, also known as NASP, and also the
6 Colorado Society of School Psychologists, CSSP. I'd
7 like to thank the commission for the opportunity to
8 share evidence-based suggestions for how we can improve
9 school safety and prevent violence.

10 Before I get into some of that, I'd just like
11 to say that obviously this is a passion for me as I'm
12 entering my 32nd year as an educator. And so, I've
13 given my life to education and making sure that
14 students get an opportunity to learn in a safe
15 environment.

16 We're currently -- in my school, we're lucky
17 to have some outside funding. We're one of three
18 elementary schools in Loveland that have a three-year
19 Kaiser Permanente grant to look at social-emotional
20 learning. So we have a very strong curriculum in place
21 and lots of different supports in place. And I can
22 tell you it makes a difference.

1 I'm in a Title I school where students come to
2 us with lots of trauma and outside things that are
3 beyond their control and certainly beyond ours. But we
4 can create an environment that provides them with their
5 basic needs, as well as meeting their social-emotional
6 needs as well and letting them know that they can be
7 safe.

8 So NASP has played a leadership role on school
9 safety for a long time. We're committed to working
10 with lawmakers and other education and policy leaders
11 to ensure that our schools and communities have the
12 capacity to keep all students safe, support their
13 mental and behavioral health and foster their
14 successful learning.

15 I encourage the commission to reference the
16 framework for safe and successful schools developed by
17 NASP and other major education organizations
18 represented here today and at past hearings.

19 The good news about school safety is that we
20 know a lot about what really works to create safe and
21 supportive schools. However, none of what works fits
22 into convenient soundbites, can be purchased with a

1 single program or security system or by fortifying our
2 schools.

3 Real school safety requires the comprehensive,
4 integrated and sustained approaches outlined in the
5 aforementioned framework. Tonight, I'd like to
6 highlight three key points from the framework.

7 First, addressing students' mental health
8 needs is critical. It's central to school safety and
9 not just from the perspective of violence prevention
10 but in terms of overall student wellbeing and learning.

11 And as a school psychologist, I work daily to
12 meet students' mental and behavioral health needs. I
13 still do that as a principal. And I can say that every
14 staff member in my building and every staff member I've
15 ever worked with in 31-plus years feels the s same way.

16 In every instance, my ability to help these
17 students has relied on my specific training and the
18 fact that I am in the building and I am accessible to
19 students and staff. That might seem obvious. But too
20 many schools do not have adequate access to school
21 psychologists, school counselors or school social
22 workers.

1 Unlike most community-based mental health
2 programs, school-employed mental health professionals
3 are specifically trained to provide services within the
4 learning environment.

5 We understand how to work with school staff to
6 identify struggling students and incorporate
7 interventions into the school day. We also work
8 closely with community providers serving students who
9 need more intensive services.

10 Unfortunately, our country is facing a
11 critical shortage of school-employed mental health
12 professionals, as well as limited mental health
13 resources for students and youth in their communities.
14 This is bad for kids, for their teachers and their
15 families.

16 Second of all, our school climate and positive
17 relationships are the foundation of school safety, as
18 many people before me today have stated. Students need
19 to trust that adults are going to do the right thing if
20 they reach out. My students trust me and they trust
21 their teachers.

22 It's unfortunate that some people today have

1 not had that same experience. So that makes me very,
2 very safe to hear that. They feel they can ask for
3 help when they need it.

4 One key component to this trust is that we
5 balance physical and psychological safety, we employ
6 reasonable security measures such as locked doors,
7 controlled entry to the building, use of school
8 resource officers and monitored hallways.

9 We don't attempt or condone turning our
10 learning environment into a fortress. Arming teachers
11 in our opinion is not the answer. Doing so places an
12 unrealistic and unreasonable burden on America's
13 educators and can undermine a sense of safe and
14 supportive learning environments.

15 Rather than pushing students out of school, we
16 should address negative behavior and connect students
17 to the necessary supports that they need. So every
18 district needs appropriately trained, multidisciplinary
19 -- excuse me -- school safety and crisis response
20 teams.

21 That means that we're looking at prevention.
22 Bu we're also prepared to respond. Ongoing training of

1 these teams should encompass prevention and early
2 intervention as well as responsive recovery to prepare
3 for critical events like floods, school shootings,
4 wildfires, many things that we face.

5 This includes effective lockdown drills,
6 collaborative planning with community responders and
7 appropriate training school mental health
8 professionals.

9 We need to do more as a country to address the
10 underlying causes of violence and reduce inappropriate
11 access to weapons by enacting meaningful gun safety
12 legislation. Thank you. As the commission develops
13 recommendations, NASP would love to continue to stay
14 involved in that.

15 MR. TALBERT: Thank you, Ms. Malvey.

16 MS. MALVEY: Thank you.

17 MR. KLESSMAN: Our next speaker is Shad
18 Hamilton, principal of Uinta County School District
19 Number One, Horizon High School.

20 MR. HAMILTON: All right. Hello, and thank
21 you for the opportunity. I am Shad Hamilton, from
22 Uinta County School District Number One, over there by

1 Evanston, about six hours down the road.

2 Our school's an alternative school and I'm
3 going to speak -- I'm a member of the Wyoming
4 Association of Secondary Principals. But I also
5 represent most of the alternative schools in the state.
6 And I'm going to speak more to that.

7 But first, I want to acknowledge some efforts
8 that our school district has engaged in this year and
9 previous years around school safety. We're one of the
10 two school districts in the state of Wyoming that
11 passed a concealed carry policy. And it's more than
12 just wahoo, we passed the policy, we get to carry now.

13 I was very impressed. I'm very proud of the
14 work our school district has done around that policy.
15 But I'm even more proud around some of the work they've
16 done around some of the other things around school
17 safety this year that they've implemented.

18 A raptor system, background checks, a safe
19 defend system that they're outfitting the school with
20 which is a classroom-activated lockbox alert system
21 tied in with the local authorities. We've got A-
22 phones, single point accesses.

1 I mean, they've literally taken millions out
2 of the reserve budget to prioritize school safety. And
3 I'm not going to speak on a lot of that. Like I said,
4 I'm going to talk more about alternative schools
5 because that's the business that I've been in for the
6 last 20 years. I've made -- my career has been serving
7 at-risk kids.

8 I spent 12 years on the reservation in Fremont
9 County helping to get a high school started there.
10 I've been an alternative school principal at a couple
11 of different alt schools in Wyoming. And I've spent a
12 few years in the rural part of Alaska working with
13 Yupik Eskimos.

14 So I really understand the safety concerns of
15 small schools and very rural schools. And in Wyoming,
16 we have somewhere around 20 to 30 alternative schools.
17 Most of us average around 50 kids, some a lot more
18 less. Some of them are big, like the one in Cheyenne
19 has 150.

20 Alternative schools in themselves are a
21 measure of school safety that I think gets overlooked.
22 Right now, there's a moratorium in Wyoming on the

1 creation of more alternative schools and that's
2 connected with funding again, which is a key thing. I
3 think legislators may be worried about funding more of
4 those. But there's still a need for them.

5 In Wyoming, we don't have charter schools. We
6 have a few, a couple. I ran one. We have alternative
7 schools in the big districts.

8 And those alternative schools, for the most
9 part, are designed to meet the needs of some of those
10 students who are, for whatever reason, do not fit in
11 with the regular school, have additional needs and
12 stuff.

13 And we do, through our smaller size,
14 prioritize school climate and relationship-building.
15 We're able to connect with students more. And those
16 are really the fundamental strengths behind alternative
17 schools.

18 But I can tell you as an alternative school
19 principal in Wyoming and one that's worked in the at-
20 risk business for 20 years in Wyoming, I've had to
21 fight for a counselor in almost every school I've been
22 in.

1 And I think that's fundamental as far as it's
2 another safety measure. I think you have to harden
3 your schools. I think you pass your policies, whatever
4 you want to do there.

5 But I think the behavioral and mental health
6 aspect of education also needs to be addressed. I
7 think at the federal level, the more you can do to
8 embrace alternative, at-risk education and those
9 schools and support the need for counselors in those
10 schools, that's what we have to do.

11 One of the issues that we struggle with
12 alternative school-wise is federal accountability
13 systems measure progress on graduation rates, test
14 scores, yada, yada. We get a bundle of funding in a
15 small school and it's never enough to cover everything
16 we need.

17 We have to choose do we spend that money on a
18 math teacher and try to meet those standards of
19 graduating students or do we spent it on a counselor.
20 And, you know, everybody gets to make that decision.
21 But more times than not, it's that counselor aspect
22 that gets neglected.

1 And so, the more that you can do, I think in
2 closing, at the federal level through accountability
3 measures and through funding streams to encourage that
4 use of counselors in at-risk settings, alternative
5 schools, charter schools, schools that have high-needs
6 populations, that would really help us. And I think
7 that would free up the opportunity to make those
8 schools more safe. Thanks.

9 MR. TALBERT: Thank you very much, Mr.
10 Hamilton, and for your insights as a principal and also
11 in serving at-risk students.

12 MR. KLESSMAN: Our next speaker is Sidney
13 Ludwig, teacher from Laramie County School District.

14 MR. LUDWIG: I'd like to thank the commission
15 for letting us speak today. I'll make this short.

16 We've heard a few people say that one of the
17 solutions to this increasing violence in schools is to
18 arm teachers. I'll tell you one thing. In my 15 years
19 of education, I never signed up to teach in a bunker.
20 So I'm decidedly against arming teachers.

21 And unfortunately, people have this
22 conversation again. This will happen again and again

1 and again. So one thing we can tell our leaders in
2 Washington is the best thing we could tell our leaders
3 in Washington is a few things. Pass sensible gun
4 control legislation.

5 Secondly, reinstate the assault weapons ban.
6 And thirdly, put more money into mental health for
7 these Americans that need it because unfortunately if
8 we make our schools a bunker, they become a target.
9 And unfortunately, the scope of education -- the
10 purpose of education is not to be an armed teacher.
11 It's to educate children. Thank you.

12 MR. TALBERT: Thank you, Mr. Ludwig.

13 (Applause.)

14 MR. KLESSMAN: Our next speaker is Marguerite
15 Herman, the federal legislative chair of the Wyoming
16 PTA.

17 MS. HERMAN: Thank you very much and for
18 making the intrepid trip to Cheyenne and our
19 predictable now hailstorms in the afternoon.

20 Good afternoon, and thank you for the
21 opportunity to deliver some brief comments on behalf of
22 the Wyoming PTA to the Federal School Safety

1 Commission. I am a trustee in Laramie County School
2 District One here in Cheyenne. But I'm speaking today
3 solely in the capacity of the federal legislative chair
4 of the Wyoming PTA.

5 The PTA counts membership in Wyoming in the
6 hundreds, not thousands as in other states. But our
7 message is carefully composed by our national
8 organization based on data and policy and it is
9 important.

10 School safety is a critical priority for all
11 parents, educators, students and community members that
12 cannot be taken for granted. We must work together
13 quickly to keep our children safe. Students and
14 educators have a right to attend schools that are safe
15 and conducive to learning and achievement.

16 That being said, the National PTA recognizes
17 that school safety is a multifaceted issue with no one
18 clear solution for everyone. All efforts to address
19 school safety must take into account a variety of
20 factors including physical and psychological safety of
21 students.

22 The PTA promotes the implementation of

1 evidence-based policies and practices articulated in
2 this, the framework for safe and successful schools.
3 And the school psychologist earlier referred to this.

4 It is a joint statement by several national
5 groups including the National Association of School
6 Resource Officers, the school psychologists, elementary
7 and secondary principals and counselors. And I know
8 you're all very familiar with it. So we're just
9 endorsing it.

10 The National PTA believes the most effective
11 day-to-day school climate to be gun-free which includes
12 not arming teachers and administrators but defers to
13 local collaborative decision-making regarding the
14 presence of law enforcement deployed in community-
15 oriented policy and school building security.

16 And I will just have to say parenthetically
17 that I am very proud of my district, many in Wyoming
18 that are really making a diligent effort to put into
19 place all the things I'm about to mention.

20 They are somewhat limited by resources,
21 funding that are out of local control. And as we all
22 struggle to -- as the budget cuts are handed down to

1 us, we have to make very difficult decisions. And we
2 hope to preserve the counselors at some point. That
3 might be a point of cutting. I hope not.

4 So the PTA promotes policies that emphasize
5 the following: family engagement. Involve students and
6 parents and families in development, implementation and
7 evaluation of school safety plans, including emergency
8 preparedness, crisis response and threat assessment
9 protocols, school discipline and student health
10 services.

11 It would be great if every school had enough
12 SROs and every school had a dedicated school nurse.
13 But we know it's not possible.

14 Communicate frequently with families about
15 safety policies and procedures, including evaluation of
16 reunification plans. Establish opportunities for
17 students and parents to provide input on school
18 environment and climate, as the alternative school
19 principal mentioned. Climate is huge.

20 And adequate funding, as is sort of a constant
21 theme. Investment for federal, state and local
22 decision-makers for necessary physical and

1 psychological student supports and services.

2 School climate and student support services.

3 Promote a positive school climate that encourages
4 nurturing relationships and mutual trust and respect
5 among students, staff and families.

6 Improve staffing ratios -- again, the theme
7 today -- of school counselors, psychologists, social
8 workers and nurses to provide school-based behavior,
9 health and mental health services.

10 Provide professional development for employees
11 on youth mental health including early intervention,
12 prevention and access to school- and community-based
13 mental health services.

14 Establish, communicate and fairly implement
15 policies regarding bullying, harassment and discipline
16 that meet all federal, state and local requirements.
17 Implement anonymous reporting and response procedures.

18 And I have to say that in Wyoming, we have the
19 Safe2Tell anonymous reporting and students use it. We
20 find out about weapons in schools and students, when
21 they have a means, they do use it.

22 And finally, physical safety, establish a

1 clear and enforceable visitor guest identification
2 system. Regularly evaluate physical security measures.
3 Evaluate access points to the school and create a
4 policy on use of school facilities that clearly
5 communicates who can come in the building and how it's
6 used.

7 And with that, I'll conclude my comments. And
8 thank you very much for coming to Cheyenne. I sure
9 appreciate it. Thank you.

10 MR. TALBERT: Thank you very much. Thank you,
11 Ms. Herman.

12 MR. KLESSMAN: Our last speaker of the day
13 Mary Throne, candidate, Mary for Wyoming.

14 MS. THRONE: Thank you. I didn't realize I
15 was last. So I will be brief. My name is Mary Throne.
16 I'm a Democratic candidate for governor in Wyoming.
17 That's my current hat. But I also served in the
18 Wyoming legislature for 10 years, four years on
19 education, two to four years on school facilities and
20 six years on educational accountability.

21 But of course the most important hat I wear is
22 mother. And I didn't realize I was going to get

1 emotional. Sorry, because there's nothing traumatic in
2 this story. But my youngest child will be a senior in
3 high school, at East High here in Cheyenne.

4 And, you know, it's just a little unnerving
5 when you're driving to school and you feel with you son
6 listening to the radio and you think, gosh, I'd really
7 better turn off the radio and ask some questions
8 because after the Parkland shooting, I realized that I
9 had never asked him just what training have you
10 received in school for this situation.

11 You know, I'd much rather be talking to him
12 about soccer practice, choir concerts, getting his
13 homework done. But, you know, unfortunately those are
14 the conversations we have to have with our children.

15 And certainly for him, the Parkland shooting
16 was traumatic. And he and his fellow students at
17 Cheyenne East participated in appropriate activities to
18 make their opinions known and to memorialize that
19 event.

20 But I think as you've heard today, most people
21 are advocating a holistic approach to this problem. As
22 I've traveled the state, I've met with teachers, school

1 officials, parents.

2 What I hear from many people in the school
3 system is that the children they see have so many
4 needs, so many needs that they can't meet. And those
5 needs are not going to be met solely in a school
6 setting.

7 I've also heard from teachers, again, that
8 you've heard several times today, that more counselors
9 are necessary. Even at the elementary level.

10 Met with the teacher of the year in her
11 classroom in Gillette and she said that she almost
12 never sees her counselor because, in her school, the
13 counselor is so busy dealing with issues related to
14 custody and family services that she barely gets out of
15 her office.

16 So we know that in many places more resources
17 are needed. And we also know that early intervention
18 works. From a seventh grade teacher in Rock Springs,
19 she had a student in her classroom that truly
20 frightened her.

21 But there's a happy ending to that story. She
22 felt like the district was able to get him services.

1 So hopefully catching somebody who's troubled and needs
2 help in the seventh grade will prevent some of the
3 incidents we've seen.

4 Marguerite mentioned the Safe2Tell program in
5 Wyoming. I supported that as a legislator. But I
6 would tell you that it didn't pass on the first try
7 because there was belief initially that it somehow
8 would interfere in the parent-child relationship and
9 those issues should really just be discussed in the
10 home.

11 But really the overwhelming concern was
12 funding, you know, did we have adequate funding for
13 that sort of program. But you can look at the website
14 and see the data. And I think it really is working
15 well in our state.

16 So, you know, based on my travels around the
17 state, my years as a legislator, I think what we really
18 need from the federal government is support for a
19 holistic approach, not a cookie cutter approach.

20 Every place is different. Even in Wyoming,
21 ever place is different and has its own unique set of
22 circumstances. But we probably need financial support

1 for school safety measures, whether that's better doors
2 or cameras.

3 Also help with solid data. I think certainly
4 this is an emotional issue and sometimes we get caught
5 up in the emotion and we don't, as policymakers, engage
6 in evidence-based decision-making.

7 And I think, you know, a small state like
8 Wyoming does not always have the resources to gather
9 data and evidence. And I think that's another
10 important role that the federal government could play
11 for Wyoming, as well as providing flexibility for the
12 states to implement solutions that work for them.

13 Thank you for coming.

14 MR. TALBERT: Thank you very much, Ms. Throne.
15 So as we -- as we wrap up, let me take an opportunity
16 to say thank you to each of you for being here.

17 Those who presented, we're grateful for your
18 time. I know in many cases some of you have had to
19 take time from your workday to be here. We're grateful
20 for that, for those in the audience as well.

21 Thank you for joining us. Thank you for your
22 interest. We've certainly heard a wide array of

1 recommendations and I think that's very helpful to the
2 commission as it goes about its work.

3 We recognize that there are no simple answers
4 or certainly that appears to be the case based on today
5 and based on other things we've heard as well. There
6 are no simple answers.

7 And so, the commission has lots of work to do
8 as they sift through the testimony and also as they
9 continue to have meetings and site visits and so forth
10 and as they eventually get around to preparing a
11 written report.

12 So again, thank you for your time. Thank you
13 for hosting us here. We're grateful for that. The
14 commission meeting is adjourned.

15 (Applause.)

16
17 (Whereupon, at 7:45 p.m., the meeting was
18 concluded.)

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CERTIFICATE OF NOTARY PUBLIC

I, SAMUEL HONIG, the officer before whom the foregoing proceeding was taken, do hereby certify that the proceedings were recorded by me and thereafter reduced to typewriting under my direction; that said proceedings are a true and accurate record to the best of my knowledge, skills, and ability; that I am neither counsel for, related to, nor employed by any of the parties to the action in which this was taken; and, further, that I am not a relative or employee of any counsel or attorney employed by the parties hereto, nor financially or otherwise interested in the outcome of this action.



SAMUEL HONIG

Notary Public in and for the
District of Columbia

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CERTIFICATE OF TRANSCRIBER

I, BENJAMIN GRAHAM, do hereby certify that this transcript was prepared from audio to the best of my ability.

I am neither counsel for, related to, nor employed by any of the parties to this action, nor financially or otherwise interested in the outcome of this action.

August 9, 2018



DATE

Benjamin Graham

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