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FEDERAL Commission ON SCHOOL SAFETY
PUBLIC DISCUSSION
AT THE COUNCIL FOR STATE GOVERNMENTS
LEXINGTON, KENTUCKY

LISTENING SESSION

DATE: JUNE 26, 2018

REPORTER: ELIZABETH HARLOW

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25 SCHOOL IN PARKLAND FLORIDA
DOUGLAS WAIN - C.E.O./E.D., YOUTH ALERT!

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PROCEEDINGS

MR. ZAIS: Good afternoon. On behalf of Secretary of Education Betsy DeVos, I would like to thank you for attending our second listening session of the Federal Commission on School Safety. My name is Mick Zais, and I'm the Deputy Secretary of Education. As you know, the President formed this Commission in the wake of the shooting at Marjory Stoneman Douglas High School in Parkland, Florida. Sadly, that shooting was not an isolated incident. Our Secretary of Education noted that we must come together to address the underlying issues that create a culture of violence in our schools. Across the country, students, parents, and educators are concerned that instances of violence could occur in their own schools and their own communities. That's why President Trump took prompt action and formed this Federal Commission on School Safety and directed us to work with states and local agencies to improve school security, expand access to mental health counseling and mental health programs, and to invest in school violence prevention. The Commission has been charged not to develop mandates that would be imposed from Washington, but rather to identify best practices and make recommendations that can be implemented at the state

1 level and at the local level that would help improve the
2 safety of our students. Naturally, the primary
3 responsibility for school safety is a local issue.
4 There's no one-size-fits-all approach, and every state,
5 every community, every school district is going to have
6 to work to identify solutions that make sense for them.
7 That's why open listening sessions like this are so
8 important. The Federal Commission on School Safety is
9 comprised of four Commissioners. Secretary DeVos is the
10 chairman, Attorney General Jeff Sessions is a member, as
11 well as Secretary of Health and Human Services Alex
12 Azar, and Secretary of Homeland Security Kirstjen
13 Nielsen. I would like to introduce the representatives
14 from each of these agencies who are at the table with
15 me. From the Department of Justice is Beth Williams.
16 She is the Assistant Attorney General for the Office of
17 Legal Policy. Next, from the Department of Health and
18 Human Services is Dr. McCance-Katz, the Assistant
19 Secretary for Mental Health and Substance Use. And
20 representing the Department of Homeland Security is
21 Matthew Travis, the Deputy Under Secretary for National
22 Protection. On the 28th of March this year, the
23 Commission held its initial organizational session and
24 decided that they would host a series of meetings, site
25 visits, and listening sessions over the next several

1 months. Formal Commission meetings provide a forum for
2 national experts to present on specific subject matters,
3 such as school violence. Other key stakeholders are
4 invited to these Commission meetings that are held at
5 the White House. We conducted one recently where
6 experts on the areas of cyber bullying and social media,
7 the effects of violent entertainment and games, and the
8 effects of press coverage of school shootings and
9 motivate -- motivating copy cat killers was discussed.
10 Betsy -- Secretary Betsy DeVos has conducted one meeting
11 at the Department of Education where we heard from the
12 experts who wrote the after action reports in the wake
13 of the shootings at Columbine, Virginia Tech, Sandy
14 Hook, and Parkland, and where we met with teachers,
15 parents, and people who were wounded in those shootings.
16 On the 21st of June, we hosted the meeting at the White
17 House where we addressed those issues I just described,
18 and that was held to examine how we can foster a culture
19 of human flourishing and developing character. In
20 addition to these formal meetings, we're conducting
21 field visits. Our first field visit was conducted to
22 Anne Arundel County in Maryland where the Commission saw
23 a system called Behavioral Interventions and Support
24 Programs that had been instituted in 25,000 schools
25 across the country to teach students values and

1 behaviors that are positive in the school system. It's
2 a system that goes from kindergarten to twelfth grade.
3 We heard from teachers and administrators and students
4 who have experienced the PBIS system for the duration of
5 their education. The third type of forum is a listening
6 session, which we are conducting today. These will
7 occur in several regions around the country. Our first
8 listening session was held in Washington, D.C., where we
9 heard from a number of educational and other forms of --
10 other types of organizations who have a stake in school
11 safety. We also are collecting input from the general
12 public on an e-mail address, safety@ed.gov. So if anyone
13 has ideas that you would like to submit, reports that
14 have been written, that e-mail address is safety@ed.gov.
15 And we have a person working that website -- that e-mail
16 full time who will get your input to the appropriate
17 person. Now, here's how the rest of the afternoon will
18 play out. We have, I think, 22 people scheduled to
19 present. Each speaker will have five minutes to
20 present. You have a little box up on the podium. The
21 light will turn yellow when you have one minute left,
22 and it will turn red when your five minutes are up. I
23 apologize in advance if I have to ask you to wrap up
24 your comments when the red light turns on, but we have
25 to provide an opportunity for everyone to be heard. We

1 understand that passions run high, but we must also be
2 respectful of others and give everyone who's registered
3 an opportunity to have their say. This is a listening
4 session, so we won't be responding to any questions or
5 providing input, but our purpose is to hear your views
6 to make sure they're taken into account. The
7 microphones are not so much for the people in this room
8 because I think you probably can hear us all, but they
9 are so that the people who are viewing this being web
10 streamed live, and which will be recorded and posted to
11 the Department of Education's website, can come back and
12 view it later, can hear you. It's also linked to our
13 transcription service, and the transcription of today's
14 remarks will be posted and made available to the
15 individuals who are writing the final report, which we
16 will provide to the President. We're here to talk about
17 school safety and not other policy matters, so this is
18 not an opportunity for grandstanding. It's an
19 opportunity to provide useful input on how communities
20 and schools can come together to make our schools safer
21 for our children. Thank you, again, for your
22 willingness to provide information on this important
23 topic, and we look forward to hearing your views. Thank
24 you, again, for being here.

25 MODERATOR: Thank you. Our first speaker this

1 afternoon is Mr. Joseph Bargione. He is a school
2 psychologist with the Kentucky Association for
3 Psychology in the Schools.

4 MR. BARGIONE: First of all, thank you for
5 allowing me to speak with you folks this afternoon.
6 Welcome to Kentucky. We couldn't -- unfortunately, we
7 all don't have the best weather for today, but come back
8 another time and experience our great Commonwealth. My
9 name is Dr. Joe Bargione, and I am a certified school
10 psychologist and a licensed psychologist here in the
11 State of Kentucky. I've been practicing for over 25
12 years, and mostly in a large urban school district in
13 our great state. Unfortunately, like an ever increasing
14 number of states, Kentucky has experienced school
15 shootings. I personally have been a member of a crisis
16 team on two occasions where a student shot other
17 students with guns. In the first event, one student was
18 injured. The second event occurred this past January in
19 rural Kentucky where there were two student fatalities
20 and close to 20 students injured. After this event at
21 Marshall County High School, the community activated a
22 comprehensive response that included law enforcement,
23 emergency medical, and school professionals who risk
24 their own lives to save the lives of the students during
25 the incident. In the following days, a large group of

1 professionals that included school psychologists, school
2 counselors, and others from across the state were
3 assembled to provide crisis and mental health services
4 to the folks who were effected in the Marshall County
5 High School community. This team remained at the school
6 for approximately two months post incident. During my
7 three days in Marshall County, it became clear quickly
8 the professionals and parents in the community would do
9 anything for their children. There was an all-hands-on-
10 deck approach and a mentality amongst the educators, law
11 enforcement, the faith community, local businesses, and
12 leaders. Marshall County is Marshall strong. This all-
13 hands-on-deck approach needs to continue at the federal,
14 state, community, and school level. This Commission on
15 School Safety is evidence on federal level of that
16 effort. In recent -- in our recently completed
17 legislative session, a bipartisan school safety work
18 group was established, made up of legislators, law
19 enforcement, mental health professionals, super -- a
20 superintendent, principal, teacher, and student. The
21 goals of our group is to make our school communities
22 safe for all students and adults using research based
23 programs and strategies. I'm confident that later
24 today, you will hear more speakers, and in your future
25 listening sessions, about research-based programs and

1 strategies that are already available and out there to
2 the public. In fact, national associations of the
3 school psychologists, school principals, counselors,
4 school resource officers, and parents have already
5 collectively created a document entitled "Framework for
6 Safe and Successful Schools." You can access this
7 document on nasponline.org. This framework provides a
8 layered and comprehensive approach to address the issues
9 facing each of our schools in America. In my remaining
10 time, I want to emphasize that we must create a school
11 environment and culture that includes physical safety
12 and psychological safety for all students. In the
13 physical safety realm, measures should include such
14 strategies as environmental changes. For example,
15 modifying the entrances into the building, ensuring that
16 all doors are locked. And then also, additional support
17 staff that includes school resource officers who are
18 properly trained to provide security. To achieve the
19 psychological safety for students, schools should have
20 access to high quality mental health professionals.
21 These professionals can address the mental health needs
22 of all students and combat the impact of community and
23 domestic violence, trauma, poverty, drug abuse, and the
24 ACEs events. I see our collective effort from the
25 federal, to state, to community, and finally, each

1 school as a relay race. Educators, law enforcement,
2 health care, faith based, social service professionals,
3 parents, and most importantly, students, each have a
4 place on that relay team. The race we are in has both a
5 sprint and marathon component. The sense of urgency to
6 create and implement the plan is the sprint component.
7 The marathon aspect of the race is having a
8 comprehensive plan that has the needed resources, staff,
9 and commitment from adults over a sustained period of
10 time. Our motto should be, "We don't stop until
11 violence stops." Our childrens deserve -- our children
12 deserve nothing less. Thank you.

13 MR. ZAIS: Thank you, Dr. Jones.

14 MODERATOR: Our next speaker is Mr. Corey
15 DeAngelis. Corey is a policy analyst with the Cato
16 Institute.

17 MR. DEANGELIS: Hello. Thank you for having
18 me. And this is my first time in Kentucky, actually.
19 I'm glad to be able to see it, but sadly, I'm leaving
20 later today. I'm a Cato policy analyst, and I mostly do
21 school shootings research. I finished my Ph.D. at the
22 University of Arkansas' Department of Education Reform.
23 So I see two main problems with the school safety issue
24 in the United States today. One is it has to do with
25 information. We don't know what the optimal level of

1 discipline within a given school is. We don't know if
2 we need to be more lax for some certain types of
3 students or if we need to have more security cameras,
4 more metal detectors, or more resource officers at
5 school. We don't know what the optimal level of
6 discipline is or security measures actually is. So this
7 reminds me of Hayek's knowledge problem that he talks
8 about in "The Fatal Conceit," and the use of knowledge
9 in society, and the pretense of knowledge. But the
10 other problem, I think, is a little more important. It's
11 not just, you know, a central planning optimization
12 problem. It's also a problem of incentives. So DeVos,
13 you know, really likes to share this graph on Twitter
14 that I think is very -- that I like to share a lot too,
15 and it's related to public school spending and public
16 school test score results. If you look at the per-
17 people spending in the United States over the last
18 around 50 years, it's tripled, even after adjusting for
19 inflation, whereas test scores have remained flat. And
20 so I see the same issue with the school safety problem,
21 and the issue is of incentives. If the student is
22 residentially assigned to a school, no matter if the
23 school does a very good job with education or with
24 safety, they cannot escape those schools in the current
25 system that we have. So, currently, the traditional

1 public schools don't have as strong of an incentive as I
2 would like them to have to do a good job at fostering a
3 great school culture or -- and then also just having
4 better safety measures in place. So I think incentives
5 are really important here, just throwing more bodies
6 into schools, you know, more resource officers into
7 schools, isn't likely to change a lot of things. Just
8 like throwing more money into public schools hasn't
9 changed test scores over time. So these are very
10 difficult problems to solve. It is very hard to do from
11 the top down. I think, instead, we should solve these
12 problems from the bottom up because parents have the
13 strongest incentive possible to choose schools for their
14 kids that are very safe. If I have a kid, which I don't
15 right now, I would have a much stronger incentive to
16 keep my kid safe and choose a safe school for them than
17 anyone else in this room, and I'm sure it's the same for
18 everybody else in this room. So I think the -- the
19 local knowledge problem needs to be solved at the most
20 local level that we have, which is the individual family
21 unit, not at the school board unit. So, you know, I can
22 sit here and wave my hands forever. Another theory is
23 that public schools are more regulated on average than
24 private schools, and it could be that, you know, this
25 regulation makes it really difficult to -- for school

1 leaders to have a strong school culture and strong
2 discipline policy. So, you know, the -- the "Dear
3 Colleague" letter comes into mind, you know, so that --
4 that mostly affected public schools and their discipline
5 policy, not so much private schools, and that -- you
6 know, Max Eden at the Manhattan Institute has talked a
7 lot about how these lax discipline initiatives in
8 schools like in New York City, for example, could have
9 led to more violence and more danger in New York City
10 Schools. So, yeah, again, I can wave my hands all I
11 want, but I know of four studies that link school choice
12 that are rigorous evaluations, either experimental or
13 quasi experimental. When I say, "experimental," I mean
14 random assignment. Like a medical trial. You randomly
15 assign some kids to get a voucher. You randomly assign
16 some kids to not be able to get a voucher, and that you
17 have to go to the public school. One of these -- the
18 most recent one is in D.C. It's the 2018 Federal
19 Department of Ed Evaluation of the D.C. Opportunities
20 Scholarship Program, and the elite authors, Mark
21 Denarsky, and his team, found that winning the lottery
22 to use a voucher to go to a private school in D.C.
23 increased reported safety of students as reported by
24 students and -- and their parents by 35 to 36 percent.
25 So that's an actual causal study. We can say it's

1 because of the school, not because of the parent
2 background, nothing like that. There are three other
3 studies that find significant positive effects as well.
4 I could not find any studies that find no effects, or
5 null effects, or zero -- or negative effects, so the
6 evidence suggests that private school choice can work.
7 And then, also, when, you know, the Parkland shooting
8 happened, and Santa Fe, I started to look at just -- you
9 know, I asked the question of whether shootings are more
10 likely to happen in public schools, and if you look at
11 the percentages, ten percent of kids are in private
12 schools, 25 percent of schools are private, and only six
13 percent of shootings occurred in public schools from
14 2000 to 2018. So I think one of the best answers that
15 we have is to give schools the incentives and the
16 information necessary to do a very good job with
17 education, but then also with safety by using school
18 vouchers because they may be tickets to save the
19 schools.

20 MR. ZAIS: Thank you, Dr. Deangelis.

21 MODERATOR: Our next speaker is Linda Tyree.
22 She's the President-elect of the Kentucky School
23 Counselor Association.

24 MS. TYREE: Good afternoon. Deputy Zais and
25 esteemed members of the School Safety Commission, thank

1 you so much for taking your time to listen to members of
2 the education community today. My name is Linda Tyree.
3 I'm the President-elect of the Kentucky School Counselor
4 Association. We're a non-profit organization, and we
5 represent school counselors throughout the state. School
6 counselors are uniquely trained. We have a background
7 in education, and then we have professional training in
8 the areas of child development, social and emotional
9 learning, as well as career readiness. Through a
10 comprehensive school counseling program, school
11 counselors work with all students in a school, not just
12 those who have been clearly identified as at risk, so
13 that gives us a unique opportunity to meet with those
14 students. We meet with them through whole-group
15 instruction, small-group counseling, and one-on-one
16 counseling. By supporting students' social emotional
17 learning, we increase a child's success both in the
18 classroom and outside of the classroom, which leads us
19 to why we are here today. As certified professional
20 school counselors, we just have two things we would like
21 for you-all to consider as you start making decisions.
22 The first is increase funding for school counselors. We
23 need those. School counselors play a crucial role in
24 providing a safe and supportive school climate. We are
25 in a unique position to see all students, not just a

1 few, and the social emotional learning that we provide
2 clearly benefits students, and we can identify those who
3 need the additional support. Mental health issues,
4 exposures to trauma, grief, divorce, abuse, neglect,
5 deployment of a parent, those are just some of the
6 adverse childhood experiences that may occur during a
7 child's K through 12 education. These issues do not
8 discriminate, and they can happen at any time. That is
9 why it's crucial that schools are staffed with
10 adequately trained school counselors. We're trained to
11 provide non-violent alternatives to resolve differences.
12 Inherent in these programs is an emphasis on teaching
13 communication skills, and awareness and acceptance of
14 diversity. We will increase the likelihood that
15 struggling students are identified early and provided
16 interventions, either in school or by referring them to
17 an outside agency. The American School Counseling
18 Association recommends that there be one school
19 counselor to every 250 students, but we know the reality
20 is far from that. The last research that I have,
21 according to the National Center for Educational
22 Statistics, is it's usually about one to 483. And right
23 here in Kentucky, we're one to 452, and many schools
24 have no school counselors at all. Our second request is
25 for increased investment in prevention and early

1 intervention services, especially in the elementary
2 schools. I've worked in an elementary school for 29
3 years, and that's where you can establish those
4 relationships. Often, policy and funding are directly
5 related to the tragedy. We've seen that. These
6 tragedies are becoming alarmingly increasing, just like
7 what we saw in our own state earlier this year. As part
8 of the crisis recovery team, I responded to Marshall
9 County. I was there for about two weeks. We followed
10 up, our team did, every Friday for a couple of months.
11 And as part of that team, I had an opportunity to work
12 with four incredible counselors, and just to see the
13 community come together was amazing. But the school
14 counselors -- we had a lot of different agencies that
15 worked with parents, some worked with staff, but we got
16 to work with the kids, and that was such an honor. But
17 we believe that what the significant -- we can increase
18 the early interventions, we can decrease the chances of
19 those things happening again. Research supports the
20 value of school life positive behavior support programs,
21 just like the one you mentioned earlier, and when
22 implemented in elementary schools, they can help reduce
23 the number of behavioral referrals, suspensions, and
24 lost instructional days. And having that trained school
25 counselor in the building can identify students who may

1 be at risk, and classroom teachers cannot do it alone.
2 They're currently responsible for providing high quality
3 instruction, and at schools without student support,
4 they have the added responsibility of the social,
5 emotional, and physical needs. School counselors are
6 necessary to implement these programs to garner the best
7 results. So in closing, the Kentucky School Counseling
8 Association is committed to working together with all
9 stakeholders necessary to ensure that our students and
10 staff are safe when they enter a school building every
11 day. We strongly support the work that the Commission
12 is doing right now by hosting events such as this, and
13 we appreciate you listening and considering the points
14 we have made. We believe in prevention, early
15 identification, and early intervention services will
16 address potential problems and make not only safer
17 schools a reality, but safer communities, and safer
18 states, and a safer society. I look forward to working
19 with each of your agencies to turn these recommendations
20 into reality, and I would encourage you to connect with
21 all school counselors, or just find one, and hear some
22 of the amazing things they're doing with our nation's
23 youth.

24 MR. ZAIS: Thank you, Ms. Tyree.

25 MODERATOR: Our next speaker is Cherie Dimar.

1 She is the President of the Kentucky PTA.

2 MS. DIMAR: Good afternoon. My name is Cherie
3 Dimar. I'm President of the Kentucky PTA. I want to
4 thank you for the opportunity to provide remarks today.
5 I am here to represent the almost 60,000 members of PTA
6 across Kentucky. Kentucky PTA is a part of the National
7 PTA, which is the oldest and the largest child advocacy
8 association in our nation. Our mission is to make every
9 child's potential a reality by engaging and empowering
10 communities and families to advocate for all children.
11 Kentucky PTA joins students, families, educators and
12 school administrators and community leaders in our
13 nation who grieve over the acts of violence, including
14 gun violence involving children and youth. Grief,
15 thoughts, and prayers are not enough. Immediate action
16 from our nation's leaders is what we need right now.
17 This year, our country has experienced 14 school
18 shootings that have resulted in injuries and deaths. And
19 here in Kentucky, we had the Marshall High School
20 shooting. Parents should never fear sending their
21 children to school, and students should always feel safe
22 in their learning environment. It is imperative that we
23 work together quickly to find solutions and make
24 meaningful changes to keep our children safe. We
25 encourage meaningful parent and family engagement in the

1 development and implementation of all school safety
2 policies and programs, such as emergency and crisis
3 response plans, discipline policies, and access to
4 community and school based support services. We believe
5 the most effective day-to-day school climate is one that
6 is gun free, but we also defer to local collaborative
7 school decision making that engages parents and families
8 to allow for the presence of law enforcement deployed
9 and community oriented policing. Our association has a
10 strong history of advocating for laws and regulations in
11 the area of school safety, including mental health, gun
12 safety, and violence prevention. We support the
13 following policy recommendations. Universal background
14 checks in the license to purchase a firearm, reenacted
15 federal ban on the sale and possession of military style
16 assault weapons, lift any ban on research that studies
17 the causes and effects of gun violence. Furthermore, we
18 advocate for the preventative measures to educate
19 students, educators, and community members on firearm
20 safety and violence prevention, such as the inclusion of
21 violence prevention and intervention strategies in
22 public schools and community programs, and the promotion
23 of public education campaigns to alert parents and
24 community members to the devastating effects of firearms
25 violence. At the same time, national PTA and Kentucky

1 PTA, we urge federal, state, and local policy makers to
2 prioritize mental health education, early intervention,
3 prevention, and access to school and community based
4 mental health services. We have long been committed to
5 providing more improved mental health products and
6 services for youth and families. We feel that youth and
7 children have the right to mental health treatment. We
8 recommend that federal, state, and local policies
9 prioritize outreach and education, including
10 professional development for all school based employees
11 regarding childhood mental health. We also recommend
12 resources are specifically provided to build mental and
13 behavioral health system capacity within schools and
14 communities to ensure that students can ensure --
15 receive a proactive continuum of behavior and mental
16 health services. States and school districts must
17 provide the necessary resources to ensure adequate
18 ratios of school counselors, school psychologists,
19 social workers, and school nurses who are the most
20 qualified professionals to provide these school based
21 mental health services. The time for study and
22 deliberation has long since passed. A framework for
23 safe and successful schools was written and endorsed by
24 over 100 of our nation's leading education stakeholders
25 and experts. It is evidence-based best practices and

1 policy recommendations for school safety. Our patience
2 has run out. We need action to make our schools safer
3 as required. Students and parents and families demand
4 it. Thank you for your time.

5 MR. ZAIS: Thank you, Ms. Dimar.

6 MODERATOR: Our next speaker is
7 Deana Caldwell. She's immediate past President of the
8 Kentucky Association of School Psychologists.

9 MS. CALDWELL: I'm Deana Caldwell. I've been
10 a school psychologist going on 24 years, primarily in
11 rural eastern Kentucky. Today, I also represent
12 Kentucky School Psychologists Organization, CAPS, as
13 their immediate past President and co-chair of their
14 school mental health committee, and on their behalf, I
15 thank you for your diligence in involving and listening
16 to us. I'm also a parent of a high school sophomore.
17 With one in five children in the U.S. having a mental
18 illness that impacts their daily functioning and the
19 report on adverse childhood experiences being what it
20 is, there has never been more urgency for schools to
21 find better ways to meet students needs than now. As a
22 trainer for NASP's PREPaRE model on school crisis
23 preparedness and response, I talk a lot about things to
24 keep kids physically safe because that's an important
25 piece to the school safety puzzle. We know research

1 from the final report on the Sandy Hook School shooting.
2 Finding number one says that, "No active shooter has
3 ever breached a locked classroom door." Teaching with
4 locked doors gives them more time to get safe, and it's
5 less time for the perpetrator to act, and we know
6 seconds matter. We know how to build schools using
7 CPTED, Crime Prevention Through Environmental Design,
8 and all of these initiatives are vital to school safety
9 everywhere. However, we wouldn't be here today if
10 creating physically safe environments were the only
11 answer. So it's prudent to note that schools need to
12 approach from the other side by building psychologically
13 safe environments as well. Having both of those pieces
14 working in tandem is likely a crucial component to
15 finding the missing piece in school violence. School
16 climate and culture theory says that when educators
17 build relationships with children and teach and re-teach
18 behavioral expectations, that there is an inverse
19 relationship to a problem behavior and the rate of
20 learning. Also, we know that when children feel
21 psychologically safe, they share vital information with
22 skilled professionals because they trust them. Students
23 know they aren't alone in their fears. Someone sees and
24 hears them. They will intervene on their behalf to keep
25 them safe, and stay with them, and give them the help

1 they need, if they ever tell you that today, after
2 school, they have a plan to die by suicide, and that
3 goes a long way to a student when they need to report
4 unsafe behavior from classmates or themselves because
5 they know all unsafe behavior is taken seriously, but
6 not all unsafe behavior is the same. Here, discipline
7 and consequences have their place on a continuum of
8 responses to problem behavior. On one end, you have
9 simple re-teaching of a desired behavior. On the other
10 end of the continuum might be hospitalization or
11 incarceration. And the multiple places to land in
12 between, we can treat the child based on what his
13 need -- on what he needs and deserves, not necessarily
14 based on what's fair. We recognize that certain
15 behaviors should also have hard consequences. But as
16 Maslow says, "If all you had was a hammer, then every
17 problem looks like a nail." Not every problem needs a
18 hammer because not every behavior problem is a nail. We
19 need resources in our toolboxes and trained school based
20 mental health professionals to wield the tools.
21 Finally, kids needs to know their concerns will be met
22 by skilled, uniquely trained adults who can access
23 credible -- who can assess credible threats from non-
24 credible ones. People like school psychologists,
25 counselors, and school social workers, on site every

1 day, and are skillfully trained in school threat
2 assessment and school mental health as it relates to the
3 federal, state, and local school laws and the school's
4 policies and procedures. Please hear that last part.
5 That's when you find us working with SROs because they
6 know us. We're on their team. We can inform SROs that
7 this student has a trauma history, so the SRO can
8 respond with trauma informed care. And that supports
9 Kentucky Senate Bill 200, the school to prison pipeline
10 bill that mandates school in the justice system work
11 together to find better outcomes for all. Kentucky
12 ranks highest in the land, in the U.S., for kids having
13 more and more incarcerated parents in the ACEs study. So
14 now is the time. I have responded to many crises in
15 24 years. Marshall County, student suicide, natural
16 disasters in West Liberty, just to name a few. The
17 stories are all unique. They're desperately sad, and
18 you couldn't make them up if you tried. Schools need
19 your help with resources and the right kind of mental
20 health professionals to implement evidence-based
21 interventions proactively, dedicated time to develop
22 high quality crisis plans and robust support from all
23 stakeholders to mitigate the school crisis when the
24 worst actually happens. Thank you for your time.

25 MR. ZAIS: Thank you, Ms. Caldwell.

1 MODERATOR: Our next speaker is Morgan McCall.
2 Morgan McCall is a school psychologist.

3 MR. MCCALL: Thank you-all for being with us
4 today. Like he said, my name is Morgan McCall. I've
5 been a school psychologist in Kentucky for six years.
6 Having worked in both rural and suburban settings, I
7 have noticed that there are some similarities between
8 the different geographic locations. In terms of school
9 safety, the most pertinent of these is the power of
10 positive school-based relationships. I've heard of a
11 lot of reactive measures in the conversations, but not a
12 lot of proactive ideas. Schools and school personnel
13 are uniquely positioned to provide a longitudinal
14 continuum of services to students in need of behavior
15 and life strategies, not to mention academic areas. In
16 America, this not only includes a free and appropriate
17 education, but also things like school-based counseling,
18 meal programs, and other supports that can have a
19 tremendous impact on families and communities. We tout
20 our public schools as safe places where anyone can be
21 given a chance to succeed through hard work and a desire
22 to follow a dream. Despite factors outside of their
23 control and the unprecedented difficulties of this
24 social media age. In my adulthood, I've taken an
25 interest in gardening, and this has given me a different

1 perspective on how to best treat the needs of children
2 within the school setting. In order to thrive,
3 different plants need different conditions in the soil
4 and climate. When you try to force a plant to grow in
5 an environment to which it is not suited, not only does
6 it have a negative impact on the yield and quality of
7 the plant, but also, the soil in its place and around
8 it, which makes it increasingly more difficult to grow
9 something there as time progresses. Students in a
10 school are no different, yet we find ourselves in a
11 position where we expect all students to grow in the
12 same conditions at the same rate. This has led to a
13 constant need to tweak and fertilize to ensure continued
14 growth. As any gardener will tell you, this is a very
15 short-sighted and inefficient method of production. As
16 we have become more reliant on standardized testing as
17 measures of improvement and performance, school
18 districts have decreased in number and even eliminated
19 programs such as school-based vocational training that
20 have long been areas of achievements for children that
21 may have had difficulty in the core academic setting, as
22 well as students that may find a two- or four-year
23 college degree is not the best fit for them. As a
24 practitioner, it's heart wrenching to see students with
25 such low self-confidence and hope for the future that it

1 causes them to make poor choices with long-lasting
2 implications for their career opportunities.
3 Implications they cannot fully comprehend at that age.
4 Especially, in light of the fact that there are such a
5 high demand for trained service people in these areas,
6 establishment and continuation of these programs is
7 critical. Indeed, classes that focus on the arts and
8 creativity have also seen a sharp decrease in number
9 over the last decade. While we are all aware that there
10 are only so many hours in a day to provide instruction,
11 classes that allow for personal creativity and growth
12 need to be an available option for all students, not
13 just those that already have good grades and behavior.
14 While we have done a great job of including different
15 types of learners in the same classroom over the last 20
16 years, we have not done the best job of making sure that
17 all students have an area in which they see themselves
18 as successful positive members in the school setting.
19 Such hopelessness can lead to the very concerning, even
20 lethal behaviors we increasingly see manifest themselves
21 through not only school shootings, but suicide rates. A
22 more inclusive skills approach would make them more
23 likely to access all that school has to offer,
24 including mental health services, and would inevitably
25 lead them to be happier and more productive citizens.

1 Providing opportunities for all students' affinities
2 outside of the core academic areas could go a very long
3 way in facilitating an environment of enrichment and
4 personal growth that is relevant to the individual and
5 beneficial to the community. This type of setting would
6 have an incredibly positive effect on overall school
7 culture, which would, in turn, create a safer place for
8 everyone. Thank you.

9 MR. ZAIS: Thank you, Mr. McCall.

10 MODERATOR: Our next speaker is Bryan
11 Flachbart. Bryan is with the Kentucky Association of
12 School Administrators and is a part of the Kentucky
13 School Safety Counsel. He's representative of the
14 Kentucky School Safety Counsel.

15 MR. FLACHBART: Thank you, and thank you for
16 having us here today. We appreciate your willingness to
17 listen, so on behalf of the Kentucky Association of
18 School Administrators, we do appreciate this
19 opportunity. As an organization, we are encouraged by
20 the goal of quickly providing meaningful and actionable
21 recommendations and best practices that keep students
22 safe at school. I think that the key word there is
23 "actionable." Things that we can take back and
24 implement and continue to keep our students safe, and
25 while research trends would say that schools continue to

1 be very safe places, in general, I would find that
2 difficult to prevent that same line of research while
3 looking at the community members, staff, and students in
4 Marshall County, which experienced catastrophic
5 casualties in January of this year. As teachers,
6 administrators, as counselors, as psychologists, we're
7 not public safety professionals. We're public servants.
8 Public servants who are entrusted by parents to keep
9 kids safe each and every day, and as a school principal,
10 I can tell you that our teachers feel that stress, that
11 burden of keeping students safe each and every day.
12 We've had trainings. We've had resources. We've had
13 lots of different knowledge bases that have come in to
14 help us increase our knowledge, training, and
15 experience. But until we can find those real ways to
16 detect, prevent, and educate all in our community about
17 the ways to keep school violence down, I think we're
18 going to continue to see a rise. I would encourage this
19 Commission to consider how to increase the quality of
20 school-based threat assessments, of violence prevention
21 strategies, and interventions at the school level, at
22 elementary, middle, and high school. Further, there is
23 a vast need to increase and improve access to high
24 quality mental health treatment, to increase the
25 outcomes of mental health treatment, and consider how to

1 ensure access to quality treatment in all areas. We
2 would like to see more collaboration between the courts,
3 cabinet workers, mental health professionals, and the
4 schools to make sure that there's a continuum of care.
5 We would also like to see you continue to fund and find
6 ways to increase school resource officers. We believe
7 very strongly in the power of relationships that school
8 resource officers have with students, not just at the
9 high school level, but it starts at the elementary
10 school level, where those relationships are formed and
11 bonded. And in places where elementary schools have had
12 school resources officers within their schools, there is
13 an increase in the opportunities for students to build
14 positive relationships and positive attitudes towards
15 law enforcement. We know that this is not an overnight
16 fix. We know that this will take a lot of time, a lot
17 of effort, and a lot of energy. We look forward to the
18 partnership in creating safe schools. Thank you.

19 MR. ZAIS: Thank you very much, Mr. Flachbart.

20 MODERATOR: Our next set of presenters are
21 actually three in one five-minute slot under the name of
22 Susan McLaughlin, Researcher. We have Te'Osha Raglin,
23 Shermane Cowans, and Shana Berryman. They're sponsored
24 by Susan McLaughlin, and they're students from Frederick
25 Douglas High School, and a part of the organization,

1 Friends of Trinity.

2 MS. COWANS: Hello. We're students of
3 Frederick Douglas, and we are with Friends of Trinity.

4 MS. RAGLIN: My name is Te'Osha Raglin. My
5 friends Sherman Cowans and Shana Berryman and I were
6 Lafayette High School classmates of Trinity Gay, the
7 daughter of Shoshana Boyd and Olympian Tyson Gay, who
8 was killed in a crossfire while out to breakfast when
9 she was only 15 years old.

10 MS. BERRYMAN: We have been speaking together
11 in the nearly 18 months since Trinity's death describing
12 how gun violence in the community affects our academics.
13 And this is just Lexington, not Chicago, Baltimore, or
14 Detroit.

15 MS. COWANS: We were also friends with Floyd,
16 Julio, Nova, Bobby, Evan, Angel, Exabion (phonetic), and
17 Jamal, and many others who were shot and killed in our
18 neighborhoods while doing everyday things, such as
19 walking home, taking naps, answering the door, or
20 visiting a friend.

21 MS. BERRYMAN: In our first two years of high
22 school, we lost at least 18 friends and family members
23 to gun violence. The equivalent of a Parkland tragedy
24 in every two years. It's not stopping. It feels like
25 it's increasing every day.

1 MS. RAGLIN: In fact, Sherman and I
2 encountered guns in the last two weeks. One was at a
3 party, and I was walking home with a date. I wasn't
4 really scared. It's not the first time. A friend used
5 an air rifle to take my wallet while I rode the school
6 bus home a year ago.

7 MS. COWANS: I had my bus shot at with an air
8 rifle before.

9 MS. BERRYMAN: My brother was murdered when I
10 was in the fifth grade.

11 MS. RAGLIN: Guns don't surprise me anymore.
12 So far, we have been lucky.

13 MS. BERRYMAN: But what about next time? I
14 think about it constantly. When am I going to die, or
15 what is it of? I fear that it would be at a young age.
16 I wonder when it's going to be me. I know that it won't
17 be my fault because I don't do drugs and I stay out of
18 the wrong crowds. I try to stay safe and keep it out of
19 my hands. I think about this all the time while riding
20 the bus, or even taking the ACT.

21 MS. COWANS: Knowing that we could be next at
22 any time makes it that much harder to care about
23 studying for my algebra test next week.

24 MS. RAGLIN: Educators need to be aware that
25 our experience in the community is completely different

1 than many others on the podium. We have become
2 desensitized to the daily trauma from community
3 violence. Educators need to recognize that we're always
4 grieving for a friend. Sometimes, multiple people at
5 once. We need an education system that values all
6 students, that respect all students, regardless of skin
7 color or our family situation. All students have
8 amazing potential, but many of us with urban backgrounds
9 get brushed off, and the well-connected affluent
10 students are heard better and get more support.

11 MS. COWANS: Listen to students'
12 conversations, listen when we confide in you, forming
13 full relationships. When we get brushed off, it feels
14 like the message that we are not that equal.

15 MS. BERRYMAN: We need to define -- redefine
16 what it means to be a quality teacher. We are around
17 our teachers more than we are around our own parents.
18 Who are overburdened by working multiple jobs, caring
19 for our dependent family members, and oftentimes, school
20 is usually our safe place and our only escape. I feel
21 like content needs to be secondary to developing and
22 hosting it.

23 MS. RAGLIN: Before all students can be
24 successful tackling the common core or ACT or whatever
25 it be, we must be safe in our homes and our community.

1 The education simply cannot forget about us.

2 MS. COWANS: Just like we refuse to forget
3 about Trinity, Kiare, Vikel, Devon, Kevin, Twiggy, KB,
4 Floyd, Angel, Baby Nova, Leo, and Zavion, and all the
5 others.

6 MS. BERRYMAN: Just like we won't forget
7 whoever it is next week, or the week after, or KB that
8 happened that night.

9 MS. RAGLIN: Thank you for listening. Please
10 help us take care of Maslow so we can access bloom.
11 Thoughts and prayers are helpful, but so is action. We
12 want to live.

13 MS. COWANS: Thank you.

14 MS. BERRYMAN: Thank you.

15 MR. ZAIS: Thank you, ladies.

16 MODERATOR: Our next speaker is Douglas Wain.
17 He is the executive director and chief executive officer
18 of the organization YouthAlert.

19 MR. WAIN: Can I preposition, I don't really
20 want to follow that. Welcome to Kentucky. My name is
21 Douglas Wain. I am the executive director of a non-
22 profit public charity. It is called YouthAlert. And we
23 do an in-school youth violence prevention program. We've
24 done about 10,000 kids who -- through our multi-day
25 program the last couple of years. Our epicenter is sort

1 of in Louisville. We did three years there, and then
2 next year, we're going to be spending a lot of time in
3 Broward County in Florida, which is the sixth largest
4 school district. And we were actually, this -- 2018,
5 participating and advocating for what's called HR4909,
6 which was the school safety bill. Ended up being part
7 of the Omnibus, I think, S249. And we, you know, it was
8 really great to see that thing get passed, but there's
9 an even better bill that's out there right now that's
10 sponsored by Senator Amar Alexander, former head of the
11 Department of Education, S513, which specifically deals
12 with violence prevention and mental health. I mean, we
13 think that's -- we think that's the -- I think there's a
14 companion bill in the House, HR2913 Representative
15 Napolitano, and I think that's got 65 sponsors on it so
16 far. So we think that's even better because it gets
17 right to the core of the problem, which is youth
18 physical, mental health. You know, kids outnumber
19 adults 30 to 1 in school. I always say we're always
20 talking to the wrong end of the horse. We have to talk
21 to the kids. And, you know, half the world is under 30.
22 We believe in, you know, not just youth empowerment. We
23 believe in youth equality. And so when you bring youth
24 to equality, I think that is the missing piece. And us
25 adults, on our best day, can only get us halfway there.

1 And so, I mean, you just look at -- and I think it needs
2 kind of emergency action, I mean, because there's one
3 statistic that we learn every day, and that's homicide
4 is the number one killer of black youth. It's the worst
5 problem America's got. I don't know of any worse
6 problem. We have to do something immediately about
7 that. And so our program, we discovered that if kids
8 know better, they do better. Unfortunately, there is
9 discrepancy on what kids know and don't know. But when
10 they are presented with all the information, they almost
11 always make the right decision. Now, I want to get to
12 another subject, which I hope you recommend too. This
13 is the 1989 United Nations Convention on the Rights of
14 the Child. United States was the only country never to
15 ratify it, but I would think the time has come where it
16 would really not just get the majority vote, but
17 everybody to get onboard. You know, 70 percent of the
18 rights of a child is teenagers. You know, from 13 to
19 17. And they're was underserved in this country, and
20 maybe in the world. The World Health Report said they
21 are -- have the least improvement. So we really, really
22 think that the United States can get -- seal the deal on
23 this and complete the agreement. It would really help,
24 you know, American teenagers. And plus, it's something
25 all kids can -- America can celebrate. The 30-year

1 anniversary's coming up, in 511 days, of the CRC, and
2 every school can be a part of it. It doesn't leave
3 anybody out. We think it would be a perfect match for
4 First Lady Be Best campaign. I mean, what she
5 did down in Texas was amazing. She didn't ask to see
6 their passport. She just -- the kids and I thought she
7 really did a great job. So we're hoping the First Lady
8 could get behind it, and we hope you'll recommend it to
9 the President, too. You know, there's 75 million, you
10 know, youth under 18 in America. We're the only ones
11 left out of the treaty. And, you know, bullying --
12 exclusions are actually the worst form of bullying. I
13 don't think I would go that far. But it is -- they are
14 left out of it, and it would be great to include them
15 with it. There's also 2.5 billion youth under 18 in the
16 world. It's a way to unite everybody on it. You know,
17 it's something we will be able to do. I mean, the U.S.
18 has been leaving a bunch of treaties and things like
19 that, but I think this is something that we actually
20 can do, and I think it -- all parts, whether it's
21 CDC, I mean, or the Health and Human Services or
22 National Security. I mean, just the age group right
23 before the Selective Service System. You know, I think
24 we have to take care of them to protect our -- our
25 freedom. So thank you for your time. These are just

1 recommendations. I hope you will put it in your report.
2 Thank you.

3 MR. ZAIS: Thank you, Mr. Wain.

4 MODERATOR: Our next speaker is Jamie Sparks.
5 Jamie is the executive director of the Kentucky
6 Association for Health, Physical Education, Recreation,
7 and Dance.

8 MR. SPARKS: Thank you for the opportunity,
9 and welcome to Kentucky. I hope you're keeping up with
10 your Kentucky alphabet soup today of all the different
11 associations represented here, but that's definitely a
12 lot of people that are working and impacting students on
13 a daily basis. If you don't mind, quickly, I know
14 everybody's been sitting here for about an hour, and
15 being the physical education guy, I want to take you on
16 a field trip that you need to stand up for. So
17 everybody stand up really quickly. And this will be
18 quick, I promise. And I want you to imagine in front of
19 you -- we're going to go down the Mountain Parkway to
20 the Red River Gorge National Geological Area. If you're
21 really good on this field trip, we may actually stop at
22 Miguel's Pizza on the way and have some pizza. And if
23 you're not from Kentucky, you got to come back for these
24 things. Imagine we walk on top of that ridge, and you
25 find a giant rock. Everybody put your hand on that

1 rock, and take your -- and push as hard as you can
2 against that rock. That rock is so big that we tried to
3 push it off a cliff, every person in this room could not
4 push that rock over. That rock just will not move. That
5 is what change in education feels like to most teachers.
6 Education accountability for the last 20 years has been
7 high stakes accountability. You may have a seat. As we
8 think about the impact of high stakes accountability,
9 what we know works, and what we know is impactful,
10 oftentimes, is not what we get to do. You've heard that
11 from school counselors today, you've heard that from
12 school psychologists today, you've heard that from
13 school administrators today. We know what's best for
14 students, but yet our system does not reward that. It
15 does not prioritize that, and oftentimes, it does not
16 fund that. So for the 50 million school age children in
17 public schools today, you know, this conversation is
18 much bigger than school violence. Whether we talk about
19 bullying, whether we talk about chronic disease, whether
20 we talk about the latest drug epidemic, the list goes on
21 and on. Schools, via government, tend to always be
22 reactive rather than proactive, and as a result, student
23 health needs go unmet. Students that are hurting,
24 students that are hungry, students that have unmet
25 health needs, they cannot be successful academically,

1 which is what we measured schools by, but they also
2 cannot be successful in life. We need an accountability
3 system that prioritizes and funds health and health
4 outcomes every day. The Every Student Succeeds Act has
5 given us a chance to start to change some of those
6 paradigms, but the reality of what we see is we're still
7 tending to go back to the same old things that we've
8 known. The test scores. And so some states have
9 started some innovating things. Kentucky's one that we
10 tried to put some things in place to look at the whole
11 child and the needs of the whole child, but oftentimes,
12 those things have become lip service as well when you
13 look at what's actually going to be measured moving into
14 the next school system. Health education should be
15 primary through 12th grade. We have a 13-year window of
16 opportunity to invest in children and getting them ready
17 for life. We do not take that opportunity very well. In
18 the State of Kentucky, most kids, if you look at the 13-
19 year spectrum, less than two years of total instruction,
20 and that's a best case scenario. When you compare that
21 to other subject areas like reading and math that we
22 know have a lifelong investments, we're not putting
23 those same investments in health. And you hear time and
24 time again, the mental health, the emotional health of
25 students, they're not learning at home. They're not

1 learning it from the community. If schools do not step
2 up to the plate, where are they going to learn these
3 skills? So what are these life skills that we're
4 talking about? They're found in the national health
5 education standards. Accessing information, analyzing
6 influences, goal setting, decision making, interpersonal
7 communication, self management. These are the things
8 kids need to be health literate, and these are the
9 things that schools have not invested in. These are the
10 things we take for granted in what we see in folks that
11 are successful in school and successful in life. So how
12 do we go about accomplishing these things? You know, and
13 I've been honored recently to be named President-elect
14 of Shape America, our national health and PE
15 organization, and that's one of our visions is 50
16 million strong. We know there are 50 million school
17 aged children in public schools in the United States,
18 and we're working to change that. We want health
19 education to be a subject just like math and reading,
20 that we believe there's enough priority and enough at
21 stake that these are the future that we need to invest
22 in. So as we think about that, I can basically
23 summarize the last nine speakers you've heard. What
24 every school should look like, what it should be
25 prioritized on, is what we now call the whole school,

1 whole community, whole child model. That is, a new
2 iteration of the coordinated school health model, and
3 rather than school counselors and psychologists and
4 health and PE and nutrition working in silos, they work
5 collaboratively, and that's the only coordinated school
6 health model. And at the center of the whole child, it
7 says that kids -- what if we measured schools by how
8 safe, by how healthy, by how supported, by how engaged,
9 and how challenged students are. That is the essence of
10 the whole school, whole community, whole child model. I
11 think that gives us all a lot of promise in the
12 direction we need to go.

13 MR. ZAIS: Thank you, Mr. Sparks.

14 MODERATOR: Our next speaker is Nasim
15 Mohammadzadeh. She is part of the student voice team
16 with the Prichard Committee for Academic Excellence.

17 MS. MOHAMMADZADEH: Good afternoon. My name
18 is Nasim Mohammadzadeh, and I'm a rising junior at Paul
19 Laurence Dunbar High School. I'm here today as the
20 leader of the Prichard Committee Student Voice Team. We
21 represent approximately 120 middle, high school, and
22 college students across Kentucky who works as partners
23 with the Prichard Committee for Academic Excellence to
24 improve our public schools. For many Kentucky high
25 school students growing up with the memories of Heath,

1 Columbine, Virginia Tech, and Sandy Hook, recent events
2 have made it feel as though our schools are under siege.
3 This was true even before the recent school shootings
4 took the lives of two students at Marshall County High
5 School in Benton, and 17 at Marjory Stoneman Douglas
6 High School in Parkland, Florida. Several months prior
7 to these tragedies, the Prichard Committee Student Voice
8 Team conducted a school climate survey of 1,552 students
9 at three geographically diverse Kentucky high schools.
10 Of the students responding, 47 percent reported that
11 they worry about violence at their school, and 19
12 percent said that they do so frequently. These numbers
13 dovetail with the Centers for Disease Control survey
14 showing that over 20 percent of high school students
15 report having been bullied on school property, and
16 nearly eight percent report having been in a physical
17 fight there. Since the Benton and Parkland shootings,
18 many of us have been on edge with real gun
19 confiscations, social media scares, and precautionary
20 lockdowns, even though our own schools may have been
21 spared from shootings. Therefore, the conversation we
22 are having about how to make students feel safer must
23 include, but also get beyond, guns. We need to talk
24 about school climate and the relationships students have
25 to each other and to adults in the school, as well as

1 the norms, goals, values, that make a place where
2 students from a range of backgrounds can love learning
3 and feel safe, welcome, and loved. Fortunately, young
4 people are ready to help lead the charge. Policymakers
5 would be wise to hear our interest and energy and enlist
6 us as full partners in finding solutions, and we
7 Kentucky students bring some definitive proof to the
8 table. In March, our team organized a school climate
9 and safety teach-in and rally at the Kentucky state
10 capital. The events were designed to build capacity and
11 other youth organizers to understand some of the
12 complexities around ensuring safer schools, and we were
13 met with an energized response. Approximately 150
14 participants from across the state and from a wide range
15 of backgrounds joined us for our intergenerational
16 teach-in and articulated a range of ideas for ensuring a
17 school climate that is not only physically safer, but
18 also more inclusive, more engaging, and more conducive
19 to learning at high levels more broadly. Among some of
20 the solutions proposed were, one, supporting students
21 and teachers to improve their social and emotional
22 capacities, offering more and better resources for those
23 coping with mental health challenges, and creating an
24 environment that values collaboration at least as much
25 as competition. There was talk too about how metal

1 detectors should be deployed daily on all students or
2 only in emergencies. Do locked doors make students feel
3 safer, or serve as a constant reminder of danger? Should
4 teachers be armed? These are also some of the same
5 debates we've seen play out in the news media, all too
6 often expressed with the type of anger and vitriol that
7 only fuel further fear and hostility. That is why you
8 must be surprised to know and take comfort in knowing
9 that though many of us didn't agree with each other, the
10 students who gathered that day in Frankfort engaged in
11 civil discourse. There was no contempt or raised
12 voices, rather students, those with the most to lose and
13 gain in the national conversation about school safety,
14 led the type of public policy dialogue we should all be
15 having. Thank you.

16 MR. ZAIS: Thank you, Nasim.

17 MODERATOR: Our next speaker is another high
18 school student, Emmy Sippy, also with the Prichard
19 Committee for Academic Excellence.

20 MS. SIPPY: As he said, I'm Emmy Sippy. I'm
21 just going to be continuing with Nasim. I'm also with
22 the Prichard Committee Student Voice Team. So our
23 teach-in was followed by a rally at the capitol steps
24 where we heard from students like Jack Bradley, a junior
25 at Craft Academy in Morehead with autism. Jack implored

1 people to consider that the root of the problem in
2 Parkland was not so much the mental state of the shooter
3 as the inappropriate access to weapons. Jack says,
4 "Mental illness is just that, an illness," and the
5 unspeakable rampage at Parkland was not simply the act
6 of a mentally ill person. He said, "It was the act of a
7 mentally ill person who had access to weapons. The
8 reality is that people like me are way more likely to be
9 the victim of crimes than the perpetrator." Jack also
10 says, "There is no possible justification for what he
11 did. There is no way to comfort the families or the
12 students or the teachers, but there's also no
13 justification for planting the seed that autism is the
14 reason for this guy's actions." We also heard from Will
15 Powers, a sophomore from Somerset, who lamented growing
16 up in a family and community that treasured guns just as
17 the headlines about school violence prompted him to
18 question their value. Will says, "I shot my first gun
19 when I was 8. A .22 caliber hunting rifle." He said,
20 "As I lifted it and made my first shot right into a
21 Pepsi can, I was joyous. In my innocent mind, I was
22 holding a toy, only used to harm Pepsi cans and deer,
23 not a weapon that tears families, communities, and
24 countries apart. Not something that is capable of
25 taking the lives of kids my age." We also heard from

1 Don Travel, a senior from Louisville who experienced a
2 shooting in his school during his freshman year, and
3 others in his neighborhood. Don told the crowd that
4 even though one of his best friends thought adding metal
5 detectors to his school entrance was a terrible idea
6 because it would make school feel like a prison, and
7 even though Don disagreed, he understood where his
8 friend was coming from. Don says, "Students who come
9 from more privilege see the system as more responsive to
10 them. They are more trusting." Don explained, "They
11 have more of a sense of security." We also heard from
12 Keaton Connor, a junior from Marshall County, the far
13 western Kentucky school that was a scene of trauma
14 earlier this year. Keaton Connor was in the safety room
15 with the shooter, and has since spoken at the Atlantic
16 Live Education Summit. She states, "I refuse to be
17 silent because I am forced to remember the gut wrenching
18 cries of a boy begging me to tell him I had seen his
19 sister alive. I refuse to remain silent because I am
20 forced to remember the cold look on the face of the
21 troubled soul who shot at my friends and killed two of
22 my classmates. I refuse to remain silent because I am
23 forced to remember, every second of every day, the empty
24 feeling that filled my stomach as I realize I might
25 never hug my family again. I refuse to be silent

1 because children should be thankful to have an
2 education, not thankful to make it home alive from one."
3 In the wake of the Parkland shooting, Keaton says, "A
4 quote from psychologist Thomas Cash circulated on social
5 media. 'When my child hits another child with a stick,
6 I don't blame the stick, but I still take the stick
7 away.'" The point in sharing these voices is to
8 underscore that when it comes to perspectives on issues
9 like school safety, students, even high school students,
10 and even high school students from Kentucky, are not a
11 monolithic mass, yet there is a common interest and a
12 real energy among many of us to work as full partners
13 with adults in making our schools not only safer, but
14 better all around. After all, we young people are not
15 just the future, but also very much a part of the
16 present. Thank you.

17 MR. ZAIS: Thank you, Ms. Sippy.

18 MODERATOR: Thank you. Our next speaker is
19 Josh Trospen. He's with the Knox County Public Schools.

20 MR. TROSPER: Good afternoon. I want to thank
21 the Federal Commission on School Safety for the
22 opportunity to speak on a subject that is a part of my
23 job every day. Thank you to the U.S. Department of
24 Education for coming to Kentucky to discuss this
25 important issue facing our communities, commonwealth,

1 and nation. My name is Josh Trosper. I'm assistant
2 principal at Knox Central High School in Barbourville,
3 Kentucky. More importantly, I'm a husband to an amazing
4 high school social studies teacher, father to a 21-year-
5 old working in Cincinnati, a 9-year-old boy entering
6 fifth grade, and a 5-year-old little girl entering
7 kindergarten. My whole life is school safety. I'm in
8 charge of our school safety plan. I help to divide --
9 develop, revise, and implement school evacuations and
10 lockdowns. I have an obligation to nearly 850 students
11 to keep them safe from the time they get on the bus,
12 enter the school premises, until they leave and get off
13 the bus, and for many students, that's 10 to 12 hours.
14 I'm as passionate about the safety of the students at my
15 school as I am about the safety of my little girl and
16 boy, Harrison and Caroline. I'm here today to speak,
17 not as an expert in safety, but as an educator and a
18 concerned parent. When two students were murdered in
19 Marshall County High School on January 23, 2018,
20 Kentucky was thrust into the national gun violence
21 conversation and entered many introductory measures of
22 arming school personnel in the state legislature and
23 metal detectors were thrust to the forefront. We need
24 to move for reactionary measures to proactive measures.
25 I'm a lifelong resident of Appalachia. I was born and

1 raised in Middlesboro, Kentucky. My father was a coal
2 miner. My mom, a teacher's aide. Appalachia is my
3 heart, and my passion. As you may -- many of you may
4 know, Appalachia was historically been in the area of
5 little economic opportunity and crippling poverty.
6 However, in recent years, the opioid crisis has brought
7 new challenges to our communities. The opioid crisis
8 has had a unique impact on our students. Whereas past
9 drug epidemics have impacted maybe one parent or family
10 member, this current epidemic is multi-generational.
11 Many have not made the connection between the crisis and
12 the growing mental needs of students impacted. For
13 example, many communities see students having to
14 experience multiple home placements in one school year.
15 It is not uncommon for students to have up to five
16 different placements in one school year. These
17 placements are rarely within their own communities, and
18 often take them to different areas of the state in one
19 ten-month period. The mental stress on these students
20 is immeasurable. The trauma that these students not
21 only have not only from the neglect of the drug-addicted
22 family member, but also from being moved so frequently,
23 is not an issue that the classroom teacher or other
24 school employee are trained properly to deal with. The
25 first proactive measure I would like to discuss is

1 trauma informed care. We must have trauma informed care
2 services in all Kentucky schools. Students are
3 suffering in all corners of the state. Many have no way
4 to release their frustration but through violence,
5 drugs, and other inappropriate means. In rural
6 Kentucky, where the factories and coal mines are
7 shutting their doors, opportunities for children leave
8 as well. We simply don't have many options for safe,
9 positive interactions. To fill that void, we have got
10 to have access to qualified mental health professionals,
11 including counselors. Building relationships with
12 students is an important piece of the puzzle. Positive
13 behavior interventions and supports or PBIS and
14 capturing kids hearts are two excellent ways to train
15 faculty and staff to be able to build positive
16 relationships with students. Many times, a student will
17 not report a situation because they don't trust the
18 adult. Working to bridge that gap can be the difference
19 between a crisis and a tragedy. Another proactive
20 measure is in the law enforcement realm as trained law
21 enforcement personnel in schools. Every school needs a
22 qualified trained resource officer. Marjory Stoneman
23 Douglas High School showed that just having an SRO is
24 not enough to stop a tragedy from happening, but it is
25 one of the many tools we have in the toolbox for school

1 safety. The third proactive measure involves technology
2 and secure doors. As technology evolves, so do cameras
3 and software needed to use them. Schools do not have
4 the funds necessary to keep up with the demand. Kentucky
5 Center for School Safety advocates for all doors to be
6 locked during the day, and a secure main entrance to the
7 school. All schools need to have a secure entrance to
8 protect those inside. We must also use the resources of
9 our law enforcement agencies. The Kentucky State Police
10 have developed a comprehensive active shooter training
11 for school and employees. When I first entered the
12 education field, the only school safety related issue we
13 discussed were lockdown procedures. That was 2004. In
14 2018, we are trained to hear assault rifle style gunfire
15 in the school building, and how to fight for our lives.
16 This training was put on free of charge in the districts
17 who chose to participate. I believe this type of
18 training should be required of every teacher in the
19 State of Kentucky. Every school staff member will feel
20 more comfortable and confident after that training. The
21 key to the items I mention is funding. If funding for
22 public education is continually cut, these services
23 suffer and are put on the back burner. The students in
24 our communities, commonwealth, and nation are worth it.
25 Thank you.

1 MR. ZAID: Thank you very much, Mr. Trosper.

2 MODERATOR: Next speaker is Willow Hambrick.

3 She's a retired middle school teacher.

4 MS. HAMBRICK: Thank you for inviting this
5 kind of discourse today. It means a lot to me as a
6 recently retired middle school teacher of 21 years, and
7 I have some suggestions about the complex and
8 increasingly concerning challenge of how to help our
9 schools become havens of safety and nurture instead of
10 crucibles of fear, and aggression, addiction, and
11 untreated mental illness, bullying, and violence. And
12 first, let me say that we will not have safe schools
13 while the rhetoric coming from Washington and from the
14 citizens in this country is uncivil, aggressive, and
15 dismissive, and we need civil discourse, and this is a
16 beautiful example of what can be accomplished when we
17 have that, and I thank you for this platform. It needs
18 to start from the top of the administration, both
19 statewide and nationally, because children model what
20 they see and hear. And in the mornings now when I turn
21 on the TV, what goes through my mind is the quote, "What
22 fresh hell is this?" And our students turn on those
23 same televisions, and they come to school with that same
24 burden on their minds and hearts. I represent myself as
25 a school educator, but also my pediatrician husband, who

1 has asked to speak tonight, but he is on call and could
2 not be here. So I give voice to teachers and counselors
3 across this commonwealth who most often disagree with
4 arming us and with decreasing public school funds for
5 charter schools. Please trust us, physicians,
6 psychologists, counselors, resource officers,
7 physicians, pediatricians. Trust science and data.
8 Don't marginalize that. It offers us light, and it
9 offers us a path, and it offers us a hope for these
10 traumatized children who bring the trauma into our
11 schools. Here's what we need. We need more family
12 resource personnel with mental health professionals and
13 social workers, and we need to start it at the youngest
14 age possible. We need to build relationships with these
15 students, and in order to do so, we need respect of
16 their parents, and we need respect as public educators,
17 and that starts with our government. Right now, here's
18 what it feels like as an educator. You want to give us
19 charter schools. You want to arm us. You want to de-
20 legitimize the Department of Education by joining it
21 with the Labor Department. You want to decrease funding
22 for public schools and mental health care, and want to
23 deny that need for any kind of common sense gun control
24 and reform. Here me clearly. Those I represent
25 disagree with all these tendencies, and we will continue

1 to lobby against them. Arm us, instead, with the mental
2 health support that is needed. Arm us with increasing,
3 not decreasing funds for mental healthcare. And arm us
4 with smaller class sizes, and ways to fight poverty.
5 And give us common sense gun control. That includes a
6 ban on assault weapons and bump stocks, banning bullets
7 whose only purpose is mass calamity, and laws that force
8 parents to lock up their guns. Statistics show that
9 most of these students are getting their guns from a
10 cabinet at home. We can help that situation. Close the
11 loopholes on gun sales at gun shows, and give us better
12 ways to keep guns out of the hands of the mentally
13 unstable and those with criminal records. We need you-
14 all to become profiles in courage, to echo President
15 Kennedy, and to stand against the tide of the gun lobby,
16 and keep the real intent of the second amendment intact.
17 Arming teachers with guns is not practical, safe, or
18 desired. We're not trained to shoot people. We're
19 trained to ignite a passion for learning in young minds.
20 Arm me instead with smaller class sizes. I had 175
21 students last year. I had 43 students on one class.
22 There are approximately 48 students in here -- or 48
23 people in here. This is what I taught in a class. Don't
24 tell me I can keep my students safe and nurtured and
25 valued with this many people in a classroom. It is

1 impossible to do that. And please know that there are
2 lots of ways also to make schools safe that does not
3 involve the word "gun." When governmental officials
4 continue to enact policies that give a platform to
5 discriminate against immigrants, LGBTQ students,
6 Muslims, aggression festers, and our schools become
7 places of uncivil discourse and bullying instead of
8 places where differing opinions can summon compromise
9 and reconciliation. Our students of all diverse
10 backgrounds, beliefs, lifestyles, need to feel safe and
11 not discriminated against. When they do feel bullied
12 and marginalized, they may turn to unsafe lifestyles,
13 drug use, which is a huge problem. They become the
14 loners, who feel increasingly resentful and aggressive
15 against those who have made them feel invisible, and
16 this will make our schools unsafe and uncivil. Thank
17 you for listening.

18 MR. ZAIS: Thank you, Ms. Hambrick.

19 MODERATOR: So we have a few names. Our next
20 speaker is Christopher Duckworth. He's with GLSEN
21 Bluegrass.

22 MR. DUCKWORTH: Thank you for the opportunity
23 to provide comment to the Federal Commission on School
24 Safety this afternoon. My name is Christopher
25 Duckworth. I am the co-chair of GLSEN Bluegrass, which

1 is one of 40 local chapters of GLSEN, who has been a
2 long time partner with the Departments of Education,
3 Justice, Health and Human Services, and many other
4 federal agencies in years past who have worked together
5 to improve school climates in just about all 50 states,
6 and also help create equitable and safe conditions for
7 learning that allow every child to thrive. We have a
8 mission of creating safe affirming schools for all
9 students, regardless of sexual orientation, gender
10 identity, or gender expression. GLSEN has been
11 championing LGBTQ issues in K through 12 education for
12 over 28 years now. At GLSEN, we want every student in
13 every school to be valued and treated with respect, and
14 we believe that all students deserve a safe and
15 affirming school environment. Our goals are
16 accomplished in schools all over the nation through
17 scientifically sound extensive original research that
18 informs evidence-based solutions for K through 12
19 education by creation of developmentally appropriate
20 resources and professional development opportunities for
21 educators and our administrations. Partnerships with
22 decision makers helping ensure comprehensive, affirming,
23 and inclusive state schools' policies are considered,
24 passed, and implemented. Many other partnerships with
25 dozens of national education organizations to leverage

1 our shared experience and expertise and create schools
2 that provide better opportunities for every student. And
3 finally, in my opinion, most importantly, we work to
4 empower students themselves to affect change by directly
5 supporting student-led efforts that positively impact
6 their own schools and local communities. LGBTQ students
7 are at greater risk for victimization as a result of a
8 harmful school climate. LGBTQ students exist in every
9 community, and are of every race, religion, national
10 origin, ability, immigration status. Our student
11 constituents regularly face more hostile school climates
12 than their heterosexual peers and feel less safe as a
13 result. In 2015, nine in ten LGBTQ students were
14 harassed at school, with one in six students reporting
15 being physically assaulted at school because of their
16 sexual orientation, gender expression, or gender
17 identity. Most LGBTQ students in Kentucky reported
18 being victimized while at school. Nearly one in five in
19 Kentucky reported being physically assaulted because of
20 their sexual orientation, 16 percent assault --
21 physically assaulted because of their gender expression,
22 and 14 percent because of their gender. Even higher
23 percentages of our LGBTQ students reported verbal and
24 physical harassment for the same reasons. Of those
25 victimized, half of those students never reported the

1 incident to school staff, and of those that did report
2 to school staff, 33 percent said it resulted in an
3 ineffective staff intervention. Nearly one in four --
4 or three out of four LGBTQ students in Kentucky
5 experienced at least one form of discrimination from
6 their school's administration, including some level of
7 unequal discipline, or the inability to use the restroom
8 aligned with their gender, or were prevented from using
9 their preferred name or gender pronouns in school.
10 Nationally, 57.6 percent of LGBTQ students felt unsafe
11 at school because of their sexual orientation, and 43.4
12 percent felt unsafe because of their gender identity.
13 These students who experience this victimization at
14 school were almost three times as likely to have skipped
15 school because they felt unsafe or uncomfortable, more
16 likely to have demonstrated lower levels of academic
17 achievement, including lower GPAs, and to have had lower
18 self-esteem and higher levels of depression when
19 compared to students who did not experience
20 victimization. Creating an affirmative school climate
21 is made possible by investing in professional
22 development and enacting affirmative and enumerated
23 policies. Investing in mental health resources gives
24 young people more resources to seek help and guidance by
25 helping educators and administrators of the tools they

1 need to interact with students, and provide professional
2 development for educational professionals on cultural
3 competency and systems of positive behavioral
4 interventions and supports. Restorative justice
5 practices should focus on keeping students in the
6 classroom. Consequences should be used as a learning
7 technique, not a punishment. If students are removed
8 from the classroom, they should be reintegrated as soon
9 as possible. In conclusion, while teachers also should
10 not have to worry about classroom management and weapon
11 management, we do not, in any way, support introducing
12 guns in schools. This will not make them safer, but
13 make them at more risk. So GLSEN Bluegrass recommends
14 the Commission pursue advancing policies and guidance
15 that foster a positive and affirmative school
16 environment.

17 MR. ZAIS: Thank you, Mr. Duckworth.

18 MODERATOR: We have a few individuals we need
19 to see if they're present with us today. Terry Ash,
20 Keith Cane, Christopher Carpenter, Jeff Edwards, Jeff
21 Long, Craig Peoples, and John Fusad (phonetic). Okay.

22 MR. ZAIS: We have -- I guess, the rain
23 produced a lot of no-shows, unfortunately, but we are
24 grateful for those who came, shared their insights,
25 shared their experiences, and provided some valuable

1 ideas and recommendations for the Commission to take
2 back to Washington. Thank you for your willingness to
3 be a part of this process, and to come today despite the
4 rain. Appreciate you being here. Thank you.

5 (LISTENING SESSION CONCLUDED.)
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1 CERTIFICATE OF REPORTER
2 COMMONWEALTH OF KENTUCKY AT LARGE

3
4 I do hereby certify that the witness in the foregoing
5 transcript was taken on the date, and at the time and
6 place set out on the Title page hereof by me after first
7 being duly sworn to testify the truth, the whole truth,
8 and nothing but the truth; and that the said matter was
9 recorded by me and then reduced to typewritten form
10 under my direction, and constitutes a true record of the
11 transcript as taken, all to the best of my skills and
12 ability. I certify that I am not a relative or employee
13 of either counsel, and that I am in no way interested
14 financially, directly or indirectly, in this action.

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22 ELIZABETH HARLOW,
23 COURT REPORTER / NOTARY
24 Commission EXPIRES ON: 04/06/2022
25 SUBMITTED ON: 07/05/2018

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