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FEDERAL Commission ON SCHOOL SAFETY  
LISTENING SESSION  
AT THE COUNCIL FOR STATE GOVERNMENTS  
LEXINGTON, KENTUCKY

ROUNDTABLE DISCUSSION 1

DATE: JUNE 26, 2018  
REPORTER: ELIZABETH HARLOW

## 1 APPEARANCES

2  
3 DR. CANDICE MCQUEEN, COMMISSIONER OF THE TENNESSEE

4 DEPARTMENT OF EDUCATION

5 RUSSELL COLEMAN, UNITED STATES ATTORNEY FOR THE WESTERN

6 DISTRICT OF KENTUCKY

7 KEVIN BYARS, SHERIFF OF MARSHALL COUNTY, KENTUCKY

8 MATT BEVIN, GOVERNOR OF KENTUCKY

9 BETH WILLIAMS, ASSISTANT ATTORNEY GENERAL,

US DEPARTMENT OF JUSTICE

10 MICK ZAIS, DEPUTY SECRETARY, US DEPARTMENT OF EDUCATION

11 ELINORE MCCANCE-KATZ, Assistant Secretary for Mental

Health and Substance Use, US Department of

12 Health and Human Services

13 MATTHEW TRAVIS, DEPUTY UNDER SECRETARY FOR NATIONAL

PROTECTION &amp; PROGRAMS DIRECTORATE, US DEPARTMENT OF HOMELAND

14 SECURITY

TONETTE WALKER, FIRST LADY OF WISCONSIN

15 DR. WAYNE LEWIS, JR., INTERIM COMMISSIONER OF THE

16 KENTUCKY DEPARTMENT OF EDUCATION

17 MARIE WILLIAMS, COMMISSIONER OF THE TENNESSEE DEPARTMENT

18 OF MENTAL HEALTH AND SUBSTANCE ABUSE SERVICES

19 DAVID PURKEY, COMMISSIONER OF THE TENNESSEE DEPARTMENT

20 OF SAFETY AND HOMELAND SECURITY

21 KELLEY ARNOLD, DIRECTOR OF COMMUNICATIONS &amp; MEMBERSHIP

22 FOR THE COUNCIL OF STATE GOVERNMENTS

23

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1 PROCEEDINGS

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3 MR. ZAIS: Good afternoon. On behalf of

4 Secretary of Education Betsy DeVos, I would like to

5 welcome everyone to this second session of listening as

6 part of the Federal Commission on School Safety. My

7 name is Mick Zais. I'm the Deputy U.S. Secretary of

8 Education. As you know, the President formed this

9 Commission in the aftermath of the shooting at the

10 Marjory Stoneman Douglas High School in Parkland,

11 Florida. Sadly, that shooting was not an isolated

12 incident. Subsequently, Secretary DeVos noted that the

13 tragedies at Noblesville West Middle School in Indiana

14 and Santa Fe High School in Texas are only the most

15 recent devastating reminders that our nation must come

16 to grips with the factors that are creating a culture of

17 violence that is in our schools. Now, that reminder

18 that she expressed was visited on Marshall County High

19 School in January as students were preparing to begin

20 their school day. And our hearts go out to Bailey, and

21 Preston, and their family, and friends, and others who

22 were affected by the tragedy there. Across the country,

23 students, parents, educators, are concerned that similar

24 events could unfold within their schools. That's why

25 President Trump took swift action instructing the

1 agencies represented here to come together and work  
2 immediately to conduct investigations, identify best  
3 practices, and make recommendations to states and local  
4 agencies on how to improve the safety of our students  
5 and our educators. This Commission has been charged to  
6 gather information across the country from experts in  
7 the field and compile these in a report that addresses  
8 27 specific areas that the President charged us to  
9 investigate and report on. The Commission is comprised  
10 of Secretary of Education Betsy DeVos who serves as the  
11 chairman, Attorney General Jeff Sessions, Secretary of  
12 Health and Human Services Alex Azar, and Secretary of  
13 Homeland Security Kirsten Nelson. I would like to  
14 introduce the representatives from each of those  
15 agencies who are here with me. The Department of  
16 Justice is represented by Beth Williams. Beth is the  
17 Assistant Attorney General for the Office of Legal  
18 Policy. The Department of Health and Human Services is  
19 represented by Dr. Elinore McCance-Katz. Dr. McCance-  
20 Katz is the Assistant Secretary for Mental Health and  
21 Substance Abuse. And the Department of Homeland  
22 Security is represented by Matt Travis, who is the  
23 Deputy Undersecretary for National Protection. Today,  
24 we will have two one-hour roundtable discussions. And  
25 we will break and then have a two-hour public input

1 session. I would like to remind our panelists and  
2 roundtable discussants to speak into the microphone, so  
3 that people watching online will be able to hear you.  
4 And this also provides input for the transcript of these  
5 proceedings that will also be posted online. Before we  
6 go around the circle and introduce ourselves, I would  
7 like to thank Kelly Arnold of the Counsel of State  
8 Governments for hosting us in this lovely facility  
9 today. Thank you, Kelly. I would also like to  
10 recognize the First Lady of Wisconsin, Tonette Walker.  
11 Thank you for being with us, Madam First Lady. And a  
12 tip of the hat to Sheriff of Marshall County, Kevin  
13 Byars, who as many of you know, apprehended the shooter  
14 in that tragedy. We look forward to hearing from all of  
15 you. I think there are many people sitting around this  
16 table who have insights, ideas, and best practices to  
17 share that will be important. Let's start off our  
18 introductions, and we'll go around the circle. And I  
19 would like to start with you, Governor. Thank you for  
20 the warm hospitality in your fair state.

21 Governor BEVIN: You're welcome. And perhaps  
22 a little more liquid than we had hoped for, in terms of  
23 precipitation. But thanks for coming. For those of you  
24 who have come from D.C., from Wisconsin, from Tennessee,  
25 and other places to gather here at this Midwestern

1 listening session, thank you for that, and for those of  
2 us that are from more local places as well. This is  
3 important. It really is. This is a national epidemic  
4 that we're facing, in many respects. And it certainly  
5 affects us here in Kentucky. And we are only at the  
6 front end of trying to really identify the core source,  
7 but I just want to welcome each of you and to thank you,  
8 and to thank you for caring enough to be here. I mean,  
9 any number of you -- some of you it's your job, but  
10 you've stepped up above and beyond the actual job  
11 description to fill in on this capacity and to help us  
12 find solutions going forward, so that children,  
13 administrators, teachers, and parents, for that matter,  
14 can have peace of mind as children go in and out of our  
15 school buildings every day in America. And  
16 specifically, today talking about things in our own  
17 communities here in Kentucky. So thank you and welcome.

18 SHERIFF BYARS: I'm Sheriff Kevin Byars.  
19 Sheriff of Marshall County. January 23rd. That is the  
20 date that will forever live in our memories there. And  
21 thank you for what you're doing, to where we can deal  
22 with and possibly prevent further events such as ours. I  
23 don't know that you can prevent it 100 percent, but as  
24 you said, we have to do something to combat this. And  
25 thank you for your efforts. Appreciate that.

1 MR. COLEMAN: Thank you, Sheriff Byars.  
2 Russell Coleman. I'm the United States Attorney for the  
3 Western District of Kentucky. I just want to thank you  
4 for having a listening session. Because what you're  
5 doing is demonstrating that we don't ride in from the  
6 federal perspective on a white horse. We're  
7 demonstrating humility, that we don't have all the  
8 answers in this. As the Attorney General frequently  
9 says, "Look, we as feds are only about 15 percent of law  
10 enforcement in this country." Vast amount of law  
11 enforcement that we rely upon is state and is local. And  
12 so, that requires us to build relationships. One of the  
13 first executive orders out of our administration from  
14 the President was to back the blue. And what does that  
15 mean? Well, it means we build relationships. We  
16 demonstrate humility to understand that we don't have  
17 all the answers. We have tools that can assist folks  
18 like Sheriff Byars. We have tools that can show up on  
19 that day in Marshall County, Kentucky in January to  
20 assist. But that's to assist. We don't -- we don't  
21 have the answers. And, so thank you for your  
22 willingness to listen. Thank you for your willingness  
23 to come here to our commonwealth, and look forward to  
24 this discussion.

25 DR. MCQUEEN: Thank you. My name is Candace

1 McQueen. I'm the Commissioner of Education for the  
2 great state of Tennessee. I appreciate the opportunity,  
3 Governor, to be here in Kentucky, and certainly to my  
4 colleague to the north, Commissioner Lewis, we always  
5 enjoy working with Kentucky on a variety of things and  
6 look forward to the conversation today.

7 MS. ARNOLD: Good afternoon. I'm Kelley  
8 Arnold. I'm the director of communications for the  
9 Counsel of State Governments. And I want to take this  
10 opportunity to just welcome everybody to our facility  
11 here in Lexington, Kentucky. The Counsel of State  
12 Governments was founded in 1933, and we are a non-  
13 partisan organization that represents all 50 states and  
14 six U.S. territories. And we believe in interstate,  
15 interbranch and intergovernmental cooperation. So it  
16 seems like a great opportunity for us to host everyone  
17 here today, because we believe good things happen when  
18 all those folks are at the table, so welcome to our  
19 building, and thanks for everyone for being here today.

20 MR. PURKEY: Thank you everyone. My name's  
21 David Purkey. I serve as the Commissioner of Safety and  
22 Homeland Security for the state of Tennessee and also as  
23 the Governor's homeland security adviser. Governor,  
24 thank you to your members of Justice Cabinet, and the  
25 state police for taking good care of us today. I would

1 just say in a 30-second opening that our Governor  
2 recognized ,after Parkland, that we needed to make sure  
3 we were doing everything we could do. And he assigned  
4 me, and my colleague from mental health, and my  
5 colleague from education, and a 17-member working group  
6 to take a very specific look at everything in our state.  
7 We spent three weeks doing that on an intense basis  
8 while the recommendations came out of that, and some  
9 funding was attached. So, we're pleased to be here  
10 today to participate in all this. Thank you.

11 MS. WILLIAMS: Good afternoon. It's very good  
12 to see you again, Governor. It's sure good to see you,  
13 Assistant Secretary Nelson, Deputy Secretary. Very  
14 grateful to be here. This is a huge problem. And it's  
15 a problem that, if you recall the quote from Margaret  
16 Meade, who said, "Never doubt that a small group of  
17 thoughtful, committed citizens can change the world."  
18 And indeed, it's the only thing that ever does. So it  
19 is very important to have this conversation. And we  
20 really very much appreciate being here from Tennessee,  
21 and being able to talk to you guys about what our  
22 Governor has done and what we have done together as  
23 colleagues. As I was saying to you earlier, Deputy  
24 Secretary, if you got a Governor who says, "This is  
25 important" and brings together the right people in the

1 cabinet to address it, wonderful things can happen. And  
2 we can prevent these tragedies. So thank you so much  
3 for this opportunity.

4 MR. ZAIS: Thank you.

5 MR. LEWIS: Good afternoon everyone. My name  
6 is Wayne Lewis. I have the honor of serving as interim  
7 Commissioner of Education on the Kentucky Department of  
8 Education, where we were along behalf of almost 700,000  
9 kids in our public schools every day. There is no more  
10 important education issue than the one that we're  
11 talking about today. There's no more important issue  
12 for every parent, every teacher -- frankly, for every  
13 human person than ensuring that they are safe and in a  
14 loving, caring, supportive environment when they go to  
15 school every day. And so this is -- this conversation  
16 is incredibly important. I'm honored to have the  
17 opportunity to participate in it. I thank our leaders,  
18 Deputy Secretary, and all of our esteemed guests from  
19 the Federal Government, as well as our colleagues from  
20 Tennessee and Wisconsin; thank you for being here and I  
21 look forward to these conversation.

22 MS. WALKER: Good afternoon. My name is  
23 Tonette Walker, and I am the First Lady in the state of  
24 Wisconsin. And I'm happy to be here to represent  
25 Wisconsin, but I'm even more happy and proud to be here

1 to represent Fostering Futures, which was an  
2 organization we started in 2011 to promote awareness on  
3 trauma, informed care, and ACEs. So thank you for  
4 letting me be at the table, thank you for even bringing  
5 this to the table, and I look forward to good things  
6 that will happen. Thank you.

7 MR. TRAVIS: Charles, Zais, Governor Bevin,  
8 thank you. On behalf of Secretary Nielsen and all of us  
9 at the Department of Homeland Security, thank you for  
10 having us here today. DHS exists to protect the  
11 homelands and against all threats and hazards, manmade  
12 and natural, and, especially, we have responsibilities  
13 to protect critical infrastructure, and our schools are  
14 formally part of that critical infrastructure. And if  
15 our children can't go to school in a safe environment,  
16 then our homeland is not as secure as it needs to be.  
17 And so what we look to do is to really work the risk  
18 reduction part of this equation, so I'm looking for  
19 great ideas on best practices, physical protection, new  
20 technologies, training exercises, all those things that  
21 we try to help our state and local stakeholders do. And  
22 so I'll be here, as Russell said, to do just that, to  
23 listen today. And thank you-all for being here.

24 MS. MCCANCE-KATZ: Yes. Thank you so much for  
25 the opportunity to hear from all of you today. I'm here

1 on behalf of Secretary Azar and the Department of Health  
2 and Human Services. The agency that I'm responsible for  
3 is the Substance Abuse and Mental Health Services  
4 Administration. We believe that the role of health  
5 services to students is really a critical factor in  
6 addressing some of the issues that we're going to talk  
7 about today. I'm -- I believe that all of you have some  
8 of the -- some of the knowledge that we need to  
9 incorporate at HHS to better serve Americans and  
10 communities, so many of which are affected by these  
11 tragedies, and we hope to stop them.

12 MS. WILLIAMS: Hi. I'm Beth Williams. I'm  
13 Assistant Attorney General.

14 MR. ZAIS: You just have to do it a little  
15 louder.

16 MS. WILLIAMS: Great. Okay. I'm  
17 Beth Williams. I'm Assistant Attorney General at the  
18 Department of Justice. Thank you, General, for the  
19 introduction, and thank you, Governor, for hosting us  
20 here today. And thank you to all of the law enforcement  
21 in the room, and to all of the first responders, for  
22 everything you do. I'm happy to be here today on behalf  
23 of the Attorney General. The Attorney General cares  
24 very much about the safety and the security of our  
25 schools. After Parkland, DOJ provided more than \$1

1 million in emergency funding to cover officer overtime  
2 in Broward County. And earlier this month, DOJ  
3 announced the first grants under this Stop School  
4 Violence Act. The Department will provide \$50 million  
5 to train teachers and students and to develop a threat  
6 recording system. We're very eager to hear what you-all  
7 have to say. And I thank all of the participants for  
8 being here. I very much look forward to hearing from  
9 you.

10 MR. ZAIS: Now, I can make this work by asking  
11 a lot of questions or I can ask for volunteers. I'll  
12 get it started. I'm going to ask a question: Dr.  
13 McQueen, can you talk about how you got Tennessee to  
14 work across the silos of education, law enforcement,  
15 mental health, and perhaps even the courts, where our  
16 juveniles are tried, to develop common solutions? Now,  
17 I would like everybody else to just chip in and see  
18 where it goes.

19 DR. MCQUEEN: Sure. My colleagues from  
20 Tennessee can certainly jump in as well, but we did have  
21 a moment where our Governor essentially said, "We're  
22 going to get together, and have a conversation about  
23 this, and set forth a very quick timeline." Now, we had  
24 three weeks to come to some solutions. It coincided  
25 with an end of our legislative session, as well. And we

1 knew there might be some monetary adjustments that  
2 needed to be made to the budget, as we went through our  
3 process. Mr. Purkey led the group that was very cross  
4 functional. We had legislators, certainly, at the  
5 table, but we also had teachers. We had principals. We  
6 had folks that were representing the superintendents.  
7 And then we had folks that were mental health  
8 professionals, and law enforcement professionals, both  
9 at the local level and the state level, sitting in the  
10 same room talking about issues that was -- they were  
11 based in fact. We started with what do we know about  
12 this issue nationally, and what do we know about it in  
13 Tennessee. That was really important, because we can  
14 come to the table with lots of preconceived ideas or  
15 philosophical underpinnings. And we said, "Let's just  
16 look at where we are." And the stats really helped  
17 frame the conversation. We started meeting one with  
18 that. That led to a very direct conversation about what  
19 did we need to do that we had not done. And I'm going  
20 to point to one item that we felt like was a priority  
21 for us. And it was to make sure that every single one  
22 of our schools in our state had a baseline safety  
23 assessment of where they were, in terms of need. And  
24 this is the first time we've ever done that as a state.  
25 There's been a variety of things related to this as part

1 of emergency planning at the local level, but we have  
2 never done this as a state. And so right now, we are  
3 completing assessments with every school building in our  
4 state, and that assessment is based on common rubric,  
5 common training that the individuals who are a part of  
6 the assessment were part of. It included local law  
7 enforcement, it included local educators that were  
8 familiar with the buildings, and it included state level  
9 individuals. And so these assessments have been time  
10 consuming. There's a lot involved in it. But those  
11 assessments are, then, being used for individual schools  
12 and districts to actually request funding through a  
13 grant making-process that are also underway. Right  
14 now, we had 25 million of recurring -- excusing me, non-  
15 recurring funding and five million of recurring funding  
16 that was actually added to the budget this year to help  
17 with these assessments, as well as the grants that would  
18 come from them. And we prioritized SROs, our School  
19 Resources Officers, as a way you could use the money,  
20 based on what your needs were at the local level. And I  
21 would love my colleagues just to jump in and talk about,  
22 really, the third large piece of the baseline safety  
23 assessments that every school, prioritizing SROs, and  
24 allowing folks to begin using this funding to even start  
25 the process of getting an SRO, if you didn't have one,

1 and then to be prioritizing this in your budgets going  
2 forward. We have a lot that do have SROs, but we have  
3 some of our economically depressed counties that did not  
4 have the number of SROs that we felt like they needed.  
5 And so, we prioritized that. And third, I would love  
6 Commissioner Purkey to talk about the app that we're in  
7 development, at the state level.

8 MR. PURKEY: Well, Commissioner McQueen is  
9 exactly right. The Department of Safety and Homeland  
10 Security was charged with coming up with a 24-hour app,  
11 if you would, that would be available to students,  
12 faculty, and the public to report threats, or to report  
13 cases where someone might be thinking about suicide, or  
14 report anything that was related to school safety 24  
15 hours a day. So we're in a process now of reviewing  
16 apps. We have a couple already in use in state  
17 government that we're looking at the possibility of  
18 expanding. But we're also looking at commercial  
19 available apps, also. So that's a big deal with this,  
20 and we're actively doing that through our office of  
21 Homeland Security, which is in the Department of Safety  
22 and Homeland Security. I would say this and add to what  
23 Commissioner McQueen said; when the Governor called me  
24 about chairing this working group and giving us,  
25 Governor, the very limited time to do it, I had no idea

1 that he was going to sit next to me during those three  
2 two-hour meetings. He didn't say that. He said, "I'll  
3 come and, you know, kind of greet everyone, and -- but  
4 now, this -- this is yours, David. This is your  
5 office." Well, he ended up staying just about the whole  
6 time every time. So it was very intimidating to me to  
7 have the Governor beside me. But it helped focus the  
8 group. It helped bring consensus from the group by  
9 having him there. Everyone around that table -- there  
10 were 17 members from education, public safety, and  
11 mental health, and we did get consensus, oddly enough,  
12 on the end, on the recommendations. There were a lot of  
13 recommendations, but the three main ones are -- are ones  
14 that Commissioner McQueen shared, and the final one  
15 being the app. So I think it helped that we only had  
16 three weeks. I think it certainly helped that the  
17 Governor attended all -- all three of the meetings and  
18 stayed for the majority of it. And he had just -- you  
19 know, if you're in my business, and my colleague is here  
20 from the Federal Department of Homeland Security, but  
21 you're constantly adjusting to a changing thread matrix,  
22 and if you're not doing that every day and every week,  
23 you're not doing your job. And you're going to be  
24 caught short. So I think we realized that this threat  
25 matrix was changing nationwide, and we needed to refocus

1 our efforts.

2 DR. MCQUEEN: In addition, one of the things  
3 that we talked a lot about in the assessment, which we  
4 think is extremely important was: Who are the shooters  
5 really? It's so easy for us to quickly go to, "Well,  
6 they're this, they're that." And so what we all agreed  
7 to was what the national data says. Number one, people  
8 who had a mental health issue are more likely to be  
9 victimized than they are ever, ever to perpetrate a  
10 shooting. For those people that have done a shooting --  
11 have been in a shooting -- 78 percent have been suicidal  
12 in the last five years. 71 percent had experienced  
13 depression in the last five years. And 71 percent -- or  
14 65 percent had actually been victims of being bullied.  
15 And that's why, on the mental health piece, we looked at  
16 the fact that in our state is as common, as you know,  
17 assistant secretaries across all states, that we're not  
18 able to meet the needs of those youth in our schools  
19 that have depression, suicide, and are being bullied.  
20 And so when we talked about that side, we said, "What  
21 can we do to help with that?" Because we do know, as  
22 your work has been in with the future group, is that if  
23 a person feels like they can talk to somebody, one  
24 person, that's all it takes. Research shows this. Just  
25 one person. If a kid could reach out and say, "I want

1 to do something and I don't think it's a good thing to  
2 do," and I had one person, because the majority of these  
3 cases were actually planned, as the data showed, two  
4 days to more time ahead of time. So this app that we're  
5 talking about is a very low cost, high impact solution,  
6 because what do all kids have today? What do we all  
7 have today? If they're sitting somewhere, they feel  
8 like that they can confidentially type in, "I want to  
9 hurt myself. I need help." If we can just go help that  
10 kid before it gets to where they're isolated, and then  
11 they start doing and thinking of other things that you  
12 would have never thought of, that's going to prevent and  
13 make a difference. So the other piece that we spoke  
14 about was the piece about mental health and how to  
15 prevent kids from feeling alone and bullied.

16 MS. WILLIAMS: And I'll follow up, last item,  
17 that, tangibly, we also have additional recommendations.  
18 We cannot do everything in three weeks. We have asked  
19 our basic education formula recommendation committee to  
20 go back to the drawing table to actually look at our  
21 formula for how we actually staff our schools with  
22 mental health professionals, from social workers to what  
23 we're doing, school psychologists, to how we thought  
24 about SROs even in that overarching formula. So while  
25 we have some very concrete recommendations that are very

1 timely and they're moving us forward, we have additional  
2 work we need to do around education funding in our  
3 state.

4 MR. ZAIS: Governor, would you like to share  
5 some of the things that are ongoing in Kentucky?

6 MR. BEVIN: Sure. This is -- I applaud the  
7 efforts that have been made in Tennessee and other  
8 states to get on this in a timely manner. This is  
9 something that came up in our legislative session as  
10 well. Sadly, did not rise as high as it should have as  
11 a priority among our legislatures. We had a lot of  
12 meetings. I had meetings with members of our House and  
13 Senate, we had a bill that was drafted and was largely  
14 fleshed out, we had folks who were passionate about  
15 seeing something done. We spoke with members of  
16 families who were affected. The Vice President himself  
17 of the country, Vice President Pence, came and spent  
18 time with those families, and a whole lot of energy and  
19 passion was there. But sadly, sometimes things that I'm  
20 not sure should have been priorities became priorities  
21 ahead of this. The net result was that, legislatively,  
22 things didn't happen in this session. But to the  
23 legislature's credit, they have, in both the house and  
24 the senate, put together a working group, comprised of  
25 senior members of both the education committees in those

1     respective bodies, as well as a whole bunch of other  
2     people, inside and outside of government, who are tasked  
3     with coming up with solutions. And we will be looking  
4     to folks like Tennessee and others for what you have  
5     done. I'm a big believer in not reinventing the wheel.  
6     I love to copy good ideas being done by other places.  
7     And I love the idea of consistency and of having a  
8     common rubric, as you said, for the measurement of the  
9     security of schools and basic fundamental things. We've  
10    had very good and frank conversation with people inside  
11    and outside of government, as it relates to what we can  
12    do beyond just physical changing of buildings, what  
13    types of security in the form of a resource officer, or  
14    an armed administrator, or a teacher, or whatever the  
15    case might be, should be considered. Because right now  
16    in Kentucky, and I would think it's the same, and know  
17    it to be the same, in many states, there's quite a  
18    hodgepodge of what is or isn't allowed. There's not a  
19    degree of consistency, and what I have come to find that  
20    is a bit concerning, is that in many instances, there  
21    isn't a significant threshold of -- of rigor, with  
22    respect of who can be authorized. Quite literally, a  
23    school district could allow any adult to provide  
24    security, armed or otherwise, inside of a school with no  
25    requirement for training at all. That's frankly the

1 potential for concern. It causes me concern. So I  
2 think there's much to be learned from those who have  
3 already started down this path. Good things are being  
4 done right now, meetings are taking place, we are going  
5 around the state with this aforementioned group and  
6 having similar listening sessions. But I want to touch  
7 on something, if you'll humor me for a moment, that I  
8 think, specific to the locking down of schools,  
9 important. Security at the doors, ingress and egress,  
10 all important. Whether or not people are armed, and who  
11 they are, and what degree of training they have all are  
12 important. But I was struck by something, that the very  
13 solution as it relates to this app, is also the very  
14 cause of a lot of this. This is a very, very, very  
15 dangerous tool in the hands of young people. Very  
16 dangerous. And I don't say that lightly or flippantly.  
17 And there are study, after study, after study. You talk  
18 about the last five years, that 71 percent of these  
19 shooters have had suicidal thoughts in the last five  
20 years. You look in the last five years, 24 percent of  
21 teens say that, in the last several years, they are  
22 almost constantly on a device like this. And yet so  
23 many studies that have been done that show significantly  
24 higher rates of anxiety, depression, impulsive control  
25 problems, sleep disorder, and every single one of these

1 things is a significant contributor to depression and  
2 suicidal thoughts. And I think from your perspective,  
3 Doctor, I mean, you -- this is your passion, it's your  
4 calling, it's your focus.

5 DR. MCQUEEN: Uh-huh.

6 Governor BEVIN: And I will tell you, the root  
7 cause of this is something we are ignoring. Not  
8 entirely, or folks like you wouldn't be at this table.  
9 But as a nation, we want so quickly to find some  
10 solution, something we do or stop doing, that fixes  
11 this. But culturally, we are feeding this epidemic. I  
12 mean, the kind of studies that have been done, you know,  
13 the desensitization that we have to violence itself. UAB  
14 and Emory University published a very good,  
15 comprehensive, well-cited study that's worthy of  
16 consideration by people. It came out a couple of years  
17 ago. Goes into great detail as to the degree of video  
18 content, television content, movie content, and the  
19 desensitization -- gaming content, and how desensitized  
20 our society and our young people, in particular, are  
21 becoming to violence itself. But another issue that  
22 we're not talking about, because as we have more and  
23 more children -- it's interesting, I was looking, in  
24 just Kentucky alone, the number of children who have  
25 enrolled in SSI since 1980 is up 450 percent, since

1 1980. Why does that matter? What I also have found is  
2 that 70 percent of those that are enrolled on SSI, of  
3 the young people in Kentucky are enrolled for mental,  
4 you know, conditions. They're considered mental  
5 conditions. That's a broad scope. But what do we do  
6 now increasingly in our society with children who have  
7 been diagnosed with some sort of mental imbalance, or  
8 disorder, or whatever the case might be? We medicate  
9 them. What do we medicate them with? We medicate them  
10 with psychotropic drugs that are, by their vary nature,  
11 these are mind-altering drugs. And they come with a  
12 severe list of warnings, not the least of which is  
13 suicidal thoughts, thoughts of self harm and harm to  
14 others. And yet, also here in Kentucky, in 2000, the  
15 number of children that were enrolled in SSI, which was,  
16 again, 450 percent lower than it is today, they  
17 received, on average, in 1980, 272 psychotropic doses a  
18 year. Now, not only are there 450 percent more of these  
19 children in our state alone, but they are now receiving  
20 on average 500 -- 457 doses a year of psychotropic  
21 drugs. It's an increase of 168 percent. We are arming  
22 children with a device that has been proven time and  
23 time again -- there's not a single study that refutes or  
24 flies in the face of the fact that this leads to greater  
25 self doubt, greater depression, greater ideas of -- of

1 self harm. And then, this ultimately leads to children  
2 being diagnosed with disorders that are then medicated  
3 with things that exacerbate and compound this. And then  
4 we're shocked, for reasons that are beyond me, that  
5 children act out in this way. And yes, it's only a few.  
6 But my gracious, it only takes a few. Another thing  
7 that concerns me that while we're talking about this --  
8 and I wish this was a solution, it's not. It's a --  
9 it's a cry for help and a -- and a request among those  
10 at this table, and especially those of you in the  
11 organizations, in the agencies that you represent. We've  
12 got to start thinking about what we do or don't do in  
13 response to a shooting. And I would hold up Kentucky  
14 proudly as an example of how a situation like this might  
15 be handled. There are an amazing number of people in  
16 America -- and I'm grateful for the fact of what I'm  
17 about to say -- that don't even realize that 16  
18 children, before all these ones that have been  
19 mentioned, all these ones that are known, all these ones  
20 that have been talked about -- 16 children were shot at  
21 point blank range in a high school. Two of them died.  
22 Why is it that nobody knows about it? Because we made a  
23 very, very intentional effort from the very moment it  
24 occurred. As my office, our state police, the sheriff,  
25 ATF, the FBI, everybody that was there, the

1 superintendent of that school district, we said right  
2 from the get go, "We're not going to celebrate, talk  
3 about, or name the young man who was responsible."  
4 Everybody knew who it was. His name was never  
5 mentioned. Never mentioned. It was agreed that it  
6 wouldn't be. We finally had one local paper that, just  
7 because they're always desperate -- it's not a local  
8 paper. It's the largest newspaper in the state. It's  
9 become a tabloid, and their desperation for attention  
10 caused them to put this young man's name out there. But  
11 I respect so many others who chose not to do it. You  
12 look at the video that came out of this young man in  
13 Florida. What was one of the things he said in this  
14 chilling video that came out after the fact, he said,  
15 "I'm about to be famous. You're all going to know my  
16 name." Don't kid yourself. We've had dozens of these  
17 since Columbine. Those of us of a certain generation  
18 remember that because it was so shocking. More than 30  
19 of the shooters since Columbine have cited Columbine  
20 specifically as a motivation, as something that they  
21 studied. I would encourage you to go back and look at  
22 some of the statistics that have come from these young  
23 shooters. One of the greatest commonalities is the  
24 recognition that you get your moment of fame. The media  
25 has a direct responsibility here. Yes, it may help you

1 celebrate a few extra eyes, and views, and clicks. But  
2 at what price? And at what cost? I'm grateful for and  
3 proud of our sheriff here and so many others, and our  
4 state police and others, who made a point of ensuring  
5 that we focused on addressing healing within the  
6 community, the prosecution of this case without  
7 celebrating, for all the wrong reasons, some of the more  
8 titillating details, including names, and suggestions,  
9 and hypothesis as to motivation. So I'll stop with  
10 this, simply saying: we've got devices that are  
11 contributing significantly to a lack of sleep, lack of  
12 self worth, lack of self esteem, and every single study,  
13 100 percent of them, show that. And on top of that, we  
14 have increasing numbers of kids on psychotropic drugs,  
15 and we are not being intentional or thoughtful about the  
16 impact of those mind-altering drugs, which is what a  
17 psychotropic drug is. And there are good reasons why  
18 some are on them, and others that may be less good, but  
19 the point is, they're mind-altering drugs, and we have  
20 millions of children now in America on these drugs in a  
21 society that, because of this screen time, because of  
22 the desensitization to all that is happening, and the  
23 celebration in video games and in television shows for  
24 just gratuitous violence. Senseless gratuitous  
25 violence. Then I've had people in the gaming community

1 that are offended at the idea because yes, there are  
2 millions who play video games who don't go out and  
3 perpetrate the same thing, but there are susceptible  
4 young minds on psychotropic drugs who are depressed and  
5 who might think and react differently. Then when you  
6 have a video game, the sole purpose of which encourages  
7 you to slaughter people -- there's no redemptive reason.  
8 You run over people with your car, you go back and  
9 finish them off and you get points. And they're  
10 increasingly graphic and realistic. And then we, as a  
11 society and as a media, celebrate these people and hold  
12 them up, whether we intend to do it or not, as somehow  
13 becoming cults of personality for having perpetrated  
14 these things. This is the root cause. Securing the  
15 buildings, that's the band-aid. "Epidemic" is a term I  
16 used at the outset. I don't use it lightly. And  
17 epidemic, by definition, is something that there is more  
18 of than would be expected. We're having a whole lot  
19 more of this than would be expected. It's not easily  
20 explained, and what is it? What is the root cause? It's  
21 these things we're talking about. And we need drastic  
22 attention from the highest levels of government in each  
23 of your respective agencies talking about this. We've  
24 taken cigarettes away from young people. We have  
25 limitations on when people can be exposed to alcohol,

1 and drugs, and things of this sort, for people of all  
2 ages, in some categories. We need to start being very,  
3 very intentional, and thoughtful, and data-driven as it  
4 relates to the impact of these devices in the hands of  
5 young people. So I'll get off my soapbox, but this  
6 is -- I'm grateful to you for talking about this,  
7 because there's a lot of work yet to be done in our  
8 country on this.

9 MR. ZAIS: Thank you.

10 MR. COLEMAN: General, if my remarks only  
11 serve to tee up the gentleman to my left, then I will  
12 have accomplished something this afternoon. I -- if I  
13 may share a brief anecdote. When I talk about  
14 relationships, and relationships particularly amongst  
15 law enforcement and rural areas; many years ago I had  
16 the privilege of serving as an FBI agent in a rural  
17 area. And we spent a lot of time investing in going out  
18 to sheriff's departments, working cases that didn't  
19 necessarily have a federal nexus, helping out local  
20 police departments when we knew we weren't going to take  
21 the case to the U.S. Attorney's Office. Why do we do  
22 that? We did that because when something went south,  
23 when we had a kidnapping, when we had an exigent  
24 circumstance, if the first time that sheriff, that chief  
25 picked up the phone and called the office and said,

1 "Who's the FBI agent there? We need a hand," we were  
2 already behind the eight ball. We didn't have that  
3 basis of trust. We were already facing a challenge with  
4 working together. I share that anecdote because, when I  
5 talk about relationships, we're incentivized to develop  
6 relationships before things go south. That is, so when  
7 circumstances like developed in our commonwealth, and my  
8 district, and Marshall County earlier this year, when  
9 those phone calls started flying, that wasn't the first  
10 time the ATF had been to Marshall County, or the FBI had  
11 worked with the state police, or the state police had  
12 responded or worked with Sheriff Byars. We can't wait  
13 until something in exigent circumstance occurs. Now, we  
14 talk about relationships in the sense of responding, but  
15 as we build these relationships amongst law enforcement,  
16 federal, state, and local, it helps us prevent. It  
17 helps us further develop and investigate to prevent  
18 these acts of violence. It, of course, helps us to  
19 respond, which I hope that the sheriff has some  
20 unique -- unique background to address. And then, it  
21 also helps us investigate. When I mention relationships  
22 and you go back to Washington, I'm offering up  
23 encouragement to take something back that doesn't  
24 require initial -- an additional appropriation,  
25 additional authorization, additional funding. It's to

1 emphasize amongst your agencies just what you're doing,  
2 the humility, the import of incentivizing amongst your  
3 leaders to develop those liaison relationships with  
4 state and locals before the circumstances develop where  
5 they're needed. And the last thing I'll say is, it  
6 really is a privilege to sit to the right of Sheriff  
7 Byars. Those in the room who don't know this gentleman,  
8 and he doesn't like the term, truly is a hero. He  
9 demonstrated heroic actions in mitigating the threat in  
10 Marshall County in January, and he demonstrated heroic  
11 actions in how he helped our communities heal,  
12 subsequent to in Benton and in Marshall County. So,  
13 it's a real privilege to hopefully tee up the gentleman  
14 to my left, Sheriff Byars of Marshall County.

15           SHERIFF BYARS: Thank you. I would like to  
16 echo what Russell had said, as far as the relationships  
17 being built. There's no doubt that why our event went  
18 the way it did, because of those relationships that we  
19 had established for several years. State police does an  
20 active shooter training. We've had every one of our  
21 schools that went through that training. We work with  
22 them. We work with our school. We've had scenarios at  
23 our schools with the state police, with our local law  
24 enforcement. Our surrounding counties. And there's no  
25 doubt in my mind, that's why it went the way it did. We

1 responded within six minutes from the time that my  
2 resource officer said -- and simply all he said, "I need  
3 units at the high school now." We knew at that point  
4 exactly what was going on. He didn't have to say  
5 anything else. Within six minutes, we had everyone from  
6 my office that responded. Within 15 minutes, we had  
7 over 60 law enforcement officers there and over 100  
8 first responders there. Building those relationships,  
9 like he said, is what made our event go the way it did,  
10 and further loss of life was prevented at that point.  
11 We had our students trained, we had our teachers  
12 trained, we had our first responders trained. We had  
13 our parents trained. If you've seen other events, the  
14 parents, the first thing they want to do is rush to the  
15 school, and that creates more for us to do. That didn't  
16 happen because we put the work in. We've been doing  
17 this for over ten years, this kind of training. You  
18 know, like I said, I've said this time and time again:  
19 The active shooter training that the state police puts  
20 on -- very, very valuable. If any school in the state  
21 of Kentucky has not had that training, they need to get  
22 it. And work with your local law enforcement, because  
23 it will help. I mean, our kids knew what to do. You  
24 know, whether it's hide, fight, or -- or run. Either  
25 way. I mean, we, you know, our kids do what they were

1 supposed to do. You know, you use the term "hero."

2 I don't consider myself one. I did my job. That's all

3 I -- that's all I'll simply say, is I did my job. We

4 had heroes within that school. We had students, we had

5 teachers, we had staff, the school nurse -- those were

6 the true heroes that day. But I can't stress enough

7 those working relationships. That's what made our event

8 be the way it was. And I agree with -- with Governor

9 Bevin on what we decided to do as far as not glorifying

10 what happened. I wish everybody else would take a look

11 at what we did, because, yeah, all it does is your 15

12 minutes of fame, so to speak. That doesn't need to

13 happen. We need to focus on the victims and to heal our

14 community. And, you know, he had also mentioned about

15 our buildings, securing our buildings. That is one

16 point that I would like to make as far as, you know,

17 you're wanting to do some funding. For example, our

18 buildings. 45 years old. It is going through a

19 renovation right now that was scheduled three years ago.

20 Couldn't have come at a better time. But that's the

21 hard part, is when our building was built, as most older

22 schools, safety in the schools was not a thought at that

23 point on how you build a school. That is the hard part,

24 is trying to retrofit those buildings to where they can

25 be secure. So I would suggest, when funding comes

1 around, that is one of the major things that needs to  
2 happen, to where they can retrofit these buildings.  
3 Ours, we had 36 entry points with 86 doors. That's a  
4 lot of places to cover. Now we're beginning the process  
5 to change all of that and make it a more secure  
6 building. Now, we have two new schools that have just  
7 been recently built. They are built to the new  
8 standards. But that is -- that is the hard part facing  
9 our school buildings is retrofitting them. She  
10 mentioned SROs. That's another thing that I feel like  
11 is very, very important. The SROs need to be in our  
12 schools. Not from just the law enforcement aspect of  
13 it; you would not believe the information that are  
14 confided in our SROs. Only they will tell these guys,  
15 because they build those relationships with those kids.  
16 And they'll tell us things that they won't tell  
17 teachers, that they won't tell other officers. So  
18 that's another plus of why we need the SROs in the other  
19 school buildings.

20 DR. LEWIS: And just a little bit, really to  
21 second all that has been said. You know, the research  
22 is really clear. There is consensus around a lot of  
23 things that we could be doing and that we should be  
24 doing to keep our kids safe. Most of the things that  
25 enter this conversation are really not that

1 controversial. And there's a lot of consensus,  
2 regardless on where people come to the conversation  
3 from. I think about this in terms of, first, physical  
4 security. Locking doors, right? Kentucky Center for  
5 School Safety in Kentucky has been a tremendous leader  
6 in our state in terms of assessing schools, helping  
7 schools to understand where the weaknesses were, where  
8 the deficiencies are, and in helping to address those  
9 deficiencies. Executive Director John Acres said not  
10 too long ago that he can still identify places in  
11 Kentucky where schools do not lock their doors. We all  
12 know that's something that we should be doing.  
13 Controlling access to buildings, right? Those are  
14 things that all of our schools should be doing. School  
15 resources officers is another one. I'm a huge proponent  
16 of school resource officers. I seldom find anybody who  
17 does not believe it is a good idea to have school  
18 resources officers and more school resources officers in  
19 our schools. And as the sheriff was saying, this isn't  
20 just because it's a law enforcement officer. It's not  
21 just drop a law enforcement officer in the building and  
22 he stands guard, or she stands guard. But it gives back  
23 to the central theme of what we've been talking about  
24 today, and that is relationships. School resource  
25 officers are folks that are selected, that choose to go

1 into schools not just to be law enforcement officers,  
2 but to become a part of the school, to become a part of  
3 the team; they build relationships with students, they  
4 build relationships with staff. They become a part of  
5 that school family. And they're central, not only to  
6 responding to incidents when they happen, but to prevent  
7 any incidents from happening, to be one of the  
8 additional adults in the building that kids have that  
9 they can go to to talk to when they have problems.

10 Right? On this theme of relationships, again, once we  
11 get past the physical security part, it's really clear  
12 that kids having some adult, at least one adult, in the  
13 building that they can go to talk to, that they feel  
14 comfortable with, is central to us being able to prevent  
15 these types of horrific events. And the reality is, in  
16 most, if not all of our schools, most of our kids have  
17 that person. But in most of our -- most of our schools,  
18 all of our kids don't have that person. It could be  
19 just a handful of kids. It could be four or five in a  
20 school. Ten or 15 in a school of 1,500, 2,000 kids. But  
21 we have to do things much more systematically. And I  
22 think that's what I'm hearing, more than anything from  
23 the approach that you've taken in Tennessee. A lot of  
24 things that you guys are doing, we are doing in  
25 Kentucky. We are doing safe schools audits. We are

1 putting school resource officers and retired law  
2 enforcement officers in our schools. We are ensuring  
3 that -- or doing a better job of making sure that there  
4 are people that kids can go to. It sounds like what  
5 you-all have done, which is next step for us, is to do  
6 it much more systematically, and to ensure that,  
7 regardless of where the school is, regardless of who the  
8 principal is, that that audit is done, that deficiencies  
9 are identified, that they're addressed, that there are  
10 school resource officers, that we're making sure that,  
11 regardless of who the kid is, what his background is,  
12 whether or not he reaches out to adults or not, that he  
13 or she has somebody that they can go to. So I really  
14 appreciate you-all coming and sharing your story. I'm  
15 really hopeful about the conversations that are  
16 beginning to happen in Kentucky. Kentucky Center for  
17 School Safety, as I said, has been a tremendous leader,  
18 and the work group that the general assembly has put  
19 together that is meeting in collaboration with the  
20 interim joint committee on education, I believe, has the  
21 potential to offer some really power solutions that the  
22 general assembly can, then, come and act on in the next  
23 legislative session. But I say that with the  
24 recognition that -- and it is my position that the most  
25 influential things that we can do in schools probably

1 don't take legislation. They probably don't. There are  
2 probably things that we have the authority to do in our  
3 schools and in our communities already. It just takes  
4 us being much more intentional and systematic about  
5 these efforts.

6 MR. ZAIS: Great. Thank you. Madam First  
7 Lady, can you share with us some of the things that are  
8 happening in Wisconsin?

9 MS. WALKER: I know this is coming to an end ,  
10 so I want to make sure --

11 MR. ZAIS: No. Actually --

12 MS. WALKER: -- I get my word in, so --

13 MR. ZAIS: Actually, we started ten minutes  
14 late --

15 MS. WALKER: Oh, great.

16 MR. ZAIS: -- so we're --

17 MS. WALKER: Okay.

18 MR. ZAIS: -- going to go until ten minutes  
19 after 2:00, if that's all right with you, Governor?

20 Governor BEVIN: Yes, sir.

21 MR. ZAIS: All right.

22 MS. WALKER: So I agree with the Commissioner  
23 that most of the things that you're all talking about,  
24 we're doing in Wisconsin. In March, the Governor -- and  
25 I'm no longer even calling him "the Governor" -- Scott

1 put in the budget \$100 million for school safety. So  
2 we're covered. It was a grant program. You applied for  
3 a grant, you got new windows, you got new doors, you got  
4 whatever you needed to just secure and lock down your  
5 building. There was one piece of it, though, that he  
6 included that was on adverse child experiences, and I  
7 know that Tennessee is partners. We've had many  
8 conversations on adverse childhood experiences and ACEs.  
9 So he put this in, that all schools by the end of this  
10 year need to be trained on some form of adverse  
11 childhood experiences, ACEs, which is all about  
12 relationships. I mean, it's as simple as that. It  
13 doesn't have to cost you anything. We have lots of  
14 examples, lots of ways that that can be done that we're  
15 doing it in Wisconsin. Prior to the \$100 million,  
16 though, Scott felt that it was important to put more  
17 nurses in -- school nurses, more social workers in the  
18 school, more psychiatric services for children. And so  
19 that was really one of the things that he had started to  
20 work on prior to the school safety. It's not enough. We  
21 know that it's not enough. It always could be more. But  
22 just so I can put my plug in about ACEs and trauma  
23 informed care, you know, it is about relationships, like  
24 you said. And it's about the relationships amongst the  
25 teachers, the law enforcement, the SROs -- it's all

1 about that. But I'm going to give you an example that  
2 one of our schools in Wisconsin does. In the  
3 beginning -- not in the beginning of the year, but maybe  
4 a month or two in the school system, all of the teachers  
5 put up a picture of every child, and they go around and  
6 they put a sticker on every child that says, "I have a  
7 relationship with this child. And I know that he has a  
8 relationship with this person." So then at the end, in  
9 the classroom, if there's two children in the classroom  
10 that don't have a relationship, because we know it's all  
11 about relationships, those two children get a mentor.  
12 Some teacher, some social worker, some administrator  
13 becomes that child's connection. So I think that there  
14 are many, many ideas out there. There are many ways to  
15 get at this, but let's not forget that. And Governor, I  
16 am so sorry, but I'm going to disagree with you on that  
17 phone thing. I think the phone is a problem. I think  
18 it's a huge problem. And if we could take it away, I  
19 would take it away. But the root of the problem is  
20 adverse childhood experiences, so that we know that  
21 97 -- 71 percent of the children that are in school  
22 today have one ACE. And ACEs stack up. So I've got two  
23 ACEs, three ACEs, now I've got -- I'm dysregulated in  
24 the classroom, I can't sit, I can't learn. Somebody --  
25 if I'm reacting to a situation maybe with violence,

1 because I see violence at home. So I think there's -- I  
2 get what you're saying 100 percent. And Scott's going  
3 to kill me when I get home, but I disagree with the  
4 Governor --

5 MR. BEVIN: No. No. I think you're spot on.  
6 I'm not --

7 MS. WALKER: The root of the problem is  
8 adverse childhood experiences. And we know there is  
9 science behind that. We're not just making that up.  
10 It's not the fuzzy thing now of today that we should  
11 work on. We have proven science that this child's brain  
12 does not look the same as another child that doesn't  
13 have that many ACEs. So that's what we have to get at.  
14 And so, I like your idea about the phone, but --

15 MR. BEVIN: No. At least let me clarify one  
16 thing. And Tonette, you can call me Matt, too, because  
17 we know Scott, and Tonette and myself know each other  
18 well enough to do that. Your -- it's -- you shouldn't  
19 feel bad about that. That's the whole point of this is  
20 to have this kind of dialogue and discourse. The point  
21 I'm saying, we talked about the 71 percent of these  
22 shooters who are -- who have had suicidal thoughts in  
23 the last five years. What we know for a fact, study  
24 after study, is that children who spend three hours or  
25 more of screen time -- three hours, and trust me, that's

1 almost every kid -- have a 35 percent likelier chance of  
2 having suicidal thoughts. Psychology Today recently  
3 published a study that I believe Pew did the research  
4 on -- show a full third of students are confident that  
5 their parents have no idea what they do or don't do at  
6 school every day. It is the disconnection. These are  
7 all ACE related things. I -- I think we're saying the  
8 same thing. We really are. It isn't the phone. I'm  
9 not suggesting you take phones away. I'm just thinking  
10 we -- if we think that if we -- we're so worried  
11 about -- to take this analogy to a higher level, and  
12 "we" meaning society in America, we're so worried about  
13 the gauge of gauze that we're going to use, and the  
14 types of topical ointment, you know, ointments that  
15 we're going to use, that we're not stopping the  
16 bleeding. And we are fueling this fire with a disregard  
17 for what is feeding this, and an abdication on the part  
18 of parents, and of adults, period. The exacerbation of  
19 this with psychotropic drugs, which are not fully  
20 understood, with respect to the impact they have on,  
21 what is increasingly clear, in young white males, in  
22 particular. I mean, if we're talking about this topic,  
23 these are things we've got to be smart about. We've got  
24 to start asking a lot of hard questions. Because it's  
25 easy to come in after the horse is gone and figure out

1 how we could've reinforced the barn. But we've got  
2 millions more children who are at risk. And we're just  
3 pouring gas on this fire, as a society. But I agree,  
4 statistics matter. And these ACEs are real. Any of you  
5 who've read "Hillbilly Elegy," maybe the first time you  
6 were exposed to this whole concept of it near the end of  
7 that book. This is something that I -- we're in  
8 complete agreement on. And I appreciate you pointing  
9 this out, because it's very important for us to  
10 understand, these are the two kids who end up with  
11 nobody --

12 MS. WALKER: Right.

13 Governor BEVIN: -- these are the kids, they  
14 have nobody.

15 MS. WALKER: Right.

16 Governor BEVIN: They got nobody.

17 MS. MCQUEEN: I'm just letting you know,  
18 really very much appreciated that visual of doing the  
19 pictures and saying -- I mean, what a simple thing to  
20 do. One of the things that we do look at is that school  
21 shootings have been happening since the 1840s. There's  
22 a whole history of school shootings. What has changed  
23 is when we went from decentralized schools where people  
24 knew each other, you had smaller classes, to these huge  
25 mega-centralized schools where you've got a county

1 that's got 15 schools that came together. And why did  
2 they come together? For economic efficiency. And what  
3 happens when you do economic efficiency? All of a  
4 sudden -- and I don't mean this disrespectfully, I love  
5 the SRO officers -- but I went to a small school,  
6 Crocket Mills, Tennessee. 30 students graduated with  
7 me. I didn't need a SRO officer, because my coach, and  
8 the superintendent of my school, and every teacher I had  
9 had a relationship with me. And if anybody had come  
10 into that school, which was not reinforced, we didn't  
11 have locks -- my God, it was as wide open as you could  
12 get. We would -- we bonded together. We knew one  
13 another. I'm not suggesting that you throw out  
14 centralized schools, but what I am saying is, this whole  
15 issue of connectiveness that everybody has spoken to,  
16 there are things that we have done in our educational  
17 system because we wanted to be efficient. And effective  
18 in many, what that has done is to impact the ability to  
19 have real connections with our teachers and our coaches,  
20 who are overwhelmed with student needs that they can't  
21 even respond to, because of how we have funded things.  
22 The only other thing I would add is that we don't have  
23 students present with us today. And one thing that I  
24 think would be great is to talk to them. In Tennessee,  
25 one of the things that we did is we worked with our

1 students, as it relates to a response to the opioid  
2 epidemic. I had all the greatest minds around that  
3 table about what we should do. Fascinating when we  
4 brought the students in. We never thought about what  
5 they thought about. And what they thought, about we  
6 actually have implemented. So those are my only  
7 comments, feedback, and it's just true and an honor to  
8 be here and listen to you.

9 Governor BEVIN: Can I simply say one thing in  
10 response to the last thing? To anyone in the media, if  
11 you want to go and talk to a group of students, and  
12 administrators, and teachers who have done some of these  
13 very same things, about putting their arms around every  
14 one in that school intentionally, where the students  
15 have driven a lot of these ideas -- Trigg County. And  
16 there's other I'm sure, and I don't mean to pick on just  
17 one county or celebrate just one. They're right  
18 adjacent, actually, to Marshall County. But the  
19 students in Trigg County are noteworthy, and the  
20 administrators and teachers in that district for the  
21 things that they've done, exactly to your point. And  
22 I -- and I applaud them for it. In having spent time  
23 sitting and listening to them, you're right. I mean,  
24 some of the greatest ideas. I mean, who lives it every  
25 day more than them? And who gets it more than them?

1 Nobody. So I -- I agree. But I would encourage,  
2 please, as your time and stations would allow you, go  
3 down and celebrate that as something worthy of  
4 replication.

5 MR. ZAIS: Governor, being mindful of your  
6 time, I would like to wrap up. I would like to thank  
7 you, First Lady of Wisconsin, Ms. Walker, Sheriff,  
8 Commissioners for making the effort to come to this  
9 forum, to share your insights, to share your  
10 experiences. And I can speak for the other members of  
11 the Federal Government who are sitting here, that we  
12 really, really appreciate the information that we have  
13 received, and it will be shared with the folks who are  
14 going to prepare the final report, which will be posted  
15 online for use at state and local levels, and local  
16 school districts, and in local schools. But I thank  
17 everyone for your willingness to be a part of this  
18 event. Thank you very much.

19 (ROUNDTABLE DISCUSSION 1 CONCLUDED.)  
20  
21  
22  
23  
24  
25

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.

15

16

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21

22 ELIZABETH HARLOW,

23 COURT REPORTER / NOTARY

24 Commission EXPIRES ON: 04/06/2022

25 SUBMITTED ON: 07/05/2018

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