

Page 1

1 FEDERAL COMMISSION ON SCHOOL SAFETY
2 LISTENING SESSION
3 AT THE COUNCIL FOR STATE GOVERNMENTS
4 LEXINGTON, KENTUCKY

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9 ROUNDTABLE DISCUSSION 2
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24 DATE: JUNE 26, 2018

25 REPORTER: ELIZABETH HARLOW

1 APPEARANCES
23 SERGEANT D.J. SCHOEFF, SECOND VICE PRESIDENT OF THE
4 NATIONAL ASSOCIATION OF SCHOOL RESOURCE OFFICERS,
5 SCHOOL RESOURCE OFFICER IN CARMEL, INDIANA6 JAMEY NOEL, SHERIFF OF CLARK COUNTY, INDIANA
7 SENATOR MAX WISE, CHAIR OF KENTUCKY SENATE COMMITTEE ON
8 EDUCATION, AND MEMBER OF THE SCHOOL SAFETY WORKING
9 GROUP10 ROBERT DUNCAN, JR., UNITED STATES ATTORNEY FOR THE
11 EASTERN DISTRICT OF KENTUCKY12 BETH WILLIAMS, ASSISTANT ATTORNEY GENERAL, US DEPARTMENT
OF JUSTICE13 MICK ZAIS, DEPUTY SECRETARY, US DEPARTMENT OF EDUCATION
14 ELINORE MCCANCE-KATZ, ASSISTANT SECRETARY FOR MENTAL
HEALTH AND SUBSTANCE USE, US DEPARTMENT OF HEALTH AND HUMAN
15 SERVICES

16 MATTHEW TRAVIS, US DEPARTMENT OF HOMELAND SECURITY

17 MILTON SEYMOUR, CHAIRMAN OF KENTUCKY BOARD OF EDUCATION

18 RICHARD SANDERS, COMMISSIONER OF THE KENTUCKY STATE
19 POLICE

20 BRYAN LANGLEY, EXECUTIVE DIRECTOR OF THE INDIANA

21 DEPARTMENT OF HOMELAND SECURITY

22 SENATOR DANNY CARROLL, MEMBER OF KENTUCKY SENATE

23 COMMITTEE ON EDUCATION, AND MEMBER OF THE SCHOOL

24 SAFETY WORKING GROUP

25 ALLEN SOLOMON, SHERIFF OF AUGLAIZE COUNTY, OHIO

1 PROCEEDINGS
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3 MICK ZAIS: Exciting first session. I would
4 like to welcome our participants to this second panel
5 discussion of the day. On behalf of Secretary of
6 Education Betsy DeVos, thank you for attending. My name
7 is Mick Zais. I'm the state -- the Deputy Secretary of
8 Education in Washington. As you probably know, the
9 President formed this Commission in the wake of the
10 shooting at the high school in Parkland, Florida. And
11 sadly, this was not an isolated incident. Secretary
12 DeVos noted shortly thereafter that the tragedies at
13 Noblesville West Middle School in Indiana and at Santa
14 Fe High School in Santa Fe, Texas were only the most
15 recent devastating reminders of our nation's problem
16 that we must come together to deal with and to face head
17 on the culture of violence that is in our schools. That
18 reminder from the -- those two incidents was played out
19 as well in January, as students were preparing for their
20 first day of school in Marshall County High School in
21 Kentucky. Across the country, parents, students,
22 educators, are worried that similar incidents may occur
23 in their schools, in their communities. That's why
24 President Trump took swift action to form the Federal
25 Commission on School Safety in the wake of the Parkland

1 shooting, and he commissioned the four departments that
2 are represented here on this panel to immediately work
3 with the states and the local governments, as well as
4 experts around the country, to identify best practices
5 and make recommendations for implementation at the state
6 and local level. Ultimately, school safety is a local
7 issue, and there are no one-size-fits-all solutions. But
8 good practices are occurring around the country, and
9 this commission needs to hear about those so they can be
10 included in the final report. The Commission is
11 comprised of the Secretary of Education, Betsy DeVos,
12 whom I represent, Attorney General Jeff Sessions, the
13 Secretary of Health and Human Services, Alex Azar, and
14 the Secretary of Homeland Security, Kirstjen Nielsen. I
15 would like to introduce the representatives from those
16 agencies who are on the panel with me today. From the
17 Department of Justice, Beth Williams, the assistant
18 Attorney General for the Office of Legal Policy. From
19 the Department of Health and Human Services, Elinore
20 McCance-Katz. Elinore McCance-Katz is the Assistant
21 Secretary for Mental Health and Substance Abuse. And
22 from the Department of Homeland Security, we have Matt
23 Travis, the Deputy Undersecretary for National
24 Protection. This is the second of our two one-hour
25 roundtables. I think some of you were here for the

Page 5

1 first one. Many of the issues remain the same, but it's
2 important that we hear many voices. And as I reminded
3 one of our participants today, people who spend a lot of
4 money on advertising realize that folks have to hear a
5 message more than once for it to sink in. So if your
6 experiences echo those of some others who have spoken
7 today, I would urge you not to be reticent about sharing
8 your views and identifying best practices. Before we go
9 around the table, I would suggest that everyone speak
10 into their microphone. This is how we are broadcasting
11 live on the internet right now. This recording will be
12 posted to the internet for viewing later, and it will
13 also form the basis for the transcription that will be
14 posted on the internet, and will serve as a resource for
15 the writers of the report that will be turned into the
16 President and ultimately posted online for use in our
17 school -- our state education agencies, our local law
18 enforcement agencies, and around the country. I
19 would -- we'll just start with you, Rob; if you could
20 briefly introduce yourself, say a little bit about your
21 background and your qualifications and why you're here,
22 we'll go around, and then we'll start the session.

23 MR. DUNCAN: Thank you, sir. Good afternoon
24 everyone. My name is Rob Duncan. I'm the United States
25 attorney for the Eastern District of Kentucky. Prior to

Page 6

1 becoming the United States attorney, I served as an
2 assistant U.S. attorney in the Eastern District for
3 approximately 13 years prosecuting, primarily, drug and
4 violent crime cases. I am honored to be here as part of
5 this panel. I look forward to us having discussion
6 along the same lines, or very similar lines, to the
7 previous panel. I appreciate the invitation very much.
8 Thank you, sir.

9 SENATOR WISE: Deputy Secretary, thank you-all
10 very much for coming to the Commonwealth of Kentucky to
11 host this. I am State Senator Max Wise. I am the
12 chairman of the Senate Education Committee. I'm also
13 the chairman of the Kentucky School Safety Working Group
14 that we put together since our session ended and
15 adjourned in mid-April. Before entering the
16 legislature, I worked for the FBI, worked on the joint
17 terrorism task force. I worked at FBI headquarters and
18 in the field office of Lexington, Kentucky. And I also
19 am a adjunct professor at the University of Kentucky,
20 where I teach classes in terrorism studies and foreign
21 affairs.

22 MR. ZAIS: Wow.

23 MR. SHERIFF NOEL: Good afternoon. Jamey
24 Noel, Sheriff of Clark County, Indiana. I started out
25 in the fire service in 1987, then left the fire service

Page 7

1 and joined the Indiana State Police in '93. I left the
2 state police as assistant commander and got elected
3 Sheriff of Clark County.

4 MR. ZAIS: Okay.

5 SERGEANT SCHOEFF: I'm D.J. Schoeff. I'm one
6 of the vice Presidents of the National Association of
7 School Resource Officers. I am a sergeant with the
8 Carmel Police Department in Carmel, Indiana overseeing
9 the School Resource Officer Unit. I'm very grateful for
10 the opportunity to be here, Deputy Secretary, and I
11 thank you for the opportunity for our voice at the table
12 to share about the resources of the school resource
13 officers.

14 MR. ZAIS: Great.

15 SHERIFF SOLOMON: My name is Alex Solomon. I'm
16 a sheriff in Auglaize County, Ohio. That's up 75, but
17 some of you may not be familiar with where Auglaize
18 County is. Our claim to fame is the -- we're the home
19 of Neal Armstrong. I also represent the Buckeye State
20 Sheriff's Association for the DARE RSO Committee for the
21 State of Ohio, and I'm very much pleased to be here and
22 be a part of this.

23 MR. ZAIS: Thank you.

24 SENATOR CARROLL: My name is Danny Carroll.
25 I'm the state senator for the 2nd District here in

Page 8

1 Kentucky, and I, too, would like to welcome everyone to
2 our state today. We appreciate you giving your time for
3 this. I am retired police officer. I served 24 years
4 in the Paducah Police Department, retired about eight
5 years ago. I have the unfortunate experience of having
6 two school shootings happen in my district. You-all are
7 familiar with the Heath School shooting about 20 years
8 ago. I did not respond to the shooting that day, but my
9 sister-in-law was involved in that shooting, and it's
10 something that, as a family, we've seen her struggle
11 with for 20 years now. And I'm a graduate from Marshall
12 County High School and still have many family members
13 who attend Marshall County. My nephew was one of the
14 first responders from the Marshall County Sheriff's
15 Department that day. And so, these incidents have
16 touched my life, my family's life in many different
17 ways. And I look forward to coming up with solutions --
18 some solutions that we can implement that will help in
19 this area. I know we're not going to totally solve this
20 problem, but I have no doubt we can make inroads and
21 make a difference. Thank you.

22 DIRECTOR LANGLEY: Yeah. Good afternoon. My
23 name is Bryan Langley. I'm the director of Homeland
24 Security for the State of Indiana. Thanks again for
25 your generous invitation, for the hospitality of the

Page 9

1 Commonwealth. We have a great relationship with
2 Kentucky on many fronts, from homeland security to
3 emergency management, and we continue that moving
4 forward. I worked for President Bush for about ten
5 years, both in the Defense Intelligence Agency,
6 Department of Justice, Department of Education, and the
7 State Department. And now I'm working for Cummins,
8 doing and logistics and security for that great company.
9 So it's great to be here. Thank you.

10 MR. ZAIS: Okay.

11 COMMISSIONER SANDERS: Good afternoon, Rick
12 Sanders, Commissioner of the Kentucky State Police. I
13 have been commissioner for the last two-and-a-half
14 years, but have 40 years of law enforcement. Retired as
15 an Assistant Administrator for the Drug Enforcement
16 Administration in D.C., and unfortunately, I also
17 responded to our high school shooting recently, and I'm
18 honored to be here. Thank you.

19 CHAIRMAN SEYMOUR: Milton Seymour, Chairman of
20 the Board of Education, Kentucky Board of Education. And
21 looking at all these police officers here in background,
22 and I didn't know -- for a minute here, I said, "Well,
23 maybe somebody is not a police officer here." But I
24 served in the military as an MP, so in Vietnam, so...

25 UNIDENTIFIED SPEAKER: One of us.

1 CHAIRMAN SEYMOUR: Yeah. But anyway, I'm here
2 as a member of the Board of Education, Kentucky Board of
3 Education as the chairman. And came from a little small
4 town in Arkansas, my grandmother was a one room school
5 house teacher, and I'm very thankful to be here today
6 and to talk about safety for our children, and all of
7 the safety, that our concern that -- it used to be that
8 we didn't have to worry about our children going to
9 school, but not only school, but churches and everywhere
10 else, so I think it is very important. Thank you.

11 MR. ZAIS: Thank you.

12 MR. TRAVIS: General Zais, and senators, and
13 all panelists, and everyone here today, thank you very
14 much. Matthew Travis, Department of Homeland Security,
15 and on behalf of Secretary Nielsen, thank you for -- for
16 having us. I told the first group, our department
17 exists solely to work with state and local partners to
18 protect the homeland against all threats and hazards,
19 whether it be natural or manmade. And we have explicit
20 charge to protect those critical infrastructure sectors
21 in our country, and schools are one of those. And so,
22 it is entirely appropriate that we are here. We take a
23 risk reduction perspective to this problem set, and so
24 I'm very interested to hear about best practices, not
25 only in the physical security of our schools, but

Page 11

1 training exercises, best practices, and as I said
2 earlier, I'm here to listen. I will say I'm originally
3 from Terre Haute, so it's great to see some fellow
4 Hoosiers here. Good to see Bryan again. And thank you
5 again for being here.

6 MS. MCCANCE-KATZ: Yes, I'm Ellie McCance-
7 Katz. I'm the Assistant Secretary for Mental health and
8 Substance Abuse. I'm here representing my department
9 today on behalf of Secretary Alex Azar. And my
10 responsibilities with the Substance Abuse and Mental
11 Health Services Administration, we believe that -- that
12 mental health is extremely important to the safety of
13 children and our communities. And so, I believe that
14 the kind of work that my agency undertakes and health
15 and human services undertakes works collaboratively with
16 the law enforcement community. And so, I'm very
17 interested to hear from all of you about your thoughts
18 about those areas.

19 MS. WILLIAMS: Hi, I'm Beth Williams. I'm the
20 Assistant Attorney General for the Office of Legal
21 Policy at the Department of Justice. I'm here on behalf
22 of the Attorney General, and the Attorney General cares
23 very much about school safety, and about making schools
24 safer for our children and for the teachers who are
25 there. The Department of Justice's mission is to

1 prevent crime and to fight crime, and so we have, you
2 know, a slightly different perspective than some of the
3 other agencies, because that's -- that's where we come
4 from. But we want to do everything possible to make our
5 schools as secure as possible.

6 MR. ZAIS: Well, thanks everyone for that brief
7 introduction. And I'll kick it off with the first
8 question, and as we watched the first roundtable, we saw
9 that that was a self-sustaining process and didn't
10 require any urging from me. And so, I'll get it
11 started. And D.J., there's many who have suggested that
12 we don't need school resource officers and that we don't
13 need any guns in school. Can you talk about the role of
14 school resource officers and your thoughts on what kind
15 of a contribution they are able to make or not make?

16 SERGEANT SCHOEFF: Yeah, absolutely. Thank
17 you again for allowing us to be here. And what our
18 organization does, what NASRO does is, we promote the
19 training of school resource officers. And what we know
20 in law enforcement is the duties of a school resource
21 officer inside a school is different than the duties of
22 a police officer out on the street in many aspects. And
23 we're very passionate about a careful selection of who
24 that individual would be to be inside the school,
25 because it is about relationship building. It is about

1 making sure that the officer is going in there with the
2 mindset that it's about building the relationships and
3 building -- and bridging a gap between law enforcement
4 and our youth. And that is ever so important today. And
5 with that selection process and making sure that we have
6 the right person in place comes along the need for
7 training. Very specialized training. That's where our
8 organization fits in. We specialize in training SROs
9 and educators across the country on what the school
10 resource officer does, and how we should be conducting
11 business inside a school, and the active relationship
12 building. And, you know, obviously the long side of
13 that, in the prevention and the response to any sort of
14 critical incidents that might happen. We train on what
15 we call our "triad concept." Law enforcement being, of
16 course, an integral part of that, but in all honesty, is
17 behind the scenes work in the most aspect of it. There
18 are, of course, those reactive situations where we must
19 respond and take law enforcement action, but that's our
20 least desired function, quite frankly. The other two
21 pieces of our function and the triad is we have
22 opportunities to be a guest speaker, or an educator or
23 guest speaker would get in the classrooms and present a
24 variety of different law-related educational topics.
25 That in and of itself is an opportunity to build

1 relationship with our kids in a more intimate avenue,
2 rather than in the hallways. And, you know, my school
3 in particular is 5,000 students, so building the
4 relationships in the hallways is a little bit more
5 challenging, but we get into a classroom setting, and we
6 have that opportunity to do that. And we can share all
7 sorts of information, and I often refer to the attitude,
8 behavior, and character of our kids as really being
9 impacted by that -- that outside adult influence of a
10 police officer, bridging the gap between the youth and
11 the law enforcement, and even in that educational
12 setting of being in a classroom. The third part of what
13 we do, and probably what I would argue as to be probably
14 the biggest portion of what we do, is we mentor, or
15 informally counsel, if you will -- nothing taken away
16 from those -- the counselors and social workers, the
17 mental health piece that is ever so important inside our
18 schools, but we have an opportunity, using our own
19 personal experiences and our own training, of being able
20 to share with kids those experiences and help them
21 through challenges that they do face. And the last
22 panel mentioned adverse childhood experiences; we have
23 an adolescent mental health class that we teach through
24 NASRO to help our SROs understand the mental health side
25 of things, understanding the teen brain, the development

Page 15

1 of the teen brain, and working at all facets of that, so
2 that we have the ability on that mentor side of things
3 to really dig deeper into what is going on with the
4 decision-making of one of our students and the
5 challenges that they're facing to help us out. So
6 again, really the foundation is -- is relationships.
7 It's about building those relationships with the youth
8 in our community, which we believe whole heartedly that
9 that spreads out into the families. It spreads out to
10 those parents in the community as a whole, and it is a
11 climate changer in the community when you have an
12 effective SRO in place. Schools and safety and school
13 security, we don't recognize that as a single solution.
14 We recognize it as a multi-faceted, and that's why I
15 think it's so awesome that we're here together to have
16 that conversation and share different experiences for
17 that. But we certainly believe that a school resource
18 officer makes a huge impact in being able to assess the
19 school, the climate, and to build a relationship with
20 our students.

21 MR. ZAIS: Okay.

22 SHERIFF SOLOMON: I'm going to jump in here
23 while I can. I was -- we talked about being personally
24 impacted, earlier this year. There are a lot of things
25 that get reported and get talked about. And as the

Page 16

1 sheriff said earlier, I believe that not publicizing the
2 names of people involved in these threats or actions
3 taken. I support SROs. I'm a DARE guy from way back,
4 but I support the SROs, being on that same committee.
5 Just like D.J. said, you cannot -- you have to have a
6 special person to be a SRO. You have to have a special
7 person be their deputy. They're special. There's
8 beyond what it takes just to be a deputy; there's
9 outside investigations that have to be done on those
10 individuals, because they are in front of the kids, and
11 they are in front of the kids at a young age. So it's
12 not just anybody -- not just any law enforcement,
13 deputy, or police officer that can take that position.
14 It takes a special person. To that end, the Ohio
15 legislators, I have to get this in, per the Buckeye

16 State Sheriff's Association: But it is
17 important, they have passed, just in the last couple of
18 months, House Bill 318, which supplies 12 million. I'm
19 going to go back and ask for 100 million. But it
20 supplies 12 million in funding towards safety equipment
21 and training for schools who wish to apply, with the
22 assistance of law enforcement in the State of Ohio. It
23 also sets guidelines for law enforcement, the SROs in
24 the schools. The reason it sets guidelines is we had a
25 superintendent in one of the counties in Ohio who was

Page 17

1 not happy with the sheriff and the sheriff's SRO,
2 because he felt one of the reasons for this bill was --
3 is this instance.

4 He felt that the sheriff's SRO was not taking
5 the young men or young ladies out properly, and wanted
6 everybody handcuffed and so forth to make an example of
7 that person who -- of that young person who made a
8 mistake in the schools. The sheriff disagreed. You
9 can't get 88 sheriffs to agree on much in the state of
10 Ohio, but we all agreed with this: That we should have
11 some type of bill to support sheriffs who want to put,
12 or -- and chiefs of police who want to put SROs in
13 schools. So now it's laid out in House Bill 318 that
14 you have to be a law enforcement officer to be an SRO in
15 school. It needs to be a special relationship. When
16 you get -- I am personally affected by this also. I had
17 a granddaughter at, I won't name the school, but the
18 incident was taken care of, unfortunately, by the young
19 man, they believe, committing suicide, but he went into
20 the school district where my granddaughter is a part of,
21 and went into the bathroom, carried a long gun in his
22 pants on the bus, into the school. The bathroom was
23 only about 30 or 35 foot from the front entrance door,
24 he walked in there and he was surprised by another
25 student. At the time, they could see on film back, this

Page 18

1 young man out of the bathroom, and could see into the
2 long gun, so they knew that was happening. That young
3 student then went and ran for help. And while they were
4 getting help to the bathroom, that person -- the suspect
5 shot himself in the bathroom. Allegedly shot himself in
6 the bathroom. But they did find, of course, letters and
7 so forth when they search his residence. So when you
8 get a call from your granddaughter's mother asking what
9 she should do, and you tell them listen to the law
10 enforcement, listen to the SROs, listen to the school,
11 trust your school, and it did come out in the end okay,
12 because that sheriff and those SROs responded properly.

13 MR. ZAIS: Okay.

14 SENATOR WISE: I'm going to jump in here also.
15 Sheriff, thank you for your personal story on that. With
16 Kentucky, we have 173 public school districts across the
17 Commonwealth. Only 118 of those have SROs or SLEOs,
18 Special Law Enforcement Officers, or some aspect of
19 that. So we got 55 school districts across Kentucky
20 that do not have an SRO or some type of law enforcement
21 presence in their school system. And after the session,
22 we put \$13 million in additional funding for our safe
23 school at issue program in the Commonwealth. We also
24 will allow for Kentucky State Police with our state
25 troopers --I'm sure the commissioner will speak to

1 this -- to allow them to partner up with the school
2 systems, for those that are lacking those. Some of
3 these findings are in our Eastern Kentucky Appalachia
4 area of Kentucky that do not have the funding for SROs.
5 Now, West Kentucky -- and Senator Carroll can probably
6 join on this -- has probably the highest percentage of
7 our SROs across the Western Kentucky portion of the
8 state. But it is so key that we have that. And what
9 we're also finding is most of those are in the high
10 school level. But when we heard from our SROs at our
11 last school working group committee meeting, they need
12 to be in the elementary schools. Because it's the
13 relationship building with those young children at the
14 elementary school level, that they then can go and talk
15 and develop that personal relationship with that SRO.
16 And that's the key. Relationships are the key here.
17 Now, it's great that they're in the high schools, don't
18 get me wrong; when we look at where the school shootings
19 have happened, these shootings traditionally have
20 happened, for the most part, at the high school level
21 and middle school. But the elementary school level, if
22 those kids can develop that relationship, and then know
23 to say something, to act on something, to talk, that's
24 the key. And so, with our school working group, I can
25 say, we're very pleased with what we're doing. We've

Page 20

1 only had one meeting so far, it met in June, but with
2 that, it was on school protocols and procedures. We
3 brought in school resource officers to hear their
4 testimonies. We've got a school safety group in
5 Kentucky that's been looking at this issue. I think,
6 going back to central Carroll when we had the Heath
7 shooting, I think that's when that developed out of
8 that. Our next month meeting focuses on mental health.
9 You heard in our last session, the governor mentioned
10 Trigg County. We're going to Trigg County High School.
11 We will be listening to students and teachers talk about
12 that network and that relationship there. We'll travel
13 across the Commonwealth once a month. We've got 18
14 members of our school safety working group; that's made
15 up of ten legislators and eight ex officio members.
16 We've got a former school psychologist from Jefferson
17 County school systems, we've got a teacher, we've got a
18 principal and superintendent, the Department of Criminal
19 Justice training, but the most important one is a
20 student -- that we have a student on that that can give
21 us feedback. Because so many times, as we have today,
22 we meet and we talk as adults, but we don't hear the
23 students' aspect of this. So we're very excited about
24 what we're doing, as we travel across the state and
25 listen. We're not going to take a knee jerk reaction.

Page 21

1 We're going to listen to the people of the Commonwealth
2 as we look to form our legislation going into January.
3 Thank you-all.

4 MR. ZAIS: Okay.

5 COMMISSIONER SANDERS: I'll follow up on what
6 the senator was talking about, and I commend the
7 legislators for allowing our state troopers to work with
8 the schools, during their off duty time, to go in and be
9 a -- an assistant. If the school can't afford an SRO,
10 they can possibly team up with a trooper to go into his
11 or her community to make that school safer. I will tell
12 you, the biggest problem we face out of law enforcement
13 is that of mental health. We -- we deal with -- with a
14 lot of different issues. We're not really doing a good
15 job when it comes to mental health and presenting
16 options to law enforcement besides a jail cell. That's
17 something we need to think about. And I think every
18 time -- every day about what do we do immediately to try
19 to do something to better our safety. And what I did at
20 the state police is, shortly after the high school
21 shooting, I put out an e-mail to all of our troopers and
22 said, "Look, today go into a school, have lunch in the
23 school with the kids, have breakfast in the school with
24 the kids. If you're doing an accident report, pull your
25 cruiser up to the front door of that school and work on

1 your mobile data terminal in front of the school. There
2 needs to be a presence at the school. If a school can't
3 afford an SRO, that might give them that extra security
4 that they need." And I would encourage educators to
5 develop a rapport with law enforcement. Set aside a
6 room where a trooper, or an officer, or a sheriff's
7 deputy can come in and do his report writing, or just
8 walk down the hall. Because I think we need those
9 relationships between law enforcement and our kids.

10 Every day, we hear tragic stories about things
11 that are dividing law enforcement from our community,
12 but we need to develop that relationship where kids feel
13 comfortable talking to a law enforcement officer. And
14 the SROs are good at that. In addition to just
15 providing security, they're there as a listening board
16 for children that might need somebody to talk to. And I
17 know that's been discussed a lot this morning. And one
18 other thing -- one other thing I'll mention, and Ms.
19 Williams you may have already done this, but,
20 fortunately, I had the opportunity with the sheriff to
21 go to D.C. and meet with the President and the attorney
22 general about school safety. One thing I suggested then
23 was: Hold us accountable. There needs to be some sort
24 of repository where, if you have a threat or a concern
25 about a student, that will go into a diffusion center,

1 or to the intel center. But more importantly, intel is
2 only good when it comes back out. So if someone has a
3 kid they're concerned about, they report that to the --
4 to the police, to the state police, or to whomever, but
5 more importantly, there needs to be a report come out of
6 that that action has been taken. We -- we see in
7 Florida where several mistakes were made, and there was
8 information about the shooter, but nothing was done
9 about it. So hold us accountable, but give us the
10 resource -- and this isn't money. It doesn't take
11 money. It just takes accountability. So let's have a
12 data center where that information goes in, and more
13 importantly, we have a deadline on how much time it
14 takes before it actually comes out with an actionable
15 item. So I think, you know, we've heard a lot about
16 SROs. We've heard a lot about physical security. You
17 know, lock the doors. We've talked about that for
18 years, but we still have educators that aren't doing
19 that. But in my opinion, the most important thing is
20 detection and prevention. We got to try to get to these
21 young people that have issues. I really like what I
22 heard earlier about Tennessee's app on the phone that a
23 kid can call if they're having trouble, or they can
24 report somebody else they're concerned about. So these
25 are things -- these are actionable things we can do. It

1 won't take a lot of money.

2 SHERIFF NOEL: General, I would like to add
3 that I also support school resource officers. We
4 utilize them all over Clark County. As a matter of
5 fact, we just added three resource officers, which
6 covers the last three schools that did not have them.
7 But like anything else, that comes with unique funding
8 troubles on how we're going to afford to continue to do
9 that. And also, back filling. As you-all know, we
10 started in a school that didn't have a school resource
11 officer in the past when they were off for a family
12 emergency or training. You have to back fill that
13 position, also. One thing that we did do well, and it's
14 worked well in Park County, is we have a juvenile
15 probation officer now that shares the office with our
16 school resource officer, which they're able to handle a
17 lot of the problems right there, whether it's
18 identifying, you know, a child at risk. And that's been
19 a tremendous help in Clark County also.

20 MR. ZAIS: Does anybody else have experience
21 with juvenile probation officers or juvenile judges?
22 Because two weeks ago, I visited Santa Fe High School in
23 Texas, and I heard the school resource officers talk
24 about the lack of coordination between those agencies
25 and their school resource officers. Can anybody shed

1 more information on that, or have more experience with
2 that?

3 SENATOR CARROLL: We haven't had so much that
4 we -- we did have a -- had a juvenile justice reform
5 bill a few years back, and there has been some fallout
6 from that bill where our school resource officers don't
7 feel that they have the leverage needed to deal with a
8 lot of the issues they deal with on a day-to-day basis,
9 and I think that's something we are going to take a look
10 at once more, as a legislature, to maybe tweak some of
11 those laws in dealing with the juveniles, and it's
12 basically like a three strike rule, and there's just no
13 deterrent factor present at all, and it's really making
14 life difficult and the job difficult for many of our
15 SROs in dealing with these situations within the school.
16 Like anything else, it's just finding a proper balance.

17 CHAIRMAN SEYMOUR: Well, one of the things
18 that -- as we begin to talk about school and school
19 safety, you know, I think each and every child --
20 doesn't matter what state they might be from, they
21 should have an environment -- a learning environment
22 that they don't have to be afraid every day that they go
23 to school. That, you know, we've had so many mass
24 shootings all over the country, and that's a fear, I
25 believe, and behind a lot of young people's mind. I do

1 like the idea what the previous commissioner did when --
2 what happened in Marshall County, that he was able to
3 gather up a lot of counselors and a lot of people to go
4 to Marshall County, you know, after this had happened.
5 And I think that is very important that even now, you're
6 talk about Keith High School, you know, 27 years ago.
7 And there are still scars and wounds. And I think it's
8 very important that, you know, after this that, you
9 know, we might get the shooter, everybody didn't get
10 killed, but there are still people that's going to be
11 scarred perhaps for the rest of their lives. And I think
12 it is very important as a district and as schools that
13 we be willing to respond, and how we respond. And we
14 might not have the people there, but I like the idea
15 that they was borrowing people from other school
16 systems, going in to lend a helping hand. And I think
17 that's very important. And I think it's very important
18 to start at a young age. You have to start at the
19 foundation with those officers at the school and
20 building those relationships up. Even today -- I think
21 it's my second daughter -- she still remembers the
22 officer was in her school, because every night then
23 she'll see him on television, and she'll tell me who
24 that is. And so, I think that's very important that we
25 get that type of relationship, because those are the

Page 27

1 things that -- we need children in the school that can
2 go to you, and talk to you, and say, "Something's wrong
3 with Johnny today. I don't know. You know, something's
4 going on." And that makes a difference, you know. And
5 as a school, in one of the counties they have -- what
6 they have a "friendly bench," they call. And if a child
7 doesn't have anybody to sit down with, he sits at that
8 bench, and someone will come and maybe make friends with
9 him. You know, just little small things like that can
10 make a difference in what we do with our systems. And I
11 think that it is very important, and as I listen to the
12 officers, and what they are talking about, and what's
13 going on in their schools. And, you know, it's a lot of
14 pain. They see these children every day, and some of
15 them they see get off the bus every day. And so that is
16 very important.

17 SENATOR WISE: I think one of the other things
18 -- we did this also with legislation. It also has to be
19 a community buy in. Many times we always look for
20 government to say --

21 CHAIRMAN SEYMOUR: Yeah.

22 SENATOR WISE: -- "All right. Give us the
23 solution." We have now filed 13C's that allow private
24 citizens to get funding for school safety. Some of the
25 schools I mentioned in Kentucky -- I represent a very

Page 28

1 poor rural district in south central Kentucky, but with
2 the 501C3's, if they want to come together as a
3 community, have a fundraiser, and set up money that can
4 go towards an SRO, money goes towards helping with the
5 school facility structures, we can do those type of
6 things, also. Because I think it has to also be
7 community partnerships. And we were talking about our
8 children; parents or grandparents will give to their
9 pocket books when it comes to safety of our children.

10 CHAIRMAN SEYMOUR: Yes.

11 MR. ZAIS: So Senator, that 501C3, is that
12 state wide, or local, or...

13 SENATOR WISE: That was set up state wide.

14 MR. ZAIS: State wide.

15 SENATOR WISE: Yes.

16 MR. ZAIS: Okay.

17 SHERIFF SOLOMON: Okay. So this bill, house
18 bill 318, also allows the schools to ask for a levy. We
19 all know how that goes sometimes, not just in Ohio, but
20 in other states. But again, when we talk about what
21 will it take for a parent or somebody to vote for a levy
22 to put on funding to support SROs in schools. So this
23 set of bills allows the schools themselves to do that,
24 again, with the support of law enforcement. I would
25 like to talk a little bit about ardent teachers. We

1 have some schools in our county who are looking at lock
2 boxes, who have installed lock boxes. I don't know --
3 we support anything, and I'm sure the sheriffs will tell
4 you, other law enforcement people in the room will tell
5 you, we support anything our schools will do. We also
6 have opinions. And I'm not of the opinion, and I'm not
7 sure a lock box would work when time is of the essence
8 to get young people out of the school itself to safety.
9 And we tell them to run first, as part of "run, fight,
10 and hide." And we tell them to run first, to get out.
11 And when I -- I have a little issue with somebody who is
12 trained in a school to go get a gun out of the lock box.
13 What are they leaving that we could get out of that
14 school? What are the students they are leaving to? With
15 all good intentions in mind, they're doing -- they're
16 trying to do the right thing. But what are we leaving?
17 And what happens if that person doesn't get to the
18 shooter? We also are looking at schools who are -- want
19 to train their teachers to carry firearms in those
20 schools. Again, we will support anything that our
21 schools do. And I mean that with all sincerity, but we
22 have law enforcement officers who, once they get on the
23 firing range at training facilities when they want to
24 become an officer, freeze at a silhouette. And now
25 we're asking a teacher to go out -- some teachers, some

1 school administrators I've seen are possibly better
2 shooters -- and I hate to say that -- than a couple of
3 deputies that I have. But really, when you're asking a
4 teacher to go out of their element, and they've got that
5 -- I have to say this, coming from the Buckeye state,
6 home of the out-of-state Buckeye's -- but when you got
7 that two -- that big 250 pound tackle, and all at once
8 he's having a bad day, and he wants to take on 110, 120
9 pound school teacher, or a 170, 180 pound school teacher
10 who can't pull that trigger. And we all know that
11 they're after numbers when they go into a school, in
12 those cases. They're after numbers, and that person has
13 to be stopped. And that's the way we train them. And
14 can that person fire that gun? We've seen that in
15 Florida, depending on which story you hear, out of a law
16 enforcement officer. But I think that you have to
17 support the schools in either way. And also, there was
18 a Commission formed by the Attorney General's office
19 with support of the Governor a couple of years ago to
20 put a Commission together that involved state education,
21 law enforcement, mental health. And a part of that -- a
22 part of what came out of that was to have training and
23 be in front of the kids, not just as one body, not just
24 law enforcement themselves, but to work together --
25 mental health, school education, and law enforcement --

1 to be in front of the schools K through 12. Not just --
2 and we heard earlier in the first session, I heard
3 people talking about having the kids in front of us. And
4 we went all over the state of Ohio at different
5 meetings. And we had kids come in. And they all
6 said -- now again, I'm going to promote DARE a little
7 bit -- but the same with SROs. They all said, "We've
8 seen DARE and the DARE training in the schools in fourth
9 and fifth grade, and then it left us." And my opinion
10 is, we don't teach math to a second or third grader and
11 then -- they get it all through high school. So why in
12 this most important avenue, or thing that we are looking
13 at right now, why are we not doing the same when it
14 comes to school shootings? Active school involvement in
15 this, in school training, for all these kids? In Ohio,
16 at least in our county, and I know the sheriffs and
17 chiefs of police are doing it in another places, along
18 with the state highway patrol assistance; we're in those
19 schools trying to make a difference, trying to walk down
20 the hallways, as somebody said. We have our deputies in
21 front stopping in at lunches. Some of them like to eat
22 anyhow, and they're in -- but they're in front of those
23 kids and taking the time to be in those -- be there with
24 those kids, but also working with mental health, to
25 stand in front of the kids and let them see us -- not

1 just wearing these monkey suits -- but let us see them
2 as a friend. Because they're going to -- they need to
3 see us now, when it's a good experience, rather when
4 they see us later, when it's not so good.

5 MR. ZAIS: Okay. You know, and tell us what
6 you're doing to break down silos in --

7 DIRECTOR Langley: Silos.

8 MR. ZAIS: -- Indiana.

9 DIRECTOR Langley: Yeah. I think the biggest
10 thing for us is making sure we understand who's our
11 audience. Not just heal, obviously, parents, children,
12 but what about teachers? The biggest thing we work in
13 now is cross-functionally leveraging the Department of
14 Education as a partner, our friends of the state police,
15 we've leveraged the National Guard for technology and
16 assets, we've reached out to our fellow partners for
17 resources that you may have, we've talked to our mental
18 health teams. Since 2000, Indiana has had some very
19 good programs. It's not the best. We're not going to
20 be a be all, cure all, but I think that we've had the
21 opportunity to kind of leverage and grow. What do
22 schools need is they need to understand the threat. So
23 how can we give them the tools and the resources to do
24 so? So let's make sure we improve the grant process.
25 It's very difficult for a rural school to get money,

1 especially through the grant process that we've had
2 since 2013, which is a 50/50 match. But then it still
3 can pose a problem, because how can a school do that
4 50/50 match when just they're trying the best to do what
5 they can do with the money they have? So that's why the
6 recommendations that we're putting forth towards the
7 Governor by August 1 will actually holistically assess
8 what can we do to make it easier for them. Even going
9 back to assess, before a teacher steps into a classroom,
10 what can we do to arm them with technology resources and
11 training to deescalate the problem before they see it?
12 See something, say something. DHS has a new campaign
13 that's been pushed out. It's a nice slug sheet. Let's
14 leverage that resource and make sure we educate, and
15 train, and sustain our folks. What about fire and EMS,
16 or emergency management? Why don't we maybe do more to
17 kind of work with you guys from a planning, training,
18 intervention, and prevention? There's a lot of things
19 that are out there that just aren't sustained in that
20 manner, so that's why I think, in our report, what we're
21 trying to do, let's make the first phase of this report
22 tangible, digestible, easy to swollen, low-hanging fruit
23 that says, "Schools should exercise a plan." Number
24 one. Number two, make sure you bring in law
25 enforcement, your state partners, and do an exercise.

1 And then, of course, the augmentations that I report
2 could be some additional bigger ticket items that may
3 require legislation or significant funding. But one
4 thing that I think that I could do better at is
5 leveraging state resources. Mental health -- our mental
6 health teams are very, very good, but we need to get
7 them out there more in our communities. And I think
8 there's ways to do so. We can leverage that
9 information, that technology, by making sure you just
10 get people together in one room and have consistent
11 meetings, to what the senator was saying. I think
12 that's a straight no chaser report, from my perspective.

13 CHAIRMAN SEYMOUR: What about auxiliary
14 policemen? A lot of communities have auxiliary
15 policemen. They're not necessarily -- maybe I got the
16 wrong definition, clear me up if I'm wrong. Some
17 officers are, you know, volunteers, and what would be
18 wrong with some of those places that you would allow --
19 that you would allow them to go into some of those
20 schools for a part of their training? You know, maybe
21 do a day a month or something as a -- what would be
22 wrong with that?

23 SHERIFF SOLOMON: I don't think you're far
24 off. We have a couple of schools in the state of Ohio
25 who are using retired sheriffs.

1 CHAIRMAN SEYMOUR: Uh-huh.

2 SHERIFF SOLOMON: And those sheriffs will tell
3 you it's a good gig for them. They're trained. They
4 train every year. They use the mandated Ohio training
5 for firearms. They have to keep updated, they have to
6 be certified law enforcement. There's auxiliary or
7 specials --

8 CHAIRMAN SEYMOUR: Okay.

9 SHERIFF SOLOMON: -- in some cases, depending
10 on what sheriff you are, what you call them. But they
11 also put those type of law enforcement officers in the
12 schools to use them, so I agree with you. I think
13 that's another possibility.

14 SERGEANT SCHOEFF: I think one of the things
15 that we would say to that is, first of all, we think
16 that as a best practice, it's very important for someone
17 to have some level of experience in law enforcement even
18 before they get into the school. And that -- that may,
19 on the general -- on the surface seem as if that's about
20 the law enforcement side of things. But quite honestly,
21 that's also about the educational side of things that I
22 talked about and the mentor side of things that I talked
23 about. An officer that has some experience out on the
24 street retired, I would fully support, and I've seen
25 many Indiana state troopers who have retired, become

1 school resource officers in the state of Indiana, and
2 have done fantastic work. I would caution the idea of
3 someone who hasn't had a lot of experience in law
4 enforcement, because that element of that experience
5 feeds into all three aspects of the triad that I think
6 are very, very important.

7 MR. TRAVIS: Thank you.

8 SENATOR CARROLL: And I think that's what we
9 often miss, is we talk about arming teachers, or even
10 with special deputies, or officers of that nature that
11 really don't have a significant amount of training. As
12 a law enforcement officer, it's not -- it's not just the
13 training. It's -- it's daily. It's going to high risk
14 calls every day. And those are things that just become
15 part of your nature, that you recognize the signs when
16 something's not right. And, so it's not where we look
17 at just arming people. It goes much further than that.
18 Having someone armed in the school, that's -- you're not
19 going to get the full use and the full effect of what's
20 needed there. And it's -- it's that experience that
21 makes the difference in -- in the law enforcement side
22 of it, in personal side of it, being able to build
23 relationships. An officer that's been on the street for
24 several years knows how to build a relationship, knows
25 how to read kids, knows how to read adults. So it's --

1 it's a part of the skill set that, if you're not
2 careful, you're going to miss out on, if you don't put
3 the right people in the schools. And I would also like
4 to add, from lessons learned with Heath; 20 years later,
5 Heath has merged into McCracken County school system, so
6 we have one very large school right now, McCracken
7 County. Where we are right now, we have the special law
8 enforcement officers that Senator Wise spoke about. And
9 these are all certified police officers, either retired
10 or, at some point in their career, they left a
11 department and came and worked as a SLEO. They have
12 jurisdiction only on school property. They operated --
13 and McCracken County has eight SLEO's at this point, and
14 they operated on a budget of about \$350,000. So in the
15 grand scheme of things, that's a small price to pay for
16 that many officers. The county helps them out with
17 vehicles, where they patrol from school to school. So
18 if that's any indication, 20 years later looking at
19 Heath, that's where they are within that school system.
20 There's a lesson to be learned from that.

21 COMMISSIONER SANDERS: And I'll just echo
22 that, Senator. I think the selection process, as D.J.
23 said, is critically important. I know 20 year
24 police officers that they're the last person I would
25 want in a high school or a grade school. You have to

1 select that person that has the right personality and
2 ability to really talk, and communicate, and connect
3 with children. And not everybody can do that. So I
4 think it's important you have a great selection process.
5 And then, to your point, you know, just -- just having
6 auxiliary police officers, you know -- shooting is a
7 perishable skill --

8 MR. TRAVIS: Uh-huh.

9 COMMISSIONER SANDERS: -- and it's something
10 that you have to -- I'm concerned about people that have
11 CCDW permits. They went to the range one day and they
12 haven't shot in the last 20 years, but they still have
13 that permit.

14 MR. TRAVIS: Yeah.

15 COMMISSIONER SANDERS: You know, so we need to
16 keep those people constantly training so that that skill
17 does not diminish, and they can actually do -- and to
18 your point, Senator Carroll, a police officer deals with
19 that on a daily basis. And I've even seen statistics
20 where police officers involved in shootings miss more
21 than they hit, just because of the -- the surroundings.
22 So it's important that we do a great selection, and then
23 make sure we keep up their skill.

24 CHAIRMAN SEYMOUR: Okay. Thank you. I --
25 yeah, you know, a lot of times that --

1 psychologically -- you know, I've been in a gas mask,
2 and I've been before people and riots, and I've been
3 called every name you could be called, spit upon, and
4 everything else. And I know how fast the heart beats
5 when you in that kind of situation. And I've been
6 through some of those things. So I know that you just
7 can't get Johnny off the street today, or tomorrow, and
8 just, you know, put a gun on and a badge on him and tell
9 him that he's a police officer. But I was thinking that
10 a lot of times, that people that are retired that maybe
11 are able to keep up with their training, and their
12 ability that, you know, in some of these places where
13 they have no one, then that that might be something to
14 look at, you know.

15 SENATOR CARROLL: We -- we passed a law this
16 past session that would allow retired police officers to
17 keep their state health insurance should they go back as
18 a SLEO in Kentucky. So that's a way that we thought we
19 could recruit --

20 CHAIRMAN SEYMOUR: Okay.

21 SENATOR CARROLL: -- more retired officers to
22 do that.

23 CHAIRMAN SEYMOUR: Okay.

24 SENATOR CARROLL: Deputy Secretary, there is
25 another topic, if you mind giving me a little bit of

1 latitude, that I haven't heard discussed, and you really
2 don't hear it discussed much anywhere. The sheriff and
3 I were just talking about that. I filed a Bill back
4 during our session, really with no intent of getting the
5 Bill passed, but with the intent of getting some
6 conversation started, and it had to do with the use of
7 less-than-lethal weapons, and allowing those types of
8 weapons in the school. And I get it, I know what,
9 especially law enforcement guys, are thinking. That's
10 about as counter intuitive as it gets. You send someone
11 into a gun fight without a gun. And I get that. But
12 the idea of it was to get a discussion started with
13 technology, and looking towards the future, and the
14 sheriff and I, I think we agree on that, that there --
15 there is bound to be some technologies being developed
16 as we speak today, maybe for military use, whatever the
17 case might be, that we can integrate into our schools,
18 whether it be the physical structure of the school,
19 whether it be some type of less-than-lethal weapon that
20 can be utilized in situations like this, but I don't
21 think that's a conversation that just really needs to be
22 set aside. I'm not -- I have some experience with less-
23 than-lethal weapons and they can be extremely effective
24 in the right situation, so as -- as a federal body, as
25 you-all are listening to this, and you-all have had more

1 access to that type of research at the federal level,
2 maybe that is something in the future to consider with
3 the CPTED concept, Crime Prevention Through
4 environmental design; are those ideas -- are there
5 technologies being developed we you can use in the
6 future to help address this problem?

7 MR. ZAIS: Senator, that's an interesting
8 idea, and it's the first time I've really heard it
9 addressed. I know that the DARP, the Defense Advance
10 Research Project agency, does investigations and
11 research on non-lethal weapons. But I'm unaware of
12 what's available. Do you have any idea, Ms. Williams?

13 MS. WILLIAMS: No, I don't.

14 MR. TRAVIS: I can speak to that, General.

15 MR. ZAIS: Yeah.

16 MR. TRAVIS: So the Department of Homeland
17 Security has science and technology directorate whose,
18 really, purpose is to help bring emerging technologies
19 to emergency responders and state and local partners. So
20 I will take this back and I'll see what work, if any,
21 has been done. And if not, then we're -- my director is
22 part of the team that sets the research agendas, so
23 that's an idea I'll certainly take back to Washington.

24 MS. WILLIAMS: I do have one question with
25 regard to the SROs: Do any people who work with SROs

Page 42

1 feel that there is a difficulty -- any laws that inhibit
2 SRO's discussing, with the rest of law enforcement,
3 someone who they perceive to be a significant threat? Or
4 do the SROs work very well with the law enforcement in
5 the communities?

6 SHERIFF SOLOMON: I think that's a
7 misconception. And I think D.J. will agree. Our SROs
8 are part of our agency. So they are -- and that's -- I
9 understand why there's that misconception out there. But
10 our SROs are -- they are a part of our agencies. They
11 are a certified law enforcement officers. We've stopped
12 threats in our county because of information either from
13 SROs or DARE.

14 MS. WILLIAMS: Uh-huh.

15 SHERIFF SOLOMON: Did we prevent? We don't
16 know. But we stopped the threat because of the
17 information received from DARE or SROs coming back to
18 our agencies, or telling our DARE officer going to local
19 police department and telling them, "Hey, I have this
20 information. We need to run this down. Or can you run
21 this down? I'll work with you." So those -- that
22 misconception is out there, that these SROs are not a
23 part of a law enforcement agency. And that's not true.
24 At least in the state of Ohio.

25 SHERIFF SCHOEFF: And there are a collection

1 of different styles of SROs that are out there, quite
2 frankly. Even within the state of Indiana there's a few
3 different dynamics of that. Some of those -- and most
4 of those, and what we would recommend to be true, as far
5 as a full time law enforcement officer working with the
6 local agency that's assigned to that school. And, in
7 fact, there is a federal definition for that, and we've
8 also defined in Indiana legislation, as to what the
9 school resource officer is. We've also defined in
10 Indiana legislation that there's a requirement for
11 training of this school resource officer, which comes
12 into it. The other element of SROs, there are some that
13 are doing some part-time things to where they're pulling
14 in from different agencies on a period of time, and
15 quite honestly, it doesn't establish the same
16 continuity. It doesn't establish the same opportunity
17 for relationship building when you have a different
18 officer now. It does most definitely, as the
19 Commissioner said, it gives a presence, and it gives an
20 opportunity for -- for others to build those
21 relationships, it doesn't do quite the same as that
22 does. And if I could also add, one of the things that
23 Indiana does and I thought Director Langley was going
24 with this, but I will tell you that Indiana Department
25 of Education has what I consider to be one of the

1 greatest programs in school safety, it is called,
2 Indiana School Safety Specialist Academy. And it was
3 initially established and legislation defines that there
4 has to be one per school district. Department of
5 Education puts on training on an annual basis where
6 educators come in and train with school resource
7 officers collaboratively, and then every year you're
8 required to attend a two day training to maintain that
9 certification or that -- that classification. And it is
10 by far what we found to be the greatest way to make sure
11 that we're training together in this, so that we're not
12 have an educational side of the training, and a law
13 enforcement side of the training, and we're coming
14 together, and we've got a single focus and a single
15 picture of what it looks like. My personal experience
16 with that is I first came into the school resource
17 officer realm trying to encourage safety measures such
18 as locked doors and so forth; you started getting a
19 little bit of push back from some educators that had not
20 been trained in any sort of school safety. Attending
21 that School Safety Specialist Academy -- and quite
22 honestly, I was able to kind of sit back and watch the
23 educator work at that point, because she really took it
24 under her wing as school safety, and it's really a
25 fantastic program.

Page 45

1 MR. ZAIS: I've seen different models on SROs.
2 For example, Broward County, where Parkland is, consists
3 of seven separate municipalities, each of which provides
4 SROs from that municipality police force. And according
5 to what I heard from the folks in Parkland, they don't
6 coordinate with each other very well. In contrast,
7 Miami-Dade County, which is also a very big county, they
8 have their own special police force that's the school
9 police force for Miami-Dade County. So a lot of
10 different models for doing this, not sure what is the
11 best model. And I'll be looking forward to receiving
12 some input from your organization, D.J., about what you
13 think are the most effective models for -- for this.

14 MS. MCCANCE-KATZ: Can I -- can I ask a
15 question? I'm wondering about, if -- if an SRO finds a
16 child that's in distress, you think there may be, for
17 example, a mental health problem, how do you communicate
18 with other schools officials, with the school nurse,
19 with the mental health system? Is that a problem?

20 SHERIFF SCHOEFF: It is not.

21 MS. MCCANCE-KATZ: Okay.

22 SHERIFF SCHOEFF: Now, there may be -- I
23 should say there may be circumstance where it is. My
24 experiences with that is that, as a school resource
25 officer develops an extension of the administration

1 inside a school, that that collaboration with the mental
2 health professionals in the school, the -- even the
3 nurses or, you know, the school counselors, just all
4 aspects of the school, you're so intertwined, and you
5 have relationships with all entities within that school,
6 you have the opportunity to share information back and
7 help out. You know, in many agencies, and part of what
8 the sheriff had talked about, the fact that there are
9 officers are in the schools, even our road officers
10 responding to a domestic violence circumstance in an
11 evening, but one of our students is in the -- in the
12 house at the time the domestic violence incident. We
13 know, from a mental health standpoint, that that
14 student's not going to do well the next day at school.
15 So it's beneficial for our agency to report back to the
16 school resource officer, it gives us an opportunity to
17 report to mental health, "This individual was involved
18 with this last night, observed a domestic violence
19 situation between his parents, let's get with him first
20 thing in the morning so that we can kind of get him
21 back -- steered back into the educational environment,
22 help him be successful for the day."

23 MS. MCCANCE-KATZ: Thank you.

24 CHAIRMAN SEYMOUR: Question: The schools
25 today, who control the locks? I know we talking about

1 locks, and keys, and classrooms. Have most of our
2 schools got electronic locks where the teacher locks the
3 door, or does she has to manually lock the door?

4 SHERIFF NOEL: In Indiana, a lot of schools
5 are different. They're everything from manual key lock
6 all the way to -- but most now have magnetic swipes.
7 But, for example, our officers may not have the door
8 codes, but they have a swipe card, identification card.
9 In an emergency, they can't disable alarms after hours,
10 for example, if something happens in an afterhours
11 event. But they can swipe in and out, along with all
12 the other agencies and working -- the team work. But
13 D.J. can probably say more, but there's no -- I don't
14 think there's any standard, per se, nationwide, or at
15 least that I'm aware of. It's just working on that
16 partnership to make sure that the officers -- and not
17 just the officers, but fire and EMS also have access.
18 Because you-all know, in those doors, once you shut
19 them, you're not getting in or out.

20 CHAIRMAN SEYMOUR: Okay.

21 SENATOR WISE: Mr. Seymour, I think a lot of
22 it comes down to local control and the district level.
23 Some schools are newer, they've got better technology,
24 they've got surveillance cameras. You've got some
25 schools in parts of Kentucky that are not up to speed. I

1 mean, they're -- they're outdated.

2 CHAIRMAN SEYMOUR: Yeah.

3 SENATOR WISE: And so, it comes down to that
4 school system, that superintendent making sure, and the
5 school board, at that, making sure those schools are
6 safe. That's how we, you know, in Kentucky we're --
7 when it gets to school safety, right now it's a local
8 school board approval for anything related to school
9 safety.

10 CHAIRMAN SEYMOUR: Well, I was getting back to
11 everybody -- the previous session, we were talking
12 about, you know, separate things, locking the doors. And
13 I'm asking the question, you know, whether or not the
14 teacher in the classroom, her door, her class -- has she
15 has the power to lock that door or is that door locked?

16 MR. WISE: I think that's part of the training
17 we've been doing.

18 CHAIRMAN SEYMOUR: Okay.

19 MR. WISE: And once again, it gets back to
20 that school building.

21 CHAIRMAN SEYMOUR: Okay.

22 MR. WISE: You know, some have been told to
23 put the blinds down, the windows, and do things like
24 that, and some have been taught to cover the door with a
25 desk. There's so many things that schools are doing

1 right now, that gets back to Kentucky State Police
2 training that's being offered, and what we're looking to
3 do.

4 CHAIRMAN SEYMOUR: Thank you.

5 MR. ZAIS: We have about two or three minutes
6 to wrap up, and I would offer anyone for final comments
7 before I wrap it up.

8 MR. DUNCAN: Just to echo what has been said
9 by the previous panel, I think is a common thread of
10 this panel as well. The partnerships that we have in
11 law enforcement with, not only federal, state, and local
12 agencies, but the partnerships that we have with our
13 community leaders, our community partners, certainly our
14 school groups and educators, are tremendously important.
15 I think Commissioner Sanders spoke of -- can speak about
16 this, others on the previous panel did, about just the
17 relationships that were developed prior to the incident
18 in Marshall County, and how those relationships and the
19 performing of those relationships led to what was a very
20 tragic outcome, but ultimately, I think could have been
21 a lot worse. And more tragedy was avoided just because
22 of those relationships. Certainly, I think the
23 Department of Justice has a role to play in this, as Ms.
24 Williams said at the beginning. Our role is primarily
25 on the enforcement side, you know, preventing,

Page 50

1 deterring, and ultimately prosecuting crime. But I do
2 think that we have a voice in this, and we certainly
3 appreciate you, Mr. Deputy Secretary, asking us to be a
4 part of this -- this conversation today.

5 MR. ZAIS: Well, I'm grateful that everyone
6 came today, and participated, and provided your valuable
7 insights, and shared your important experiences. I
8 think one of the takeaways from today's session is that
9 this is a complicated problem and there are no single
10 solutions, and that measures need to be taken to both
11 prevent incidents of school violence and then, when they
12 occur, how to protect the victims and to mitigate the
13 effects of school violence. And then, in the aftermath,
14 how to respond and recover. And so, it's a complicated
15 business. Sadly, there's something in our culture
16 that's producing it today. School shootings are far
17 more common than they used to be. And so, something has
18 changed, and we need to talk about that, and how our
19 society is going to respond, how our schools are going
20 to respond, and how we break down the silos in
21 government so that we're all working together to solve
22 this problem. And it includes not only the law
23 enforcement, but the justice system, our educators, our
24 mental health system. All of us need to come together
25 across the country. But thank you again for being here

Page 51

1 and for sharing your expertise.

2 (ROUNDTABLE DISCUSSION 2 CONCLUDED.)

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Page 52

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2 COMMONWEALTH OF KENTUCKY AT LARGE

3

4 I do hereby certify that the witness in the foregoing
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8 and nothing but the truth; and that the said matter was
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[04/06/2022 - assistant]

Page 1

0	501c3 28:11 501c3's 28:2 55 18:19	adjunct 6:19 administration 9:16 11:11 45:25 administrator 9:15 administrators 30:1 adolescent 14:23 adult 14:9 adults 20:22 36:25 advance 41:9 adverse 14:22 advertising 5:4 affairs 6:21 afford 21:9 22:3 24:8 afraid 25:22 afterhours 47:10 aftermath 50:13 afternoon 5:23 6:23 8:22 9:11 age 16:11 26:18 agencies 4:16 5:17 5:18 12:3 24:24 42:10,18 43:14 46:7 47:12 49:12 agency 9:5 11:14 41:10 42:8,23 43:6 46:15 agendas 41:22 ago 8:5,8 24:22 26:6 30:19 agree 17:9 35:12 40:14 42:7 agreed 17:10 alarms 47:9 alex 4:13 7:15 11:9 allegedly 18:5 allen 2:25 allow 18:24 19:1 27:23 34:18,19 39:16	allowing 12:17 21:7 40:7 allows 28:18,23 amount 36:11 annual 44:5 anybody 16:12 24:20,25 27:7 anyway 10:1 app 23:22 appalachia 19:3 appearances 2:1 apply 16:21 appreciate 6:7 8:2 50:3 appropriate 10:22 approval 48:8 approximately 6:3 april 6:15 ardent 28:25 area 8:19 19:4 areas 11:18 argue 14:13 arkansas 10:4 arm 33:10 armed 36:18 arming 36:9,17 armstrong 7:19 aside 22:5 40:22 asking 18:8 29:25 30:3 48:13 50:3 aspect 13:17 18:18 20:23 aspects 12:22 36:5 46:4 assess 15:18 33:7 33:9 assets 32:16 assigned 43:6 assistance 16:22 31:18 assistant 2:12,14 4:17,20 6:2 7:2 9:15 11:7,20 21:9
04/06/2022 52:24			
07/05/2018 52:25			
1			
1 33:7			
100 16:19			
110 30:8			
118 18:17			
12 16:18,20 31:1			
120 30:8			
13 6:3 18:22			
13c's 27:23			
170 30:9			
173 18:16			
18 20:13			
180 30:9			
1987 6:25			
2			
2 1:9 51:2			
20 8:7,11 37:4,18 37:23 38:12			
2000 32:18			
2013 33:2			
2018 1:24			
24 8:3			
250 30:7			
26 1:24			
27 26:6			
2nd 7:25			
3			
30 17:23			
318 16:18 17:13 28:18			
35 17:23			
350,000 37:14			
4			
40 9:14			
5			
5,000 14:3			
50/50 33:2,4			

[association - children]

Page 2

association 2:4 7:6 7:20 16:16	beats 39:4 becoming 6:1 beginning 49:24 behalf 3:5 10:15 11:9,21	breakfast 21:23 bridging 13:3 14:10 brief 12:6 briefly 5:20 bring 33:24 41:18 broadcasting 5:10 brought 20:3 broward 45:2 bryan 2:20 8:23 11:4	carry 29:19 case 40:17 cases 6:4 30:12 35:9 caution 36:2 ccdw 38:11 cell 21:16 center 22:25 23:1 23:12 central 20:6 28:1 certainly 15:17 41:23 49:13,22 50:2 certificate 52:1 certification 44:9 certified 35:6 37:9 42:11 certify 52:4,12 chair 2:7 chairman 2:17 6:12,13 9:19,19 10:1,3 25:17 27:21 28:10 34:13 35:1,8 38:24 39:20,23 46:24 47:20 48:2,10,18 48:21 49:4	
auxiliary 34:13,14 35:6 38:6	best 4:4 5:8 10:24 11:1 32:19 33:4 35:16 45:11 52:11	beth 2:12 4:17 11:19	buckeye 7:19 16:15 30:5	
available 41:12	betsy 3:6 4:11		buckeye's 30:6	
avenue 14:1 31:12	better 21:19 30:1 34:4 47:23		budget 37:14	
avoided 49:21	beyond 16:8		build 13:25 15:19 36:22,24 43:20	
aware 47:15	big 30:7 45:7		building 12:25 13:2,3,12 14:3	
awesome 15:15	bigger 34:2		15:7 19:13 26:20	
azar 4:13 11:9	biggest 14:14 21:12 32:9,12		43:17 48:20	
b			bus 17:22 27:15	
back 16:3,19 17:25 20:6 23:2 24:9,12 25:5 33:9 39:17 40:3 41:20 41:23 42:17 44:19 44:22 46:6,15,21 46:21 48:10,19 49:1	bill 16:18 17:2,11 17:13 25:5,6 28:17,18 40:3,5		bush 9:4	
background 5:21 9:21	bills 28:23		business 13:11 50:15	
bad 30:8	bit 5:20 14:4 28:25 31:7 39:25 44:19		buy 27:19	
badge 39:8	blinds 48:23		c	
balance 25:16	board 2:17 9:20 9:20 10:2,2 22:15 48:5,8		call 13:15 18:8 23:23 27:6 35:10	
basically 25:12	body 30:23 40:24		called 39:3,3 44:1	
basis 5:13 25:8 38:19 44:5	books 28:9		calls 36:14	
bathroom 17:21 17:22 18:1,4,5,6	borrowing 26:15		cameras 47:24	
	bound 40:15		campaign 33:12	
	box 29:7,12		card 47:8,8	
	boxes 29:2,2		care 17:18	
	brain 14:25 15:1		career 37:10	
	break 32:6 50:20		careful 12:23 37:2	
			cares 11:22	
			carmel 2:5 7:8,8	
			carried 17:21	
			carroll 2:22 7:24 7:24 19:5 20:6 25:3 36:8 38:18 39:15,21,24	

[churches - department]

Page 3

churches 10:9	committee 2:7,23 6:12 7:20 16:4 19:11	conversation 15:16 40:6,21 50:4	cure 32:20
circumstance 45:23 46:10	committing 17:19	coordinate 45:6	d
citizens 27:24	common 49:9 50:17	coordination 24:24	d.c. 9:16 22:21
claim 7:18	commonwealth 6:10 9:1 18:17,23 20:13 21:1 52:2	council 1:3	d.j. 2:3 7:5 12:11 16:5 37:22 42:7 45:12 47:13
clark 2:6 6:24 7:3 24:4,19	communicate 38:2 45:17	counsel 14:15 52:13	dade 45:7,9
class 14:23 48:14	communities 3:23 11:13 34:7,14 42:5	counselors 14:16 26:3 46:3	daily 36:13 38:19
classes 6:20	community 11:16 15:8,10,11 21:11 22:11 27:19 28:3 28:7 49:13,13	counter 40:10	danny 2:22 7:24
classification 44:9	company 9:8	counties 16:25 27:5	dare 7:20 16:3 31:6,8,8 42:13,17 42:18
classroom 14:5,12 33:9 48:14	complicated 50:9 50:14	country 3:21 4:4,8 5:18 10:21 13:9 25:24 50:25	darp 41:9
classrooms 13:23 47:1	comprised 4:11	county 2:6,25 3:20 6:24 7:3,16,18 8:12,13,14 20:10 20:10,17 24:4,14 24:19 26:2,4 29:1 31:16 37:5,7,13 37:16 42:12 45:2 45:7,7,9 49:18	data 22:1 23:12
clear 34:16	concept 13:15 41:3	couple 16:17 30:2 30:19 34:24	date 1:24 52:5
climate 15:11,19	concern 10:7 22:24	course 13:16,18 18:6 34:1	daughter 26:21
codes 47:8	concerned 23:3,24 38:10	court 52:23	day 3:5,20 8:8,15 21:18 22:10 25:8 25:8,22 27:14,15 30:8 34:21 36:14 38:11 44:8 46:14 46:22
collaboration 46:1	concluded 51:2	cover 48:24	deadline 23:13
collaboratively 11:15 44:7	conducting 13:10	covers 24:6	deal 3:16 21:13 25:7,8
collection 42:25	connect 38:2	cpted 41:3	dealing 25:11,15
come 3:16 12:3 18:11 22:7 23:5 27:8 28:2 31:5 44:6 50:24	consider 41:2 43:25	crime 6:4 12:1,1 41:3 50:1	deals 38:18
comes 13:6 21:15 23:2,14 24:7 28:9 31:14 43:11 47:22 48:3	consistent 34:10	criminal 20:18	decision 15:4
comfortable 22:13	consists 45:2	critical 10:20 13:14	deeper 15:3
coming 6:10 8:17 30:5 42:17 44:13	constantly 38:16	critically 37:23	deescalate 33:11
commander 7:2	constitutes 52:10	cross 32:13	defense 9:5 41:9
commend 21:6	continue 9:3 24:8	cruiser 21:25	defined 43:8,9
comments 49:6	continuity 43:16	culture 3:17 50:15	defines 44:3
commission 1:1 3:9,25 4:9,10 30:18,20 52:24	contrast 45:6	cummins 9:7	definitely 43:18
commissioned 4:1	contribution 12:15		definition 34:16 43:7
commissioner 2:18 9:11,12,13 18:25 21:5 26:1 37:21 38:9,15 43:19 49:15	control 46:25 47:22		department 2:12 2:13,14,16,21 4:17,19,22 7:8 8:4 8:15 9:6,6,7 10:14 10:16 11:8,21,25 20:18 32:13 37:11 41:16 42:19 43:24 44:4 49:23

[departments - exciting]

Page 4

departments 4:1	43:23	easy 33:22	employee 52:12
depending 30:15 35:9	directorate 41:17	eat 31:21	ems 33:15 47:17
deputies 30:3 31:20 36:10	disable 47:9	echo 5:6 37:21 49:8	encourage 22:4 44:17
deputy 2:13 3:7 4:23 6:9 7:10 16:7 16:8,13 22:7 39:24 50:3	disagreed 17:8	educate 33:14	ended 6:14
design 41:4	discussed 22:17 40:1,2	education 2:8,13 2:17,23 3:6,8 4:11 5:17 6:12 9:6,20 9:20 10:2,3 30:20	enforcement 5:18 9:14,15 11:16 12:20 13:3,15,19 14:11 16:12,22,23 17:14 18:10,18,20 21:12,16 22:5,9
desired 13:20	discussing 42:2	educational 13:24 14:11 35:21 44:12 46:21	22:11,13 28:24 29:4,22 30:16,21 30:24,25 33:25
desk 48:25	discussion 1:9 3:5 6:5 40:12 51:2	educator 13:22 44:23	35:6,11,17,20 36:4,12,21 37:8 40:9 42:2,4,11,23 43:5 44:13 49:11 49:25 50:23
detection 23:20	district 2:11 5:25 6:2 7:25 8:6 17:20 26:12 28:1 44:4 47:22	educators 3:22 13:9 22:4 23:18 44:6,19 49:14 50:23	ental 11:7
deterrant 25:13	districts 18:16,19	effect 36:19	entering 6:15
deterring 50:1	dividing 22:11	effective 15:12 40:23 45:13	entirely 10:22
devastating 3:15	doing 9:8 19:25	effects 50:13	entities 46:5
develop 19:15,22 22:5,12	20:24 21:14,24 23:18 29:15 31:13 31:17 32:6 43:13 45:10 48:17,25	eight 8:4 20:15 37:13	entrance 17:23
developed 20:7 40:15 41:5 49:17	domestic 46:10,12 46:18	either 30:17 37:9 42:12 52:13	environment 25:21,21 46:21
development 14:25	door 17:23 21:25 47:3,3,7 48:14,15 48:15,24	elected 7:2	environmental 41:4
develops 45:25	doors 23:17 44:18 47:18 48:12	electronic 47:2	equipment 16:20
devos 3:6,12 4:11	doubt 8:20	element 30:4 36:4 43:12	especially 33:1 40:9
dhs 33:12	drug 6:3 9:15	elementary 19:12	essence 29:7
difference 8:21 27:4,10 31:19 36:21	duly 52:7	duties 12:20,21	establish 43:15,16
different 8:16 12:2,21 13:24 15:16 21:14 31:4 43:1,3,14,17 45:1 45:10 47:5	duncan 2:10 5:23 5:24 49:8	duty 21:8	established 44:3
difficult 25:14,14 32:25	dynamics 43:3	elinore 2:14 4:19 4:20	evening 46:11
difficulty 42:1	e	elizabeth 1:25 52:22	event 47:11
diffusion 22:25	e 21:21	ellie 11:6	everybody 17:6 26:9 38:3 48:11
dig 15:3	earlier 11:2 15:24 16:1 23:22 31:2	emergency 9:3 24:12 33:16 41:19 47:9	ex 20:15
digestible 33:22	easier 33:8	emerging 41:18	example 17:6 45:2 45:17 47:7,10
diminish 38:17	eastern 2:11 5:25 6:2 19:3		excited 20:23
direction 52:10			exciting 3:3
directly 52:14			
director 2:20 8:22 8:23 32:7,9 41:21			

[executive - governments]

Page 5

executive 2:20 exercise 33:23,25 exercises 11:1 exists 10:17 experience 8:5 24:20 25:1 32:3 35:17,23 36:3,4 36:20 40:22 44:15 experiences 5:6 14:19,20,22 15:16 45:24 50:7 expertise 51:1 experts 4:4 expires 52:24 explicit 10:19 extension 45:25 extra 22:3 extremely 11:12 40:23	fear 25:24 federal 1:1 3:24 40:24 41:1 43:7 49:11 feedback 20:21 feeds 36:5 feel 22:12 25:7 42:1 fellow 11:3 32:16 felt 17:2,4 field 6:18 fifth 31:9 fight 12:1 29:9 40:11 filed 27:23 40:3 fill 24:12 filling 24:9 film 17:25 final 4:10 49:6 financially 52:14 find 18:6 finding 19:9 25:16 findings 19:3 finds 45:15 fire 6:25,25 30:14 33:15 47:17 firearms 29:19 35:5 firing 29:23 first 3:3,20 5:1 8:14 10:16 12:7,8 29:9,10 31:2 33:21 35:15 41:8 44:16 46:19 52:6 fits 4:7 13:8 florida 3:10 23:7 30:15 focus 44:14 focuses 20:8 folks 5:4 33:15 45:5 follow 21:5 foot 17:23	force 6:17 45:4,8,9 foregoing 52:4 foreign 6:20 form 3:24 5:13 21:2 52:9 formed 3:9 30:18 former 20:16 forth 17:6 18:7 33:6 44:18 fortunately 22:20 forward 6:5 8:17 9:4 45:11 found 44:10 foundation 15:6 26:19 four 4:1 fourth 31:8 frankly 13:20 43:2 freeze 29:24 friend 32:2 friendly 27:6 friends 27:8 32:14 front 16:10,11 17:23 21:25 22:1 30:23 31:1,3,21 31:22,25 fronts 9:2 fruit 33:22 full 36:19,19 43:5 fully 35:24 function 13:20,21 functionally 32:13 funding 16:20 18:22 19:4 24:7 27:24 28:22 34:3 fundraiser 28:3 further 36:17 future 40:13 41:2 41:6	general 2:12 4:12 4:18 10:12 11:20 11:22,22 22:22 24:2 35:19 41:14 general's 30:18 generous 8:25 getting 18:4 40:4 40:5 44:18 47:19 48:10 gig 35:3 give 20:20 22:3 23:9 27:22 28:8 32:23 gives 43:19,19 46:16 giving 8:2 39:25 go 5:8,22 16:19 19:14 21:8,10,22 22:21,25 25:22 26:3 27:2 28:4 29:12,25 30:4,11 34:19 39:17 goes 23:12 28:4,19 36:17 going 8:19 10:8 13:1 15:3,22 16:19 18:14 20:6 20:10,25 21:1,2 24:8 25:9 26:10 26:16 27:4,13 31:6 32:2,19 33:8 36:13,19 37:2 good 4:8 5:23 6:23 8:22 9:11 11:4 21:14 22:14 23:2 29:15 32:3,4,19 34:6 35:3 government 27:20 50:21 governments 1:3 4:3
--	---	---	---

[governor - input]

Page 6

governor 20:9 30:19 33:7	happen 8:6 13:14 happened 19:19 19:20 26:2,4	hi 11:19 hide 29:10 high 3:10,14,20 8:12 9:17 19:9,17	impacted 14:9 15:24
grade 31:9 37:25	happening 18:2	highest 19:6	implement 8:18
grader 31:10	happens 29:17 47:10	highway 31:18	implementation 4:5
graduate 8:11	happy 17:1	hit 38:21	important 5:2
grand 37:15	harlow 1:25 52:22	hold 22:23 23:9	10:10 11:12 13:4
granddaughter 17:17,20	hate 30:2	holistically 33:7	14:17 16:17 20:19
granddaughter's 18:8	haute 11:3	home 7:18 30:6	23:19 26:5,8,12
grandmother 10:4	hazards 10:18	homeland 2:16,21	26:17,17,24 27:11
grandparents 28:8	head 3:16	4:14,22 8:23 9:2	27:16 31:12 35:16
grant 32:24 33:1	headquarters 6:17	10:14,18 41:16	36:6 37:23 38:4
grateful 7:9 50:5	heal 32:11	honestly 35:20	38:22 49:14 50:7
great 7:14 9:1,8,9 11:3 19:17 38:4 38:22	health 2:14,14 4:13,19,21 11:7 11:11,12,14 14:17	43:15 44:22	importantly 23:1
greatest 44:1,10	14:23,24 20:8	honesty 13:16	23:5,13
group 2:9,24 6:13 10:16 19:11,24 20:4,14	21:13,15 30:21,25 31:24 32:18 34:5 34:6 39:17 45:17	honored 6:4 9:18	improve 32:24
groups 49:14	45:19 46:2,13,17 50:24	hoosiers 11:4	incident 3:11
grow 32:21	hear 4:9 5:2,4	hospitality 8:25	17:18 46:12 49:17
guard 32:15	10:24 11:17 20:3	host 6:11	incidents 3:18,22
guest 13:22,23	20:22 22:10 30:15 40:2	hour 4:24	8:15 13:14 50:11
guidelines 16:23 16:24	heard 19:10 20:9 23:15,16,22 24:23 31:2,2 40:1 41:8 45:5	hours 47:9	included 4:10
gun 17:21 18:2 29:12 30:14 39:8 40:11,11	heart 39:4	house 10:5 16:18 17:13 28:17 46:12	includes 50:22
guns 12:13	heartedly 15:8	huge 15:18	indiana 2:5,6,20
guy 16:3	heath 8:7 20:6 37:4,5,19	huh 35:1 38:8 42:14	3:13 6:24 7:1,8 8:24 32:8,18
guys 33:17 40:9	help 8:18 14:20,24 15:5 18:3,4 24:19 41:6,18 46:7,22	human 2:14 4:13 4:19 11:15	35:25 36:1 43:2,8 43:10,23,24 44:2 47:4
h			
half 9:13	helping 26:16 28:4	i	
hall 22:8	helps 37:16	idea 26:1,14 36:2 40:12 41:8,12,23	indication 37:18
hallways 14:2,4 31:20	hereof 52:6	ideas 41:4	indirectly 52:14
hand 26:16	hey 42:19	identification 47:8	individual 12:24
handcuffed 17:6		identify 4:4	46:17
handle 24:16		identifying 5:8 24:18	individuals 16:10
hanging 33:22		immediately 4:2 21:18	influence 14:9
		impact 15:18	informally 14:15
			information 14:7 23:8,12 25:1 34:9 42:12,17,20 46:6
			infrastructure 10:20
			inhibit 42:1
			initially 44:3
			input 45:12

[inroads - listen]

Page 7

inroads 8:20	jeff 4:12	21:23,24 22:9,12	29:22 30:15,21,24
inside 12:21,24	jefferson 20:16	30:23 31:3,5,15	30:25 33:24 35:6
13:11 14:17 46:1	jerk 20:25	31:23,24,25 36:25	35:11,17,20 36:3
insights 50:7	job 21:15 25:14	killed 26:10	36:12,21 37:7
installed 29:2	johnny 27:3 39:7	kind 11:14 12:14	39:15 40:9 42:2,4
instance 17:3	join 19:6	32:21 33:17 39:5	42:11,23 43:5
insurance 39:17	joined 7:1	44:22 46:20	44:12 49:11 50:22
integral 13:16	joint 6:16	kirstjen 4:14	laws 25:11 42:1
integrate 40:17	jr 2:10	knee 20:25	leaders 49:13
intel 23:1,1	judges 24:21	knew 18:2	learned 37:4,20
intelligence 9:5	jump 15:22 18:14	know 3:8 8:19	learning 25:21
intent 40:4,5	june 1:24 20:1	9:22 12:2,19	leaving 29:13,14
intentions 29:15	jurisdiction 37:12	13:12 14:2 19:22	29:16
interested 10:24	justice 2:12 4:17	22:17 23:15,17	led 49:19
11:17 52:13	9:6 11:21 20:19	24:9,18 25:19,23	left 6:25 7:1 31:9
interesting 41:7	25:4 49:23 50:23	26:4,6,8,9 27:3,3	37:10
internet 5:11,12	justice's 11:25	27:4,9,13 28:19	legal 4:18 11:20
5:14	juvenile 24:14,21	29:2 30:10 31:16	legislation 21:2
intertwined 46:4	24:21 25:4	32:5 34:17,20	27:18 34:3 43:8
intervention	juveniles 25:11	37:23 38:5,6,15	43:10 44:3
33:18	k	38:25 39:1,4,6,8	legislators 16:15
intimate 14:1	k 31:1	39:12,14 40:8	20:15 21:7
introduce 4:15	katz 2:14 4:20,20	41:9 42:16 46:3,7	legislature 6:16
5:20	11:6,7 45:14,21	46:13,25 47:18	25:10
introduction 12:7	46:23	48:6,12,13,22	lend 26:16
intuitive 40:10	keep 35:5 38:16	49:25	lesson 37:20
investigations	38:23 39:11,17	knows 36:24,24	lessons 37:4
16:9 41:10	keith 26:6	36:25	lethal 40:7,19,23
invitation 6:7 8:25	kentucky 1:4 2:7	I	41:11
involved 8:9 16:2	2:11,17,18,22	lack 24:24	letters 18:6
30:20 38:20 46:17	3:21 5:25 6:10,13	lacking 19:2	level 4:6 19:10,14
involvement 31:14	6:18,19 8:1 9:2,12	ladies 17:5	19:20,21 35:17
isolated 3:11	9:20 10:2 18:16	laid 17:13	41:1 47:22
issue 4:7 18:23	18:19,24 19:3,4,5	langley 2:20 8:22	leverage 25:7
20:5 29:11	19:7 20:5 27:25	8:23 32:7,9 43:23	32:21 33:14 34:8
issues 5:1 21:14	28:1 39:18 47:25	large 37:6 52:2	leveraged 32:15
23:21 25:8	48:6 49:1 52:2	latitude 40:1	leveraging 32:13
item 23:15	key 19:8,16,16,24	law 5:17 8:9 9:14	34:5
items 34:2	47:5	11:16 12:20 13:3	levy 28:18,21
j	keys 47:1	13:15,19,24 14:11	lexington 1:4 6:18
jail 21:16	kick 12:7	16:12,22,23 17:14	life 8:16,16 25:14
jamey 2:6 6:23	kid 23:3,23	18:9,18,20 21:12	lines 6:6,6
january 3:19 21:2	kids 14:1,8,20	21:16 22:5,9,11	listen 11:2 18:9,10
	16:10,11 19:22	22:13 28:24 29:4	18:10 20:25 21:1

[listen - nice]

Page 8

<p>27:11 listening 1:2 20:11 22:15 40:25 little 5:20 10:3 14:4 27:9 28:25 29:11 31:6 39:25 44:19 live 5:11 lives 26:11 local 4:3,6,6 5:17 10:17 28:12 41:19 42:18 43:6 47:22 48:7 49:11 lock 23:17 29:1,2 29:7,12 47:3,5 48:15 locked 44:18 48:15 locking 48:12 locks 46:25 47:1,2 47:2 logistics 9:8 long 13:12 17:21 18:2 look 6:5 8:17 19:18 21:2,22 25:9 27:19 36:16 39:14 looking 9:21 20:5 29:1,18 31:12 37:18 40:13 45:11 49:2 looks 44:15 lot 5:3 15:24 21:14 22:17 23:15,16 24:1,17 25:8,25 26:3,3 27:13 33:18 34:14 36:3 38:25 39:10 45:9 47:4,21 49:21 low 33:22 lunch 21:22 lunches 31:21</p>	<p>m</p> <p>magnetic 47:6 mail 21:21 maintain 44:8 making 11:23 13:1,5 15:4 25:13 32:10 34:9 48:4,5 man 17:19 18:1 management 9:3 33:16 mandated 35:4 manmade 10:19 manner 33:20 manual 47:5 manually 47:3 marshall 3:20 8:11,13,14 26:2,4 49:18 mask 39:1 mass 25:23 match 33:2,4 math 31:10 matt 4:22 matter 24:4 25:20 52:8 matthew 2:16 10:14 max 2:7 6:11 mccance 2:14 4:20 4:20 11:6,6 45:14 45:21 46:23 mccracken 37:5,6 37:13 mean 29:21 48:1 measures 44:17 50:10 meet 20:22 22:21 meeting 19:11 20:1,8 meetings 31:5 34:11 member 2:8,22,23 10:2</p>	<p>members 8:12 20:14,15 men 17:5 mental 2:14 4:21 11:10,12 14:17,23 14:24 20:8 21:13 21:15 30:21,25 31:24 32:17 34:5 34:5 45:17,19 46:1,13,17 50:24 mention 22:18 mentioned 14:22 20:9 27:25 mentor 14:14 15:2 35:22 merged 37:5 message 5:5 met 20:1 miami 45:7,9 mick 2:13 3:3,7 microphone 5:10 mid 6:15 middle 3:13 19:21 military 9:24 40:16 million 16:18,19 16:20 18:22 milton 2:17 9:19 mind 25:25 29:15 39:25 mindset 13:2 minute 9:22 minutes 49:5 misconception 42:7,9,22 mission 11:25 mistake 17:8 mistakes 23:7 mitigate 50:12 mobile 22:1 model 45:11 models 45:1,10,13 money 5:4 23:10 23:11 24:1 28:3,4</p>	<p>32:25 33:5 monkey 32:1 month 20:8,13 34:21 months 16:18 morning 22:17 46:20 mother 18:8 moving 9:3 mp 9:24 multi 15:14 municipalities 45:3 municipality 45:4</p> <hr/> <p>n</p> <p>name 3:6 5:24 7:15,24 8:23 17:17 39:3 names 16:2 nasro 12:18 14:24 nation's 3:15 national 2:4 4:23 7:6 32:15 nationwide 47:14 natural 10:19 nature 36:10,15 neal 7:19 necessarily 34:15 need 12:12,13 13:6 19:11 21:17 22:4,8,12,16 27:1 32:2,22,22 34:6 38:15 42:20 50:10 50:18,24 needed 25:7 36:20 needs 4:9 17:15 22:2,23 23:5 40:21 nephew 8:13 network 20:12 new 33:12 newer 47:23 nice 33:13</p>
---	--	---	---

[nielsen - police]

Page 9

nielsen 4:14 10:15 night 26:22 46:18 noblesville 3:13 noel 2:6 6:23,24 24:2 47:4 non 41:11 notary 52:23 noted 3:12 number 33:23,24 numbers 30:11,12 nurse 45:18 nurses 46:3	officials 45:18 officio 20:15 ohio 2:25 7:16,21 16:14,22,25 17:10 28:19 31:4,15 34:24 35:4 42:24 okay 7:4 9:10 15:21 18:11,13 21:4 28:16,17 32:5 35:8 38:24 39:20,23 45:21 47:20 48:18,21 once 5:5 20:13 25:10 29:22 30:7 47:18 48:19 online 5:16 operated 37:12,14 opinion 23:19 29:6 31:9 opinions 29:6 opportunities 13:22 opportunity 7:10 7:11 13:25 14:6 14:18 22:20 32:21 43:16,20 46:6,16 options 21:16 organization 12:18 13:8 45:12 originally 11:2 outcome 49:20 outdated 48:1 outside 14:9 16:9 overseeing 7:8	parent 28:21 parents 3:21 15:10 28:8 32:11 46:19 park 24:14 parkland 3:10,25 45:2,5 part 6:4 7:22 13:16 14:12 17:20 19:20 29:9 30:21 30:22 34:20 36:15 37:1 41:22 42:8 42:10,23 43:13 46:7 48:16 50:4 participants 3:4 5:3 participated 50:6 particular 14:3 partner 19:1 32:14 partners 10:17 32:16 33:25 41:19 49:13 partnership 47:16 partnerships 28:7 49:10,12 parts 47:25 passed 16:17 39:15 40:5 passionate 12:23 patrol 31:18 37:17 pay 37:15 people 5:3 16:2 21:1 23:21 26:3 26:10,14,15 29:4 29:8 31:3 34:10 36:17 37:3 38:10 38:16 39:2,10 41:25 people's 25:25 perceive 42:3 percentage 19:6 performing 49:19	period 43:14 perishable 38:7 permit 38:13 permits 38:11 person 13:6 16:6,7 16:14 17:7,7 18:4 29:17 30:12,14 37:24 38:1 personal 14:19 18:15 19:15 36:22 44:15 personality 38:1 personally 15:23 17:16 perspective 10:23 12:2 34:12 phase 33:21 phone 23:22 physical 10:25 23:16 40:18 picture 44:15 piece 14:17 pieces 13:21 place 13:6 15:12 52:6 places 31:17 34:18 39:12 plan 33:23 planning 33:17 play 49:23 played 3:18 pleased 7:21 19:25 pocket 28:9 point 37:10,13 38:5,18 44:23 police 2:19 7:1,2,8 8:3,4 9:12,21,23 12:22 14:10 16:13 17:12 18:24 21:20 23:4,4 31:17 32:14 37:9,24 38:6,18,20 39:9 39:16 42:19 45:4 45:8,9 49:1
officer 2:5 7:9 8:3 9:23 12:21,22 13:1,10 14:10 15:18 16:13 17:14 22:6,13 24:11,15 24:16 26:22 29:24 30:16 35:23 36:12 36:23 38:18 39:9 42:18 43:5,9,11 43:18 44:17 45:25 46:16 officers 2:4 7:7,13 9:21 12:12,14,19 18:18 20:3 24:3,5 24:21,23,25 25:6 26:19 27:12 29:22 34:17 35:11 36:1 36:10 37:8,9,16 37:24 38:6,20 39:16,21 42:11 44:7 46:9,9 47:7 47:16,17	p paducah 8:4 page 52:6 pain 27:14 panel 3:4 4:2,16 6:5,7 14:22 49:9 49:10,16 panelists 10:13 pants 17:22		

[policemen - required]

Page 10

policemen 34:14 34:15	probation 24:15 24:21	purpose 41:18 push 44:19 pushed 33:13 put 6:14 17:11,12 18:22 21:21 28:22 30:20 35:11 37:2 39:8 48:23 puts 44:5 putting 33:6	recorded 52:9 recording 5:11 recover 50:14 recruit 39:19 reduced 52:9 reduction 10:23 refer 14:7 reform 25:4 regard 41:25 related 13:24 48:8 relationship 9:1 12:25 13:11 14:1 15:19 17:15 19:13 19:15,22 20:12 22:12 26:25 36:24 43:17
			q
		qualifications 5:21	
		question 12:8 41:24 45:15 46:24 48:13	
		quite 13:20 35:20 43:1,15,21 44:21	
			r
		ran 18:3	
		range 29:23 38:11	
		rapport 22:5	
		reached 32:16	
		reaction 20:25	
		reactive 13:18	
		read 36:25,25	
		realize 5:4	
		really 14:8 15:3,6 21:14 23:21 25:13 30:3 36:11 38:2	
		prosecuting 6:3 50:1	
		protect 10:18,20 50:12	
		protection 4:24	
		protocols 20:2	
		provided 50:6	
		provides 45:3	
		providing 22:15	
		psychologically 39:1	
		psychologist 20:16	
		public 18:16	
		publicizing 16:1	
		pull 21:24 30:10	
		pulling 43:13	
		record 52:10	

[requirement - senator]

Page 11

requirement	road 46:9 rob 5:19,24 robert 2:10 role 12:13 49:23 49:24 room 10:4 22:6 29:4 34:10 roundtable 1:9 12:8 51:2 roundtables 4:25 rso 7:20 rule 25:12 run 29:9,9,10 42:20,20 rural 28:1 32:25	3:20,20,25 4:6 5:17 6:13 7:7,9,12 8:6,7,12 9:17 10:4 10:9,9 11:23 12:12,13,14,19,20 12:21,24 13:9,11 14:2 15:12,17,19 17:15,17,20,22 18:10,11,16,19,21 18:23 19:1,10,11 19:14,18,20,21,21 19:24 20:2,3,4,10 20:14,16,17 21:9 21:11,20,22,23,23 21:25 22:1,2,2,22 24:3,10,10,16,22 24:23,25 25:6,15 25:18,18,23 26:6 26:15,19,22 27:1 27:5,24 28:5 29:8 29:12,14 30:1,9,9 30:11,25 31:11,14 31:14,15 32:25 33:3 35:18 36:1 36:18 37:5,6,12 37:17,17,19,25,25 40:8,18 43:6,9,11 44:1,2,4,6,16,20 44:21,24 45:8,18 45:24 46:1,2,3,4,5 46:14,16 48:4,5,7 sanders 2:18 9:11 9:12 21:5 37:21 38:9,15 49:15 santa 3:13,14 24:22 saw 12:8 saying 34:11 says 33:23 scarred 26:11 scars 26:7 scenes 13:17 scheme 37:15 schoeff 2:3 7:5,5 12:16 35:14 42:25 45:20,22 school 1:1 2:4,5,8 2:23 3:10,13,14	40:17 45:18 46:9 46:24 47:2,4,23 47:25 48:5,25 50:19 science 41:17 se 47:14 search 18:7 second 2:3 3:4 4:24 26:21 31:10 secretary 2:13,14 3:5,7,11 4:11,13 4:14,21 6:9 7:10 10:15 11:7,9 39:24 50:3 sectors 10:20 secure 12:5 security 2:16,21 4:14,22 8:24 9:2,8 10:14,25 15:13 22:3,15 23:16 41:17 see 11:3,4 17:25 18:1 23:6 26:23 27:14,15 31:25 32:1,3,4 33:11,12 41:20 seen 8:10 30:1,14 31:8 35:24 38:19 45:1 select 38:1 selection 12:23 13:5 37:22 38:4 38:22 self 12:9 senate 2:7,22 6:12 senator 2:7,22 6:9 6:11 7:24,25 18:14 19:5 21:6 25:3 27:17,22 28:11,13,15 34:11 36:8 37:8,22 38:18 39:15,21,24 41:7 47:21 48:3
respond 8:8 13:19 26:13,13 50:14,19 50:20 responded 9:17 18:12 responders 8:14 41:19 responding 46:10 response 13:13 responsibilities 11:10 rest 26:11 42:2 reticent 5:7 retired 8:3,4 9:14 34:25 35:24,25 37:9 39:10,16,21 richard 2:18 rick 9:11 right 5:11 13:6 24:17 27:22 29:16 31:13 36:16 37:3 37:6,7 38:1 40:24 48:7 49:1 riots 39:2 risk 10:23 24:18 36:13	s sadly 3:11 50:15 safe 18:22 48:6 safer 11:24 21:11 safety 1:1 2:8,24 3:25 4:6 6:13 10:6 10:7 11:12,23 15:12 16:20 20:4 20:14 21:19 22:22 25:19 27:24 28:9 29:8 44:1,2,17,20 44:21,24 48:7,9 sanders 2:18 9:11 9:12 21:5 37:21 38:9,15 49:15 santa 3:13,14 24:22 saw 12:8 saying 34:11 says 33:23 scarred 26:11 scars 26:7 scenes 13:17 scheme 37:15 schoeff 2:3 7:5,5 12:16 35:14 42:25 45:20,22 school 1:1 2:4,5,8 2:23 3:10,13,14	24:3,10,10,16,22 24:23,25 25:6,15 25:18,18,23 26:6 26:15,19,22 27:1 27:5,24 28:5 29:8 29:12,14 30:1,9,9 30:11,25 31:11,14 31:14,15 32:25 33:3 35:18 36:1 36:18 37:5,6,12 37:17,17,19,25,25 40:8,18 43:6,9,11 44:1,2,4,6,16,20 44:21,24 45:8,18 45:24 46:1,2,3,4,5 46:14,16 48:4,5,7 48:8,8,20 49:14 50:11,13,16 schools 3:17,23 10:21,25 11:23 12:5 14:18 15:12 16:21,24 17:8,13 19:12,17 21:8 24:6 26:12 27:13 27:25 28:18,22,23 29:1,5,18,20,21 30:17 31:1,8,19 32:22 33:23 34:20 34:24 35:12 37:3	

[senators - states]

Page 12

senators 10:12	35:2,9,10 40:2,14	size 4:7	speed 47:25
send 40:10	42:6,15,25 45:20	skill 37:1 38:7,16	spend 5:3
separate 45:3	45:22 46:8 47:4	38:23	spit 39:3
48:12	sheriff's 7:20 8:14	skills 52:11	spoke 37:8 49:15
sergeant 2:3 7:5,7	16:16 17:1,4 22:6	sleo 37:11 39:18	spoken 5:6
12:16 35:14	sheriffs 17:9,11	sleo's 37:13	spreads 15:9,9
serve 5:14	29:3 31:16 34:25	sleos 18:17	sro 15:12 16:6
served 6:1 8:3	35:2	slightly 12:2	17:1,4,14 18:20
9:24	shooter 23:8 26:9	slug 33:13	19:15 21:9 22:3
service 6:25,25	29:18	small 10:3 27:9	28:4 45:15
services 2:15 4:13	shooters 30:2	37:15	sro's 42:2
4:19 11:11,15	shooting 3:10 4:1	social 14:16	sros 13:8 14:24
session 1:2 3:3	8:7,8,9 9:17 20:7	society 50:19	16:3,4,23 17:12
5:22 6:14 18:21	21:21 38:6	solely 10:17	18:10,12,17 19:4
20:9 31:2 39:16	shootings 8:6	solomon 2:25 7:15	19:7,10 22:14
40:4 48:11 50:8	19:18,19 25:24	7:15 15:22 28:17	23:16 25:15 28:22
sessions 4:12	31:14 38:20 50:16	34:23 35:2,9 42:6	31:7 41:25,25
set 10:23 22:5	shortly 3:12 21:20	42:15	42:4,7,10,13,17
28:3,13,23 37:1	shot 18:5,5 38:12	solution 15:13	42:22 43:1,12
40:22 52:6	shut 47:18	27:23	45:1,4
sets 16:23,24	side 13:12 14:24	solutions 4:7 8:17	stand 31:25
41:22	15:2 35:20,21,22	8:18 50:10	standard 47:14
setting 14:5,12	36:21,22 44:12,13	solve 8:19 50:21	standpoint 46:13
seven 45:3	49:25	somebody 9:23	start 5:19,22
seymour 2:17 9:19	signature 52:20	22:16 23:24 28:21	26:18,18
9:19 10:1 25:17	significant 34:3	29:11 31:20	started 6:24 12:11
27:21 28:10 34:13	36:11 42:3	something's 27:2	24:10 40:6,12
35:1,8 38:24	signs 36:15	27:3 36:16	44:18
39:20,23 46:24	silhouette 29:24	sort 13:13 22:23	state 1:3 2:18 3:7
47:20,21 48:2,10	silos 32:6,7 50:20	44:20	4:5 5:17 6:11 7:1
48:18,21 49:4	similar 3:22 6:6	sorts 14:7	7:2,19,21,25 8:2
share 7:12 14:6,20	sincerity 29:21	south 28:1	8:24 9:7,12 10:17
15:16 46:6	single 15:13 44:14	speak 5:9 18:25	16:16,22 17:9
shared 50:7	44:14 50:9	40:16 41:14 49:15	18:24,24 19:8
shares 24:15	sink 5:5	speaker 9:25	20:24 21:7,20
sharing 5:7 51:1	sir 5:23 6:8	13:22,23	23:4 25:20 28:12
she'll 26:23,23	sister 8:9	special 16:6,6,7,14	28:13,14 30:5,6
shed 24:25	sit 27:7 44:22	17:15 18:18 36:10	30:20 31:4,18
sheet 33:13	sits 27:7	37:7 45:8	32:14 33:25 34:5
sheriff 2:6,25 6:23	situation 39:5	specialist 44:2,21	34:24 35:25 36:1
6:24 7:3,15,16	40:24 46:19	specialize 13:8	39:17 41:19 42:24
15:22 16:1 17:1,8	situations 13:18	specialized 13:7	43:2 49:1,11
18:12,15 22:20	25:15 40:20	specials 35:7	states 2:10 4:3
24:2 28:17 34:23			5:24 6:1 28:20

[statistics - time]

Page 13

statistics 38:19 steered 46:21 steps 33:9 stopped 30:13 42:11,16 stopping 31:21 stories 22:10 story 18:15 30:15 straight 34:12 street 12:22 35:24 36:23 39:7 strike 25:12 structure 40:18 structures 28:5 struggle 8:10 student 17:25 18:3 20:20,20 22:25 student's 46:14 students 3:19,21 14:3 15:4,20 20:11,23 29:14 46:11 studies 6:20 styles 43:1 submitted 52:25 substance 2:14 4:21 11:8,10 successful 46:22 suggest 5:9 suggested 12:11 22:22 suicide 17:19 suits 32:1 superintendent 16:25 20:18 48:4 supplies 16:18,20 support 16:3,4 17:11 24:3 28:22 28:24 29:3,5,20 30:17,19 35:24 sure 13:1,5 18:25 29:3,7 32:10,24 33:14,24 34:9 38:23 44:10 45:10	47:16 48:4,5 surface 35:19 surprised 17:24 surroundings 38:21 surveillance 47:24 suspect 18:4 sustain 33:15 sustained 33:19 sustaining 12:9 swift 3:24 swipe 47:8,11 swipes 47:6 swollen 33:22 sworn 52:7 system 18:21 37:5 37:19 45:19 48:4 50:23,24 systems 19:2 20:17 26:16 27:10	40:3 46:25 48:11 tangible 33:22 task 6:17 taught 48:24 teach 6:20 14:23 31:10 teacher 10:5 20:17 29:25 30:4,9,9 33:9 47:2 48:14 teachers 11:24 20:11 28:25 29:19 29:25 32:12 36:9 team 21:10 41:22 47:12 teams 32:18 34:6 technologies 40:15 41:5,18 technology 32:15 33:10 34:9 40:13 41:17 47:23 teen 14:25 15:1 television 26:23 tell 18:9 21:11 26:23 29:3,4,9,10 32:5 35:2 39:8 43:24 telling 42:18,19 ten 9:4 20:15 tennessee's 23:22 terminal 22:1 terre 11:3 terrorism 6:17,20 testify 52:7 testimonies 20:4 texas 3:14 24:23 thank 3:6 5:23 6:8 6:9 7:11,23 8:21 9:9,18 10:10,11 10:13,15 11:4 12:16 18:15 21:3 36:7 38:24 46:23 49:4 50:25 thankful 10:5	thanks 8:24 12:6 thing 22:18,18,22 23:19 24:13 29:16 31:12 32:10,12 34:4 46:20 things 14:25 15:2 15:24 22:10 23:25 23:25 25:17 27:1 27:9,17 28:6 33:18 35:14,20,21 35:22 36:14 37:15 39:6 43:13,22 48:12,23,25 think 4:25 10:10 15:15 20:5,7 21:17,17 22:8 23:15 25:9,19 26:5,7,11,16,17 26:20,24 27:11,17 28:6 30:16 32:9 32:20 33:20 34:4 34:7,11,23 35:12 35:14,15 36:5,8 37:22 38:4 40:14 40:21 42:6,7 45:13,16 47:14,21 48:16 49:9,15,20 49:22 50:2,8 thinking 39:9 40:9 third 14:12 31:10 thought 39:18 43:23 thoughts 11:17 12:14 thread 49:9 threat 22:24 32:22 42:3,16 threats 10:18 16:2 42:12 three 24:5,6 25:12 36:5 49:5 ticket 34:2 time 8:2 17:25 21:8,18 23:13
--	---	---	---

[time - wise]

Page 14

			w
29:7 31:23 41:8 43:5,13,14 46:12 52:5	travel 20:12,24 travis 2:16 4:23 10:12,14 36:7 38:8,14 41:14,16	undersecretary 4:23 understand 14:24 32:10,22 42:9	wake 3:9,25 walk 22:8 31:19 walked 17:24 want 12:4 17:11 17:12 28:2 29:18 29:23 37:25
times 20:21 27:19 38:25 39:10	tremendous 24:19 tremendously 49:14	understanding 14:25 undertakes 11:14 11:15	wanted 17:5 wants 30:8 washington 3:8 41:23
title 52:6	triad 13:15,21 36:5	unfortunate 8:5 unfortunately 9:16 17:18	watch 44:22 watched 12:8
today 4:16 5:3,7 8:2 10:5,13 11:9 13:4 20:21 21:22 26:20 27:3 39:7 40:16 46:25 50:4 50:6,16	trigger 20:10,10 trooper 21:10 22:6	unidentified 9:25 unique 24:7 unit 7:9 united 2:10 5:24 6:1	way 16:3 30:13,17 39:18 44:10 47:6 52:13
today's 50:8	troopers 18:25 21:7,21 35:25	university 6:19 updated 35:5 urge 5:7 urging 12:10 use 2:14 5:16 35:4 35:12 36:19 40:6 40:16 41:5	ways 8:17 34:8 we've 8:10 19:25 20:4,13,16,17,17 23:15,16,17 25:23 30:14 31:7 32:15 32:16,17,20 33:1 42:11 43:7,9 44:14 48:17
told 10:16 48:22	trump 3:24 trust 18:11	utilize 24:4 utilized 40:20	weapon 40:19 weapons 40:7,8,23
tomorrow 39:7	truth 52:7,7,8 try 21:18 23:20		41:11
tools 32:23	trying 29:16 31:19 31:19 33:4,21 44:17		wearing 32:1
topic 39:25	turned 5:15		weeks 24:22
topics 13:24	tweak 25:10		welcome 3:4 8:1
totally 8:19	two 3:18 4:24 8:6 9:13 13:20 24:22 30:7 33:24 44:8 49:5		went 17:19,21 18:3 31:4 38:11
touched 8:16	type 17:11 18:20 26:25 28:5 35:11 40:19 41:1		west 3:13 19:5
town 10:4	types 40:7		western 19:7
traditionally 19:19	typewritten 52:9		wide 28:12,13,14
tragedies 3:12			williams 2:12 4:17 11:19,19 22:19
tragedy 49:21			41:12,13,24 42:14
tragic 22:10 49:20			49:24
train 13:14 29:19 30:13 33:15 35:4 44:6			willing 26:13
trained 29:12 35:3 44:20			windows 48:23
training 11:1 12:19 13:7,7,8 14:19 16:21 20:19 24:12 29:23 30:22 31:8,15 33:11,17 34:20 35:4 36:11 36:13 38:16 39:11 43:11 44:5,8,11 44:12,13 48:16 49:2			wing 44:24
transcript 52:5,11			wise 2:7 6:9,11 18:14 27:17,22
transcription 5:13			

[wise - zais]

28:13,15 37:8 47:21 48:3,16,19 48:22 wish 16:21 witness 52:4 wondering 45:15 work 4:2 10:17 11:14 13:17 21:7 21:25 29:7 30:24 32:12 33:17 36:2 41:20,25 42:4,21 44:23 47:12 worked 6:16,16 6:17 9:4 24:14 37:11 workers 14:16 working 2:8,24 6:13 9:7 15:1 19:11,24 20:14 31:24 43:5 47:12 47:15 50:21 works 11:15 worried 3:22 worry 10:8 worse 49:21 wounds 26:7 wow 6:22 wrap 49:6,7 writers 5:15 writing 22:7 wrong 19:18 27:2 34:16,16,18,22	young 16:11 17:5 17:5,7,18 18:1,2 19:13 23:21 25:25 26:18 29:8 youth 13:4 14:10 15:7
	z
	zais 2:13 3:3,7 6:22 7:4,14,23 9:10 10:11,12 12:6 15:21 18:13 21:4 24:20 28:11 28:14,16 32:5,8 41:7,15 45:1 49:5 50:5
	y

yeah 8:22 10:1
12:16 27:21 32:9
38:14,25 41:15
48:2
year 15:24 35:4
37:23 44:7
years 6:3 8:3,5,7
8:11 9:5,14,14
23:18 25:5 26:6
30:19 36:24 37:4
37:18 38:12