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

ROUNDTABLE DISCUSSION 2

DATE: JUNE 26, 2018  
REPORTER: ELIZABETH HARLOW

## 1 APPEARANCES

2  
3 SERGEANT D.J. SCHOEFF, SECOND VICE PRESIDENT OF THE  
4 NATIONAL ASSOCIATION OF SCHOOL RESOURCE OFFICERS,  
5 SCHOOL RESOURCE OFFICER IN CARMEL, INDIANA

6 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 GROUP

10 ROBERT DUNCAN, JR., UNITED STATES ATTORNEY FOR THE  
11 EASTERN DISTRICT OF KENTUCKY

12 BETH WILLIAMS, ASSISTANT ATTORNEY GENERAL, US DEPARTMENT  
OF JUSTICE

13 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

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

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

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

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

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

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

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

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

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

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

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.

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

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

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 swallow, 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 DARPA, 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

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.

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,

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

1 and for sharing your expertise.

2 (ROUNDTABLE DISCUSSION 2 CONCLUDED.)

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1 CERTIFICATE OF REPORTER  
2 COMMONWEALTH OF KENTUCKY AT LARGE

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

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22 ELIZABETH HARLOW,

23 COURT REPORTER / NOTARY

24 COMMISSION EXPIRES ON: 04/06/2022

25 SUBMITTED ON: 07/05/2018

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