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3	DEPARTMENT OF EDUCATION LISTENING SESSION
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6	Tuesday, August 28, 2018
7	2:00 p.m.
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19	Capital Reporting Company
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6	Governor of Alabama	
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15	Director of the Texas School Safety Center	
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17	HAL TAYLOR	
18	Secretary of Alabama Law Enforcement Agency	
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20	ERIC MACKEY	
21	State Superintendent of Education	
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4	President of the University of South Carolina
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6	DEL MARSH
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16	SCOTT BREOR
17	Acting Deputy Assistant Secretary for Infrastructure
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19	Prison Pipeline (Gwinnett SToPP)
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PROCEEDINGS

MR. ZAIS: Thank all of you for attending today. This is a listening session of the Federal Commission on School Safety. My name is Mick Zais and I'm the Deputy Secretary of Education.

2.2

The President formed this commission after the shooting at Marjory Douglas Stoneman High School in Parkland, Florida. Sadly, this was not an isolated incident. And as Secretary DeVos noted, we've suffered too many heartbreaking reminders of the need for our nation to come together to address the underlying issues that create a culture of violence.

Across the country students and their parents and teachers are afraid that similar incidents could occur in their own schools. In March this year one student was killed, another injured in a school-related shooting here at Huffman High School in nearby Birmingham. And even once incident of school violence is too many.

That's why President Trump took swift action instructing the agencies represented here to begin immediately to work with states, local education

agencies, schools and other agencies to expand access to mental health programs and to identify ways to keep our children safe in schools. The commission has been charged to identify best practices and make recommendations for implementation in our schools and communities across the country.

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The variety of schools in our country is enormous, from large research universities to tiny elementary schools, from urban settings to remote rural settings which is why one size will not fit all and why each community and school must develop their own solutions. That's why open listening sessions like this are so important to gather input from around the country and that's why this commission will not be issuing directives or unfunded mandates.

The Commission is comprised of four members, the Attorney General Jeff Sessions; the Secretary of Health and Human Services, Alex Azar; the Secretary of Homeland Security Kirstjen Nielsen; and the Chair of the commission is the Secretary of Education, Betsy DeVos.

I'd like to introduce the representatives from

each of these agencies who are on the panel with me.

The Department of Justice is represented by Jessica

Hart. Jessica is the public liaison of the Office of

Legislative Affairs. The Department of Health and

Human Services is represented by Dr. Elinore McCance
Katz. She is the Assistant Secretary for Mental Health

and Substance Abuse. And the Department of Homeland

Security is represented by Scott Breor who is the

Acting Deputy Assistant Secretary for Infrastructure

Protection.

In March, the commission held an organizational meeting to plan its work. They decided to host a series of formal meetings, field visits and listening sessions around the country. Formal commission meetings held in the White House provide an opportunity for experts around the nation to come to Washington and speak to the commissioners and provide input on identified best practices.

Before our formal commission meetings began,
Secretary DeVos met with survivors, parents, victims
and family members affected by the mass shootings at
Columbine High School, Virginia Tech, Sandy Hook and in

Parkland. In addition, she heard testimony from the experts who wrote the after-action reports in the wake of those shootings. After the formal commission meetings, the next venue for gathering input is field visits where the commission visits schools across the country to observe and learn firsthand about best practices in school safety. So far we've conducted field visits in Maryland, Wisconsin, Arkansas and Nevada.

2.2

The third type of form for soliciting input is the listening sessions like we were hosting here today. Three previous listening sessions have been conducted in Washington, D.C., Kentucky and Wyoming. We're also collecting information from the public and we invite everyone with ideas and suggestions to submit them to the address -- the e-mail address safety@ed.gov. I say that again, safety@ed.gov.

Here's how the day will play out. This part of the listening session will last until about 2:00 o'clock and we'll have a short break and we will recess for 15 minutes and we will follow up with another roundtable discussion lasting about an hour. Then at

1 4:00 o'clock we will start the public input session. We understand that passions in this regard run high and 2 -- but we also expect that folks will respect others 4 and provide an opportunity for them to have an input. We're here to talk about school safety and other -- not 5 other policy matters. And this is an opportunity to provide input on how to keep our children safe.

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Please note that we are live streaming this The video will be posted online for viewing later for those who are so inclined. And the transcript will be prepared based on the recording. we encourage you to, as we say in South Carolina, mash the button that has the little profile of a face on the speaker before you, and when you've concluded talking turn it off.

Thank you again for your interest in and commitment to this important topic and your willingness to contribute. This time I'd like to thank Governor Kay Ivey for her partnership in making this event happen. I think it would be appropriate for some short introductions. So we can go around the table.

And governor as our hostess I think it would

1 be inappropriate for it to start with you. When we finish the introductions we'll go -- after we've gone 2 around the table I'd like to give you an opportunity to 3 speak about some of the measures to ensure school 4 5 safety and improve school safety within the State of Alabama and some of the things that have occurred under 6 7 your watch as governor. 8 And with that I invite you to introduce 9 yourself, Governor? 10 MS. IVEY: I'm Kay Ivey, Governor of Alabama. I just want to say thank you all (off mic). 11 My name is Mac McCutcheon. 12 MR. MCCUTCHEON: I'm speaker of the Alabama House of Representatives. I 13 14 too echo the thoughts of the governor in saying 15 welcome, we're glad you're here. This is an important 16 issue that the State of Alabama has been addressing now 17 for few years and we're glad you-all are here and I'm 18 looking forward to the discussions that come up. Thank 19 you. MR. FISHER: I'm Marshall Fisher, Commissioner 20 21 of Public Safety for the State of Mississippi. We are 2.2 honored to be here, we're honored to be invited.

like everybody else in the United States, are dealing with the same issues that we're going to be discussing here today. And I chair a taskforce there that the Governor -- our Governor Bryant initiated some months ago and we realized early on that we can't reinvent the wheel, the wheel's already been invested, but we learn a lot from working with other states. So we appreciate the opportunity. Thank you.

MS. MARTINEZ-PRATHER: Good afternoon. My name is Kathy Martinez-Prather. And I'm the Director of the Texas School Safety Center at Texas State

University. And I'd also like to thank the commission for your leadership in making school safety a part of the educational agenda for all of our schools across the country as well as to Governor Ivey for hosting us. And look forward to speaking today about the work of the Center and what Texas has been doing in terms of addressing this issue as we've been impacted by a school shooting on May 18th at Santa Fe ISD. Thank you.

MR. TAYLOR: I'm Hal Taylor -- excuse me.

Secretary of Alabama Law Enforcement Agency. Thank you

for being here. Look forward to the discussions today.

I want to thank the governor, Governor Ivey, for

3 putting the SAFE Council together. It has brought a

4 | lot of attention and a lot of light to things that Dr.

5 Mackey and I have gotten to work together on, that some

6 thing were already in place but we just needed some

7 | extra effort and that has happened with this. And I

appreciate her efforts and look forward to the

9 discussion today. Thank you.

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MR. MACKEY: Good afternoon. Eric Mackey,
State Superintendent of Education. And I echo what
Secretary Taylor has already said, as the Governor put
in place here the SAFE Council, which you will hear
more about through the afternoon, has really created -has opened lines of communication and it has created a
great impetus to move forward to make our campuses as
safe as possible. We have 730,000 students on about
1,500 campuses in K-12 and 138 school districts. So we
are in contact with them every day and we also
appreciate that the federal government is paying close
attention to school safety and we thank you for your
time and for joining us in Alabama.

MR. PASTIDES: Good afternoon, everyone. Му name is Harris Pastides. I'm the president of the University of South Carolina, both the main research university in Columbia but I'm also President of the system that comprises four other 4-year or comprehensive colleges, four 2-year community colleges and an online baccalaureate completion university. also happen to serve as the President of the Southeastern Athletic Conference. I'm delighted to be here deep in SEC country. And later would like to share with you some updates about what we're doing to protect our large athletic and entertainment venues as well. I'll close by saying, from my first day in kindergarten until today I have only ever been either a student or an employee at a school or university. So let me thank the commission for this very, very important work. MR. MARSH: I'm Del Marsh, President of Alabama Senate. It's my pleasure to be here today. want to thank Governor Ivey for the work she's already done and the safety in our schools. The legislature of

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Alabama and our governor have been truly committed to safety, doing all we can and we'll talk about some of those things today. And I want to give a special thanks to President Trump putting together this commission, the respective departments for being here to listen.

So important many times we do things as a state that we think are going in the right direction, that we feel very privileged today to share those ideas with you and hear your response to those ideas. Thank you for being here.

MS. HART: Good afternoon, I'm Jessica Hart from the Department of Justice. Firstly, I want to thank all the law enforcement and first responders that are here with us today. Thank you for being here and thank you for everything you do for our country.

I'm here today on behalf of Attorney General Sessions. The safety of our school and our children is a number one priority of the Attorney General and everyone at the Department of Justice. Every community and every school and every child is very different, and that's why as the general said, there's no one-size-

fits-all solution to this problem. And it's so

important for us to have these kind of meetings and

sessions and listen to everyone that's there day-to-day

on the ground protecting our students and so we can

help solve this problem together. I'm eager to hear

from all of you today.

2.2

MS. MCCANCE-KATZ: Yes, Good afternoon. Ellie McCance-Katz. I'm the Assistant Secretary for Mental Health and Substance Use. And I'm here representing Alex Azar who is our Secretary for Health and Human Services. I've had the opportunity to be at a number of these meetings across the country and to hear from people in communities about the issues that they face regarding school safety and about solutions that they're putting in place.

These are all very valuable kinds of meetings.

And I'm looking forward to hearing from all of you
today. I know that this is not only Alabama but also

South Carolina, Texas, Mississippi representing what's
going on in their states, and it is extraordinary
valuable to us.

Being from Health and Human Services we're

interested in the mental health of our students, we're interested in positive environments, we're interested in how we get care and services to children and their families who need them. So I'll be very interested to hear from all of you today about those aspects as well as what you're doing in terms of your school safety officers and how you make your facility safe. So thank you very much for inviting me and I look forward to the discussion today.

MR. BREOR: I'm Scott Breor with the

Department of Homeland Security, and I'm here on behalf
of our Secretary Kirstjen Nielsen. I am the Acting

Deputy Assistant Secretary for the Office of

Infrastructure Protection. What does that mean? That
means that we are the main point into the Department of

Homeland Security that works with the private sector.

So we work with all the sectors, if you think about the

Pulse nightclub, what happened over the weekend at the

Jacksonville Landing in Florida and then of course

going back to Parkland, Santa Fe and other schools.

We work with communities to put out best practices, to put out training active shooter,

suspicious activity to ensure that they can raise the baseline of their security and that they are more safe and secure. So if you think about the gambit that we have to cover, attending these listening sessions and having these listening sessions is very critical because we have to be really surgical when we identify the best practices for a specific sector like K-12. So it's been very informative and I appreciate you all being here today. Thank you.

MR. ZAIS: And I'm Mick Zais, the Deputy U.S. Secretary of Education. Before assuming that position I served as South Carolina's elected state superintendent of education. I spent 10 years as president of a small liberal arts college in South Carolina. And before that I spent 31 years in the Army as a paratrooper and ranger jumping out of planes and blowing things up. But it's an honor to serve in Washington and it's my honor to be here with you today in Alabama. Governor, why don't you take a few minutes and talk about what's going on in Alabama under your watch and what efforts have been taken to this point. And then I would just like to invite a free flowing

discussion from the point on. We have many different perspectives, from mental health to law enforcement, all of whom have something to offer in this regard.

2.2

MS. IVEY: Thank you, Dr. Zais, it's certainly my honor to welcome everybody to this beautiful historic Capital building and I just appreciate we're having this discussion today. And thank you for making Alabama a stop on your fourth listening to. We are proud to have you here. And, you know, I'm just confident that the conversations we're going to have today will be informative, that they will provide the commission with valuable insight as it works to develop national best practices for keeping students safe.

environment is of the utmost importance to my
administration. Collaborative efforts between all
sectors of government, local school districts and
communities will be the key to getting this thing
right. Each school has unique security needs. And
local districts must be given an opportunity to assess
their own security requirements.

And I believe our state should support local

plans by securing and providing best practices and technical support. So that's why on March 6, 2018, I launched my SOS initiative, Smart on Safety Initiative. And just as President Trump's plan to enhance school safety, recognize we must address the full spectrum of school safety issues. My Smart on Safety Initiative, my SOS, was designed to enhance the physical security of schools, identify threats, provide interventions for students who are at risk of harming themselves or others and coordinate training for school emergencies.

A major part of my Smart on Safety Initiative was the establishment of the SAFE Council and that is composed of five state cabinet officers in the areas of education, law enforcement, information technology and mental health. And all five of these people are here today, two of which are on this panel and the others will be able on the second roundtable.

The SAFE Council provided me with 10 recommendations, one of which I want to highlight briefly today and that's the implementation of school safety training and compliance standards. This was

recommendation listed on the report they gave me as number 10 and the SAFE Council member agencies, these five cabinet officers identified some 60 people to be trained as trainers. And these folks trained this summer by the Colorado School Safety Resource Center threat assessment model. And Secretary Taylor was instrumental in getting us in touch with those Colorado folks.

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These trained trainers will now begin this fall to conduct on-site training in each public school district at least twice annually. So rather than having the folks in other schools and the districts come to Montgomery, we are taking Montgomery to the school districts.

These trained trainers will begin teaching and pulling together district teams this fall and training in each public school district will be done at least twice annually. These trainers go to each of the seven districts and form regional school safety training teams. All these trainers are trained in physical security of the building, threat assessment, mental health, active shooter, bullying, cyber bullying and

1 cyber security and awareness. The purpose of all of this is to identify and provide individual 2 interventions for students who are at risk of harming 3 4 themselves or harming others. You can surround any school campus with a wall strong enough to hold Fort 5 6 Knox, but the real danger may not even have been 7 addressed yet. The real danger likely comes from that person inside the school as a student who is having 9 difficulty with mental or societal issues and extremely 10 frustrated and nonadjustive. So there is significant interest that has to be applied in conducting threat 11 12 assessments. So we are -- I am very proud of the SAFE Council, my five officers that put this thing together. 13 14 We're continuing to work. And I have 10 recommendations. The first four require legislative 15 action and more funding but the 6 through 10 ones I 16 17 determine would be -- could be accomplished immediately 18 with administrative action by the governor. And so we 19 have been implementing recommendation 6 through 10. 20 Thank you, Mr. Chairman. 21 MR. ZAIS: Thank you, Governor. Anyone else? President Pastides, you want to talk about what's 22

happening in higher education, particularly in our athletic and entertainment venues which are very vulnerable?

MR. PASTIDES: Yes, I'll -- middle button.

It's like the professor who doesn't know the technology. That would be me. But in many ways my job is more like that of a mayor than a school principal given the diversity of our campus. Classes are held of course sometimes in a locked classroom, sometimes unlocked, sometimes on a field or on the lawn, sometimes in a clinic or in a laboratory.

And so we divide our approach into three areas, prevention, what can we do when there is no active threat. The seconds immediately following the notification of danger and then the longer term response to some ongoing conflict and then create a feedback loop what can we learn from what happened. We did have an ugly episode of murder on campus, it was domestic but still it shook the campus. And not unlike 9/11 for a short while we were all galvanized to do something and learn something.

But let me tell you, university faculty are

not the most quick to want to be engaged. The nature of the academic discipline in a university is about an open university and they don't really want to hear a lot about -- about these threats. So we have created a mandatory orientation relative to an active shooter and other possible harms for the faculty. We also do the same thing for students and administration.

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We also have hired two full-time coordinators. They're called threat assessment investigators who work with the Office of Mental health, the Office of Student Health Services, the International Student Affairs Office, the Office of Student Conduct.

We often believe the threat might come from within rather than from outside. Know where the threats might be. Always respect civil rights. Always respect civil rights in an open society but it would be crazy of us not to begin itemizing if you will and prioritizing that. I also will tell you we're looking at our physical infrastructure.

We're creating for every single room where students gather at the University, we're going -- we're putting this online. If you hear of an active threat

the teacher, the professor and the students will know relative to where they are, Ward Law (ph) 101 for example, what they should do in that room which may be far different than what you do in Ward Law 102 because they're different configurations, different escape routes, different locking mechanisms, and that is something that will be available electronically to all. It's not done yet but we're moving toward that.

And finally, let me say something because

Deputy Secretary Zais asked me to relative to the other

big issue for us when we have football games on

Saturday with 70 to 90,000 people, basketball arenas

filled, we are not yet in universities up to the

standards of professional athletic events, we're going

through a metal detector, a magnetometer is expected.

You're not going to a professional game and not know

that you're doing that.

clear-bag policies were behind. But the SEC is now moving forward to create a standard of expectation that either this year, the fall of this year, some of our universities are implementing it this year, and some are being given till the fall of 2020

that all of our football and men's basketball events will be required to have -- will be expected I should say, to have magnetometers.

2.2

We had a Beyoncé concert last week with about 55,000 people who flooded in from all over the southeast. This was one of her few performances in the southeast. And you can imagine what kind of special and unique circumstances that brings. But let me again say that I don't know where the benchmarking is. This — the report of this commission which will be advisory to us will be extremely important to learn from all of the agencies that have jurisdiction here and to learn more about the best practices. But I do urge that we bridge the gap between K-12 and university so we can all learn from each other. Thank you.

UNIDENTIFIED SPEAKER: (Off mic).

MR. MARSH: If I may. Obviously the governor's SAFE Council recommendations, the 10 she spoke of a moment ago, I could say conservatively at least six of them cost money. And I think that you're going to see anywhere you go these initiatives are costing money.

We in our state do all we can to provide adequate

dollars to education, we continue to do so. But our fear is in solving this issue we pull form another area. On the federal side with this initiative will there be federal dollars available to assist states looking in areas such as this? Any information on that?

MR. ZAIS: Yes, the president was adamant in the last omnibus bill for example in the Education

Department funding for a grant program that is very, very discretionary. Went from \$400 million to \$1.1 billion, so an increase of \$700 million of discretionary grants to schools. I know the Justice Department has a couple of grants, you want to talk about those and programs that are available?

MS. HART: So earlier this year the President signed into law the STOP School Violence Act, and that \$75 million that came to the Justice Department \$50 million went to the Bureau of Justice Assistance and that goes towards training teachers on best practices and developed a threat recording system. And then \$25 million went to our cops department, and that goes to improve or -- I'm sorry, improve emergency reporting

and better training and technology.

2.2

Also, DOJ helps every year hire hundreds of police officers and SROs in schools, and that's a big area that I think a lot of your school districts probably do take advantage of, but if not it's something they definitely should. I think that's been a big theme that we've heard along the road, is how important SROs are in schools. And so this is a good opportunity to get funding for that.

And then that's more on the preventative side.

In the response side we have a grant that's gone to

Parkland and Santa Fe, \$1 million for each after the

funding and then same for Las Vegas. And there's been

some other larger-scale incidences. So there's that

funding additionally.

MR. BREOR: But the Department of Homeland Security, we have the Homeland Security grant program which can be leveraged to (inaudible) utilized for preventive measures. And then recently we had a grant released for casualty care. You know, concern aspect of this and it's sad you know we now have to develop training programs to stop the bleed, if you will, but

that is where we are today. So we are also build and developing training programs along casualty care.

MR. MARSH: To follow up on that, how are you communicating with the states of like the States here, is there a website or somewhere we can go dedicated to school safety matching grants, this type thing. As a legislature we want to make sure money is available to match those grants. So I would ask if there is some direction there.

MS. HART: Yeah, we hear you. My guess is that Justice is communicating with the state's attorneys general. I know Education is communicating with our state school chiefs. But I don't think there is any one website that consolidates all of these. In the education department we also have a recovery grant program. For example, in the aftermath of the shooting in Santa Fe High School, Secretary DeVos immediately provided \$1 million to the district to assist in their recovery efforts and to bring the community together to heal. I believe also our report is going to have -- I think one section of the report is going to have all of our grants listed in there too.

MR. ZAIS: Yes, that will be in the report.

The commission's report we expect will be issued before the end of the year. And we have been tasked by the president to identify, study and report on 27 specific issues related to school safety. And so the various agencies here at the head of the table each have the lead in researching and reporting on these 27 different issues. And you'll see all of that in the report.

MR. MCCUTCHEON: I want to echo the same thoughts as my counterpart in the Senate, President Marsh. When the tragedy happened in Florida, we were in session. And from a legislative perspective many of the members started rushing to the legislative research office trying to create pieces of legislation that may help our school systems and the safety of our systems here in Alabama. And we get involved with gun control, arming teachers, the list went on and on.

We came together with a group of legislators and sat down at a round table and began to discuss our issues working with the governor's office and SAFE Council that they came up with looking at ideas that we had. We went back from 2016 where we had a school

safety taskforce that had put together a very intense report on emergency taskforce and school safety and security, things that could be implemented within the system. But it all came back also to our funding because one thing that you mentioned that I think is something very important, one size does not fit all. As we look at our state here in Alabama and speaking with other speakers across the country, the issue of funding and the issue of so many different needs is not just about SROs, it's about mental health and having counselors to be able to go into these schools. about the location of the schools and the age of the buildings, the campuses and providing security such as something as simple as changing locks on some of these older buildings. These are all issues that come to us.

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The SRO program, I'm former law enforcement, and actually started and trained SROs in our school system in North Alabama. Dealing with SROs, there are many communities in our state that have resources, local funding where they can hire SROs to go into schools. But as we look from a state perspective we realize there's many districts that struggle with the

funding and they do not have the funds to do that.

So I agree with Senator Marsh from a legislative perspective. Anything that we do there is a price tag attached to it and we must address that.

And from the federal side I would hope that that's something that we can work in unison, in cooperation to see happen. I just want to close with this statement.

I think it's so important that we look at the importance of communication from the -- one of the key factors involved with having school resource officers in the school is that you have a law enforcement presence there, but you also have an individual that's walking those hallways that is learning to communicate and talk with those students. And that communication factor is so important. That leads me to this last point, is that something that we need to make sure that we address is that local law enforcement emergency responders, local school officials, the state as a whole needs to be in unison and have great communication as you move forward.

Training is only as good as those that are involved in the result. And law enforcement can sit

within their walls and train all day on response and what they do, but at the end of the day if the principal and the school officials are not involved in it then you've got a gap there that during an emergency situation that can be very bad. So as we look at this I would hope that we move forward. And again, I want to say how important this is to all of our states because at the end of the day it's about keeping our school systems safe for our children. It's a shame that we have to worry about something like this, but that's the day we're in. I don't think it's going to I don't think we'll ever stop the problem. All we can do is mitigate the responses and the tragedy of it. So thank you.

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MR. ZAIS: Thank you, Mr. Speaker.

MR. FISHER: I just like to echo everything the speaker just said. I feel like, I feel like he and I are looking in the mirror. Pretty much everybody is experience the same thing. One thing that we have learned, and I've been in law enforcement for 41 years, and one thing that we've learned, the law enforcement people think different than we used to think. I don't

think the same way I thought even 10 years ago. We've realized we got to cross the aisle to the mental health and treatment professional. We've got to be working with the Department of Education and the superintendents.

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When law enforcement shows up at these scenes it's going to be loud, fast and messy. And then -- and the post shooting we put the yellow tape around and we hold a press conference, a bunch of grim faces.

Unfortunately, in our country it's become as commonplace as a drug bust to have a school shooting.

And there is a lot of yip yap in the media for 48 to 72 hours. And like the speaker said, different advocacy groups, pro and against weapons, the gun rights, those sort of things. But the end of the day we go back and we don't really solve anything.

So one thing we did in Mississippi was get the education folks, the people from mental health and treatment and law enforcement together. And in our taskforce we formed a couple of committees. One of them was to identify what everybody's doing now. And we found out people, a lot of -- everybody's doing

something. Everybody's doing something that comes down to communication, Mr. Speaker. Everybody's doing something which is good. Now what can we do better?

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I thought one of the most important subcommittees we formed was one that involved talking to the teenagers. People in the recovery community have a saying, nothing about us without us. So we got a couple of people. I got a captain from the Highway Patrol sitting behind me here who is a Chief of Communications and a lady that's Chief of Staff of the Mississippi Department of Mental Health. They were on this taskforce and they met with 15 to 16 teenagers, juniors going into their senior year, both genders. And they all said the same thing, you're not talking to Talk to us. We have fire drills, we have this, we us. have the testing, but nobody ever talks about the school shootings.

Now some districts are different than others.

But I know having raised -- my sons are grown now, but raising teenagers I know they think like somebody from Mars and they think we think like somebody from Mars.

But we learned a whole lot from talking to these

teenagers. Part of it was, "We want to go see a counselor about something." And the teacher says, They finally do "What do you want to see him about?" get to see the counselor and most of the counselors at least in our state don't have any mental health expertise. They're counselors for education. their fault, that's the way it works. But it is important. And in every one -- almost every one of these cases where we have school shooting after it's over nobody is surprised at who did it. People say we always knew this would happen, it would be this guy or this person. But nobody says anything, they don't communicate. So we ask them, tell us how to communicate

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better with you. And they told us talk to us, have drills, school shooting drills, talk to us. Don't act like it's a big secret. That was huge for us. I was - I'm a retired federal law enforcement guy and I was in D.C. on 9/11, I was stationed there. And after 9/11 air travel in this country changed overnight.

We have to change the way we do things here.

We have to change our threshold of reporting because as the instance in Florida, there were lot of allegations after that it was reported to law enforcement, it wasn't reported or it wasn't followed up on properly.

And of course being law enforcement officers you know if we run out and scoop somebody up without -- I mean, there is this thing called a constitution we got to go by and we can't just scoop somebody up just because somebody says something. So there's fault on both parts but communication, communication is the biggest thing that we found in Mississippi. Thank you.

MR. ZAIS: And that's one of the things that we hear as we travel around, is the difficulty and the obstacles to integration of mental health law enforcement education officials and juvenile justice.

And typically unless it's driven from the top it won't happen. But it's absolutely essential, as you pointed out.

MS. MARTINEZ-PRATHER: I kind of wanted to share a little bit about the center's work and what we're doing in the State of Texas. But I had the opportunity to speak with Dr. Leigh Wall, the

superintendent of Santa Fe ISD along with the Chief of Police, Walter Braun, and wanted to extend their appreciation and thanks for federal efforts and support in the aftermath of the Santa Fe High School shooting.

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You know, as you're aware and we've talked about today, schools face challenges that have the potential to impede the learning process for our students, and these challenges can range from human caused acts of violence to natural disasters to everyday frequent safety issues that educators The Texas School Safety Center was created confront. in 1999 shortly after the tragic Columbine school shooting. And we're tasked in the Texas education code and the governor's homeland security strategic plan to serve as the central clearing house for the dissemination of safety and security information and training, providing disseminating best practices and providing technical assistance for all K-12 schools and community colleges in Texas.

Some of the areas the center provides training on and develops resources around are on the development of multi-hazard emergency operations plans, exercise

training and drilling, MOU development, internet safety, school safety audit processes, behavioral threat assessment, youth preparedness, grueling prevention as well as specialized training for our school-based law enforcement officers across the state. Texas has approximately 1,025 school districts that serves over 8,600 campuses that serve over 5.1 million students. So we've got major urban all the way to rural.

Just a quick recap on some of the safety requirements that are already in place in Texas.

Districts must adopt a multi-hazard emergency operation that covers all four phases of emergency management.

Districts must conduct employee training in responding to an emergency. Districts must conduct drills and exercises to prepare students and employees for responding to an emergency.

Districts have to conduct an audit of all of their district facilities once every 3 years and they have to establish a safety and security committee to oversee a lot of these efforts. Following the May 18, Santa Fe High School shooting that took the lives of 10

individuals and injured 13, Governor Gregg Abbott took immediate action holding three roundtable discussions.

The first focused on possible improvements to physical security of Texas schools. The second focused on mental health and firearm safety issues. And third was with survivors of mass shootings and community members impacted by gun violence.

On May 30th Governor Abbott issued recommendations to the state in his School on Firearms Safety Action Plan, and it covered a broad spectrum of approaches to school safety, many things that the state is already implementing but enhancing more and bringing more awareness to our school districts in Texas. And since our state legislators have been conducting various committee hearings to look into these recommendations, hearing from various stakeholders across the state to inform policy and funding considerations going into our session which begins in January.

But very quickly, just some of those recommendations that I wanted to highlight or that school should collaborate with local law enforcement to

heighten police presence on school campuses, increasing potentially a number of school marshals in Texas Schools all with this idea that schools need to continue to have options for implementing security personnel but appropriate training is critical when you are integrating that into an educational environment.

Schools should participate in training provided by the center in the standard response protocol which outlines four response actions for a variety of hazards that schools can encounter and also active shooter training for law enforcement officers. School should participate in training provided by the center on the development and implementation of high quality emergency operations plans, something we just kind of focused on which is an emphasis on collaboration with local first respond in the development of those plans and then training with first responders with those plans.

The development of best practices and standards on the design of Texas schools to reduce threats and providing schools with behavioral threat assessment. To develop multidisciplinary threat

assessment teams that's based on the Virginia Threat
Assessment Guidelines. And we've begun to provide
these trainings to our school districts across the
state. And very important, prioritizing the importance
of mental and behavioral health needs of students by
bringing up counselors to focus on those needs,
encouraging school districts to add more counselors at
the campus level and of course appropriating the funds
to fill those gaps and then increasing Mental Health
First Aid training. This is an 8-hour training
provided at no cost to Texas educators through their
local mental authorities.

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By all accounts Santa Fe High School was a district complying with all safety and security measures in the state of Texas, engaged in drilling in collaboration with their local first responders. And they had a very strong safety and security program.

But in talking with Dr. Wall, you know, we all recognize that there needs to be a balance between ensuring that our schools are physically secured from threats, internal and outside, and ensuring the social and emotional wellbeing of our students inside the

school. And this involves parents, this involves community members to prevent an act like this from occurring in the first place. And I just want to emphasize that prevention and early identification of warning signs from students that are in crisis is critical. Threat assessment in schools is a best practice and Texas is encouraging districts to develop threat assessment teams, participate in training, providing more opportunities across the state to access this training and long-term integrating measures to ensure districts are implementing the threat assessment process with fidelity.

And finally, in that same vein, equipping schools with trained behavioral counselors to help with identifying early warning signs and connecting them with the appropriate interventions they need so they can be successful in school. And I want to say that it's critical that our schools know how to effectively respond to an event to reduce as much loss to life as possible, but a large emphasis needs to go into prevention efforts to make sure that we're averting these types of incidents from happening in the first

place. And I think that's something that we can all agree on. And I've been very pleased to see many discussions going in that direction when it comes to safe and secure schools.

MR. ZAIS: Thank you.

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MS. MARTINEZ-PRATHER: Thank you.

MS. IVEY: (Off mic) Thank you. And Secretary Taylor worked with them closely in the training. And so we spent the summer months getting training from the Colorado Resource Center and now those teams have been trained and then will be in the respective districts this fall. Anything you want to add on that, Secretary Taylor?

MR. TAYLOR: Yes, ma'am, one thing. And
Commissioner Fisher, you're right on with
communicating, Dr. Mackey and I have found that out by
the governor putting the SAFE Council together. It's
made us communicate. They had a lot of safety
initiatives and things in place already. They were
doing a lot of things, but we didn't know it and they
didn't know we didn't know it. So what it's done is
push us together. So one thing we've done that hadn't

cost any money, Senator and Mr. Speaker, is communicate in a timely manner. They offer, you had a program where I think they submit to you every June bullying and any type of, what's the word we're looking here for, it's the bullying and any type of instance that happens --

MR. MACKEY: Any -- yeah, we call it school incident report, any incident that's a serious offense.

MR. TAYLOR: That is reported one time a year in a report to them in June. Now we got talking about, you know, what's important, how quick do we need that information. We need it immediately. So now we get it immediately. So that's something we've done that didn't cost any money.

We work with Education. The Education and we have went out trained the school safety coordinators and now they send that information out. If it's bullying, if it's, you know, threat assessment, if it's somebody calling in for a bomb threat, it they -- if it's active shooter, whatever it is that information is pushed directly to us at LEA.

We go through triage, we go through several

people, we look at that. Some people may get that information that doesn't need it or don't have to do anything with it, that's fine. Rather you get it and not need it than not get it at all. So we're pushing that information out, it comes to us. It goes to the fusion center, which is our intelligence gathering center. We have hired, with the governor has graciously enough given us some funding to hire two analyst, and that's what they do, they sit and look at that and then we map everything from social media, checking things and maps things that's going on around that area from -- everything that's going on from the incident, from the bullying, and we have somebody out there immediately.

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Officer presence, the SRO is huge, but officer presence in cars riding around, they are troopers responding, locals responding, sheriffs, CDs (ph), whatever it is responding instantly when they see them they are hopefully that's a deterrent because the bullying and the fights, leave -- once they leave school they go across the street and it keeps going.

So the school sees it for a period of time,

but then they go home and that's when the other part starts. So they threaten or they're going to bring a gun to school tomorrow or something else happens. If we can take that initially from right then, either intervene however it is with a police officer with them, possibly the mental health portion of that and take it deeper then just the onset we may, can hopefully prevent something like that from happening. So that's what we're doing now.

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And we're -- we have created with that information a dashboard through a company -- I don't know if I can say the name of a company, but Essere (ph), and we put this information in there, the information is available to Dr. Mackey, he's seen it. And the principals can see it, and we can give a password for them to see it, know what's going on, know what we're doing, know who is seeing what and what's going on and how we're handling the situation. So we're doing that today. Thank you.

MR. ZAIS: Yeah, it's good to hear about those low-cost no-cost solutions, and we've seen a lot of them around the country.

Superintendent Mackey, tell us a little bit about what from the perspective of state school chief -

MR. MACKEY: Absolutely.

MR. ZAIS: -- you've been able to do or thinking about doing or practices you've seen that seem to be working or effective?

MR. MACKEY: What -- first reiterate, this relationship that we have is probably the strongest deterrent we have going forward because we are communicating better, I think, than these two agencies ever have before and that came from the governor putting together the council and saying we're going to begin to talk to each other about what's happening.

You -- in the next roundtable also you will have Dr. Marilyn Lewis who is our school safety specialist and she can give you some specific details down into the schools of things they're doing in a lot of these training programs. But I will say one thing we've done is we make sure we have a school safety area, we call that Prevention and Support in our state, and they are every day answering calls from local

systems making sure they get immediate answers for the things they have and also making sure that they are communicate -- that we're communicating to them what resources are available.

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So it was mentioned I think this summer, we've applied for three of these DOJ grants. I'm hoping that some of that money comes to Alabama for specific programs within schools. But we're communicating to our folks what's available as best we can.

We are also closely working with mental health, and that's been said several times today. We cannot overemphasize the need for mental health counselors in our schools. We have school-based mental health counseling in more than a dozen schools and we're working to try to take that, to roll that out into every school in the state as quickly as we can. It does cost something, but as we roll it out it's not preventive cost.

We also are making sure that we have these regional safety teams who are doing training in all of our schools and we do -- we do lockdown drills. In addition to fire drills we do drills if there's an

assailant on campus where should everybody go and what should they do. It's been pointed out already today. Many times students are in different classrooms, different parts of the building, different times of day. So we encourage them to do those at different times of year and at different times of the day. So I may know where to go if I'm in my first period class, but that doesn't mean I know where to go if I'm in the fifth period class which might be in a different part of campus.

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So again, as we talk with young people, as the commissioner mentioned, from Mississippi, we talk to them and we hear the things they say. And the things our teachers are telling us. They really tell us where the weak spots are in our security. And if I could say one more thing. We certainly have done some things to secure the perimeter of our schools. This year the legislature and the governor were gracious in allowing us to use some money that was already in the appropriations process but they added in some language to say you can use this on school security. And I've been signing those. I signed about 20 of them last

night.

And they are using them for -- they're using them for cameras, they're using them for communication systems, they're using them for new locks. So they're doing these things to secure the perimeter but there is no question that our greatest threat we feel is that mental health support that we need to offer to our students and families.

MR. ZAIS: Speaking of mental health, Dr

McCance-Katz, can you talk a little bit about

Department of Health and Human Services and some of the things that you can bring to the table?

MS. MCCANCE-KATZ: Sure. Thank you. So the agency that I'm responsible for is the substance -- sorry, let me move this closer. The agency that I'm responsible for is the Substance Abuse and Mental Health Services Administration. And one of the things that we have done is we've established regional technology transfer centers for mental health. These are new programs, we just awarded them a couple of weeks ago. And we're supplementing those programs within the HHS regions, the 10 regions, to provide

relate to childhood mental health needs. We have a focus on implementation. These technology transfer centers will work directly with communities to understand what their needs are and to address them, to help them to address the issues that they face because we know each has its own set of issues. And we also have had increases to our Mental Health First Aid type programs. And those grants will be funded before the end of this fiscal year, before September 30th.

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So we're trying to make available resources that will provide technical assistance and training not only to clinicians but also to teachers, administrators, first responders and others that -- including students and family members. So we're trying to make this kind of an integrated kind of program that will serve the needs of diverse communities.

MR. ZAIS: Thank you. Scott, you want to talk about some of the resources that you could be made available from Homeland Security?

MR. BREOR: Yes. So we established a website after the Pulse nightclub. We hear, you know, any

place to go, where is the information, we can't find it. Now it's called just Hometown Security. And within that that website there's a lot of tools and training there whether it's active shooter, suspicious activity, but also for doing security assessments. And at the end of June we published a K-12 security guide and survey. And for us this was a fundamental change because our security professionals typically a physical security is done by a security professional and it's yes no type answers and you can get into a dialogue what needs to be done.

educator, somebody who does not have security
expertise. So it's set up in a manner where they can
choose an area that is, speaks to the what they believe
is that appropriate level of security that they
currently have. And then it will give them options for
consideration so they can get into that dialogue and
understanding of as they go through the security
checklist to do that risk assessment because we've been
hearing today there is minimal funding, you're going to
be looking for the no-cost low-cost solutions. But at

the end of the day you just might have to fund certain items, so how do you prioritize those items. This quide and survey can help you with that.

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enhancing school safety an operational guide for preventing targeted violence. And that helps a school set up that threat assessment program and set up that plan so you can establish those thresholds of, you know, when do you need to go outside the school, bring in law enforcement. So we've been hearing threat assessment quite frequently today. We totally agree we need to cover the full spectrum. But that guide can also be a great service and it is also found on Hometown Security.

MR. ZAIS: Thank you, Scott. We have a couple of minutes left and in respect for people's times and schedules I'd like an opportunity for -- governor, if you would like to sum up or talk about this opportunity that you've afforded to us?

MR. IVEY: The most refreshing thing about this all together is the enthusiasm and sincere interest that I sense everybody in the room much less

around this table has and all the participants has. 1 2

this is a critical issue. We all are focused on

looking at the big picture and not being exclusive. 3

There is just not a cookie-cutter solution to this. 4

5 But we'll be glad to continue our dialogue in Alabama.

We've got 10 recommendations given to us by the SAFE

7 Council. And we'll continue to work on all 10 of

those. And we'll certainly look forward with the

9 legislature on those several that require funding

10 beyond what we've already been able to do.

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So we thank you all for coming. We appreciate your interest. And Alabama for sure pleasures ourselves to stay in touch with you and to share more information and to receive as well from you-all.

Thank you, Governor. And on behalf MR. ZAIS: of the Commission Chairman, Secretary Betsy DeVos, I would like to thank everyone for coming today, sharing your insights, your perspectives and your ideas on what the way ahead is and how we can work together to advance the safety of our children both in higher education as well as in K-12. Thank everyone very, very much.

(Break)

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MR. ZAIS: -- for the first session. Okay, so the vast majority of you were, which means I can dispense with the 8 minutes of opening remarks that I gave at the first session. And again, I want to remind folks that this is being recorded, it's being livestreamed, the recording will be posted on YouTube and we will make a transcript of this. And so the trascriptor (ph) needs to hear your words and so put that microphone close to your mouth because if you're way back here, it just doesn't work, so lean forward into the mic.

We have a larger panel than you saw the first hour. We have 10 panelists instead of 8 which means that, you know, if each of us could keep our at least prepared remarks, if you have prepared remarks, to about 4 minutes and again I want to emphasize that my role is not to run this like a teacher where you raise your hand and the teacher has to call on you, but I want to just facilitate a discussion where we talk to each other and respond to each other's comments and either contradict or reinforce or amplify what you've

1 heard before. But we have a lot of expertise. You'll hear about what that is as we go around and we'll start 2 off with the obligatory introductions, and so 3 4 Commissioner Beshear, I would ask that you start and we 5 will just go around the table with a couple of minutes 6 about your background, how you've come to this panel, 7 your interest and role in school safety and things of that matter. 9 MS. BESHEAR: I'm Lynn Beshear. 10 MR. ZAIS: You've got to turn on these --11 UNIDENTIFIED SPEAKER: That little --12 MS. BESHEAR: That little -- yeah. 13 MR. ZAIS: The little profile with the voice thing coming out of it. 14 15 MS. BESHEAR: Okay. Thank you. I'm Lynn Beshear, commissioner of the Alabama Department of 16 17 Mental Health. I've been in this role for 13 months

and 18 days. I came from a background of running a

collaborative regional planning process where we were

focused on access to mental health care. The governor

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first job was in an intensive care nursery, and my husband is a pediatrician. So I am totally immersed in the mental health and health issues facing our children and am excited to be a part of this and I'm a part of the Governor SAFE Council, so I look forward to sharing remarks in a few minutes about our school-based mental health services.

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MS. BAHORICH: And I'm Donna Bahorich and I've been serving as a member of the Texas State Board of Education since 2013 and have been the chair of the Texas State Board since 2015. It's been my privilege to serve the 5.4 million students in the state of Texas if you are now back to school and there are 8,000-plus campuses all over Texas as of this week. Our State Board works very closely with the Texas Commissioner of Education Mike Morath, head of Texas Education Agency and his staff. And of course they've been working tirelessly with local and state level experts in education leadership to come up with enhancements to and strong support for state training and plans for stronger school safety. And the governor of Texas, as you heard earlier in the first panel, has held a number

of learning and listening sessions just like the secretary of education is doing and so we believe we've gotten a lot of benefit from those as I'm sure you've seen with your sessions as well. And so I'm very honored to be here today. Thank you.

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MR. PURCELL: Jim Purcell with the Office of Information Technology, state of Alabama. I have been in my role almost exactly to the day the same amount of time as Lynn, so we came in at the same time. background is commercial sector. So I have been in IT for over 25 years and was very honored to be asked to serve by the governor as member of her cabinet and advise her on technology issues and head up the Office of Information Technology. So we are the central IT organization for the executive branch for the state government and our role on the SAFE Council obviously is as more and more of the school safety issues turn to a technology component, how can we make sure that state government is aligned with the needs. You know, we have to either dispense the information, to collect the information or to, you know, trouble-shoot issues around school safety. So again very thoughtful of the

governor to include the technology component in school safety and very honored to be here.

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MS. NEWELL: Good afternoon. My name is

Jennifer Newell, and I am the program manager of the

Oklahoma School Security Institute which is a division

of the Oklahoma Office of Homeland Security. I am here

representing Director Kim Carter. My background is law

enforcement. I served about 21 years as a municipal

police officer and actually retired to take this job.

We were created in response to Sandy Hook. Our job is

to work with common ed schools, technology centers, as

well as private schools. And I will say this jokingly,

but I do mean it, is that we are that central resource

for schools that is not trying to sell them something.

Everything that we do is free. We do anything from professional development; risk and vulnerability assessments; we run a tipline; we work very, very closely with Superintendent Joy Hofmeister and all of her staff making sure that we are not duplicating things, that we are providing training for schools that is going to be useful. We support our school resource officers. We understand that having that carefully

1 selected National Association of School Resource Officer-trained officer in schools makes a difference. 2 It absolutely makes a difference. So thank you for 3 4 having me. 5 MR. LYNN: I'm Freddie Lynn with Goodwyn, 6 Mills and Cawood here in Montgomery. I'm a architect. I've been involved in school design for about 31 years. 7 I'm also representing the American Institute of 9 Architects. As a registered architect, our primary charge is protecting the health, safety and welfare of 10 the public and that certainly in schools -- includes 11 12 schools. We're on the frontlines we feel like in terms 13 of getting the information when we're doing a school 14 design from the stakeholders from the community, from 15 the teachers, from the students. So we think design can play a large role in school safety. It's not the 16 17 only thing, but it's certainly a large part of it. 18 we're glad to have a seat at the table and look forward 19 to the roundtable. 20 MS. REVELS: Good afternoon. I'm Pamela 21 Revels and I'm here on behalf of the National 22 Association of School Resource Officers region director

6. I'm also here for TAASRO, the Alabama Association of School Resource Officers. And my every day work is as a school resource officer for the Lee County Sheriff's Office here in Alabama. And I've been a school resource officer for 14 years.

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MS. LEWIS: Hello, my name is Marilyn Lewis and I work with the Alabama Department of Education in provincial and support services and we have the main responsibility for school safety in Alabama. piece of what we do of course school safety, protecting the perimeters, our school infrastructure. However, what we have learned is once we have instituted making sure doors are locked and that there are other safety measures in place, what do we do with those inside of the building. So we have spent the last 2 years of our work working on the social-emotional piece that we have been lacking within our state. So that is growing stronger, we provide professional learning through a state-wide safety council that guides this body of work.

MR. BUTCHER: My name is Jonathan Butcher, and I'm a senior policy analyst at the Heritage Foundation.

Over the past 15 years I have worked for the state-wide charter school authorizer in South Carolina, as well as the Goldwater Institute headquartered in Phoenix,

Arizona. My research covers both parental choices in education around the country, as well as school safety and free speech on college campuses.

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Greetings from Georgia. MR. JASPERSE: Rick Jasperse. I'm a state representative from the mountains and I'm from Jasper. I'm the chairman of higher education in Georgia, but most importantly while I'm here is I'm the chairman of one of two study committees the General Assembly empowered this session to look at school safety in Georgia and look at all the different factors and bring back recommendations for the legislature in January to act on. One thing I will -- I've just got to say is that the news media is here and I hope that they take time to document all the great things that are being done to look after their most precious resource. I just -- I say that everywhere I go because you look at the people who got the passion for school safety, they're doing it and I'm proud to be one of them.

MR. BAKER: I'm Jimmy Baker. I actually
taught in the classroom many, many years ago. Served
as a school principal for a few weeks. I've served as
a local superintendent for 11 years. I've also served
as assistant state superintendent, deputy state
superintendent, state finance director, and I have a
background in serving 12 years as president of an
investment banking firm. I currently am chancellor of
the 2-year college system in the state of Alabama. We
have 24 separate colleges. We have an additional
college that is totally devoted to prison education.
And we have a consulting firm that basically operates
through our office. I had the privilege of serving on
the President's of the governor's rather, commission
and you know, it was enlightening experience, I'd only
been in the office as chancellor for a short period of
time, and one day I'm in the office and I ask my
secretary, now if something happens at a certain
school, who'd I talk to? And I began to see that
obviously there was not a plan. That was scary to me.
So we've been about the business of developing a plan.
So I'm excited about this hearing.

MR. ZAIS: Well, Chancellor Baker, you know, we spent a lot of time talking about K-12. Let's talk about our higher education community colleges which tend to be on dispersed campuses with many school buildings. Can you tell us what's being done in institutions of that nature to improve security?

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MR. BAKER: Well, I think in many instances it kind of follows what's being done in K-12, particularly the high schools, but across the state and other states that I talk with, we are probably a little more fortunate than many instances, we have our own police and security for us. That makes a big difference. But it also makes a difference when we talk with other people and we began to develop organizations within the school of students that are kind of -- well, I'll just use the term ambassador, various schools use different terms, but they seem to be in many instances the very people who seem to know what's going on in the school, between and among the student body.

And communicating with those people and communication has been mentioned several times, but communication with the students in the -- on the campus

1 is probably the key to knowing what's really going on. And I think that's probably a little easier to do at a 2 community college or either a 4-year college or 3 whatever the case may be. We've certainly been about 4 5 the business and looking at what we can do to our facilities. Many times our facilities were built 30, 6 7 40 years ago, maybe even longer. Very little 8 attention was paid to security. Very little attention 9 was paid to securing the campus from outside forces. So we're beginning to look at a lot of those activities 10 as well as how we secure the buildings. It's just 11 12 something that I guess historically we haven't had to deal with that much in our world, but it's a thing of 13 14 the past. We must deal with it today. 15 MR. ZAIS: You don't need permission to talk. MR. BAKER: Let me finish and I'll finish mine 16 17 so I won't have to talk again. But we have undertaken 18 the process of going through developing skill --19 drills, developing the programs so that every time 20 something happens we know what to do. We go through

those drills, the live shooters and live crimes or

activities, and it's been -- and I might make this

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point since we're talking about higher education, is
the power you get into education, it seems that the
faculty tends to know more about what they want to do
instead of in the lower grades, and the commission the
governor established kind of gave me a real good reason
to be pretty strict about requiring people to do
things.

I could always blame the commissioner, the SAFE Commission or whatever up until that time, it was difficult many times to get cooperation out of the faculty, oh, we don't need to do that kind of thing. So as we move forward, we were overcoming that and I think according to my colleagues around the country, that's a real problem.

MR. ZAIS: As a college president, I used to blame the board of trustees for things that were unpopular with the faculty, so I know where you're coming from.

MS. NEWELL: One of the things I'd like to bring up that we heard in the first panel is the importance of communication, and that's within the school, with our first responders, our law enforcement

at the state level, but also there is actually a group that speaks every single month. It's now called the National Safe Schools Alliance, and it is made up of people who do exactly what I do in every state and I'm guessing Ms. Lewis Paythor (ph) is on that as well. I think sometimes we get in a hurry to reinvent the wheel and I think what we need to do is take the opportunity to learn from each other so that we're not making the same mistakes.

That has been -- I've been in my position for almost 5 years, and when that group started forming and we started talking, it was eye-opening and I think it's been extremely useful. Again talking about communication, one of the things in the state of Oklahoma that we are working on right now is working with schools on not only threat assessment, but I think where many schools have difficulty is the management of those threats, that in some cases a threat is not enough to get a child out of the school system or out of the building. So how do you handle that student paying attention to civil rights and those types of things, but at the same time recognizing them for what

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So that is something that we're trying to do in the state of Oklahoma, and we're working with our state Department of Education on some grant opportunities to get out into the school districts to teach that because that is something that we're hearing from the school districts. The other thing, and this is something that I harp on in the state of Oklahoma is there is couple of mantras that we try and get our schools to accept because -- and we've talked -- you talked about the design of a school can help with the safety and security. We hear from parents that sometimes they are reluctant to allow the schools to The locking doors works, the access lock the doors. control works. But what we do is we ask schools to say that basically everything that we do is about the safety and security of our faculty, staff and students. That is very difficult to argue with.

The other thing, this is something that schools do like to argue with us about is the bad things happen at inconvenient times. We often do drills at very convenient times when kids are sitting

at their desks, everybody is quiet because you're waiting for that drill to be announced, but if we look at when things happen, they very rarely happen under those circumstances. Last Thursday in the state of Oklahoma at Luther High School, there was a stabbing in the gymnasium during the morning assembly. A young man stood up and started stabbing another young lady. Due to students and staff stepping in, they mitigated that situation, but I'm guessing they're never done a drill with all of those kids in that one place figuring out how do we do. So now what they can do is debrief on that and figure out how they can learn to do better.

So, thank you.

MR. ZAIS: Talk to me about the relationship between the Oklahoma School Security Institute and your state Department of Education, how do you guys work together, or do you, and how does that work?

MS. NEWELL: We actually work very closely together. A couple of years ago, one of their staff members that I actually worked with when I was a police officer, she approached us saying that they wanted to do what they termed as crisis team training. We had

the benefit of learning from a school counselor who was in the building at the time when Plaza Towers was hit during the May 3rd or the May 19th tornado -- I'm sorry, May 20th tornado in 2013 and lost seven of her students. What we recognized is schools need to have a crisis team, but they also need to have an emergency operations plan to follow and so we put together this training and we have continued to do that across the state these past couple of years and are now going to start introducing more prevention as part of it. we feel very, very blessed that we have such a great working relationship and in fact have been working on I believe there's three different grants that the Oklahoma Office of Homeland Security, School Security Institute and the State Department of Education have worked on together. Thank you. MR. LYNN:

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MR. LYNN: One thing I'm very proud of that the state of Alabama has done is you all remember the Enterprise High School tragedy with the tornado, our legislature would -- I think we became the first state in the nation to mandate that all new schools had to have a storm-safe room built as part of the -- it's

been a great program. There's three things primarily design can do when addressing the health, the safety, welfare of the public is the early warning, you'll provide early warning, a possibility of refuge, and then pathways to escape.

So the fact that Alabama requires a mandate a safe room in every new school is of help with that refuge. Recently it's been implemented in higher education as well, so now the community colleges and the 4-year colleges for new buildings, they also had to provide that. So that's been a big benefit. Several years ago we took a group of educators to Philadelphia. We toured the Microsoft's School of the Future. And we had an opportunity to interview the students there and they had every bell and whistle you can imagine. When Bill Gates finances it, you get a lot of stuff. They had card-activated lockers, they had X-ray scanners and everything.

And so we interviewed the students and asked them, this is within inner city Philadelphia what was the most important thing to them about their school, and we expected it to be some of these bells and

whistles, but every student said the most important thing to them was that they felt safe when they were there. So we've taken that to heart, and there's I think a challenge. In designing new schools you can accomplish a lot of those goals to make them build safe. The challenge is with existing schools. The Selma High School, we end up replacing it with a new high school; the old high school had 47 different doors that could get you into that building. The new design has less than 10.

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So it's the rule school systems, you know, the funding, we do a lot of work in the black belt. It's, you know, there's lot -- in times there's funding for new schools, but there's a lot of the other stuff that goes along with it; door location indicators; the security; the video; the monitoring systems; trying to design schools that require less upkeep, less personnel to operate them so those resources can be redirected. Those are a lot of the challenges that I was happy to see that there is some federal funding and legislative funding to help address those things in schools.

MS. LEWIS: If I can expand a little on all

three of the previous speakers as it relates to school safety in Alabama, definitely looking at our rural schools and then some inner city schools, and those they are between and they are the different nuances they have within their school buildings, we have in Alabama a single system for school safety are our emergency operations planning processes. We utilize the Virtual Alabama School Safety System which is offered to every school at no cost to those schools. They have the opportunities to engage with their crisis management teams, their school safety planning members to create that ELP which all of our planning teams must include first responders.

As well as the written plans, there are floor plans that can be shared with our first responders as they come into a building for any situation, be it a drill or an actual event that's happening. They can access our floor plans prior to arriving. Those things are done through mutual agreements with our law enforcement and the school systems directly, but one thing that we have done through that process of training and preparing people, we were always looking

at incidences after they occurred, and Ms. Newell, for you to reference the preparedness that is key and that's what we have been working on for the last couple of years, let's get in front of the cart. The pain is not as difficult to feel as if a wagon is running over us because we're always behind it.

So we're on the prevention and that preparation, know the individuals in your community that will support you in any type of incident, and the federal funding that was spoken to, utilizing this FY '18 we received Title IV funds again and one of the components of that is school safety or safe and healthy students, so we have -- we've seen our school utilize that to secure their doorways, those entryways, but also get into the mental health component. Our mental wellness is what we try to refer our process because so many parents, they use that stigma and they don't want their children to have the mental wellness that they so deserve.

MR. ZAIS: Thank you very much. I think that's an important concept about sharing the floor plans of your schools with local law enforcement. I've

heard some districts put those on their website, so if an officer is in the car heading towards a school, they can pull that up. Other schools have written the wing, painted that on the roof, west wing, east wing, north wing, and on the outside of the school classrooms they've written room 6, room 7, room 8, so that law enforcement know that if the -- a shooter is in the west wing room 7, they can immediately identify that upon arrival. Those are some of the low-cost no-cost things that can be done to at least expedite the response of law enforcement.

MS. BAHORICH: I would just like to piggyback on what Ms. Lewis shared, you know, about the stigma issue. I really do think if I might offer that there - we need to do a paradigm shift, if you will, about the way that we look at seeking mental health, and I'd like to just share a few mental health facts that I think are really relevant here. The National Alliance on Mental Illness says that 1 in 5 children ages 13 to 18 have or will have a serious mental illness. That's 20 percent of our kids, 1 in 5; 50 percent of all lifetime cases of mental illness begin by the age of 14

and 75 percent by the age of 24. So we're working -all of us are working in that area when this begins and
so I think we need to do a lot more being able to
identify, you know, concentrating on that work to
identify, but the stigma issue is huge and in talking
to Dr. Wall (ph) from Santa Fe when in kind of speaking
to her before I came and getting her perspective, she
said it's difficult for parents who know their children
have an issue to seek that help because they're
concerned about the stigma of that.

And I think that we have to -- in Texas there is a survey done by the Meadows Foundation that said that two-thirds of the people with a diagnosable mental illness do not seek treatment. You know, that is frightening to me. And those -- and that's what we're all talking about here today is how big this problem is and it's not, you know, the threats on the outside trying to come in, it's often on the inside that we need to be concerned and it's because of this issue. And so I think we need to be more intentional in our education system to addressing these needs and providing resources at the local level, you know, a

webpage for resources for mental illness; seeking resources and trying to do some things like Texas is doing right now in coalescing mental health resources from across the state, whether it's university or mental health associations and that sort of thing and be able to provide that information to the public so that they can seek these resources. But let's talk --let's start talking about it as it is because it is folks living all amongst us and I think that stigma is keeping us from getting further than we could get. We could get rid of that.

MR. ZAIS: Thank you.

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MS. BESHEAR: Thank you. You just gave me a great introduction, what I wanted to share. She's exactly right. Stigma is the greatest barrier to care and into funding because nobody wants to talk about that. So I want to tell you what we're doing here in Alabama and that we had to expand in the wake of Sandy Hook. Our Department of Education and our Mental Health Department came together without any money and agreed that they needed to be very intentional about creating school-based mental health services. And so

12 of our 26 statewide mental health centers have programs in our 47 schools -- in 47 schools which is just a fraction of what the need is. But the way this works is the mental health professional from the mental health center comes into the school, the school provides a space where that child can receive services.

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It helps to certainly keep the parent from having to get off work and particularly in a rural area where parents would probably have to lose a whole day of work and a child would have to miss a whole day of school. And so it solves that problem right off the The parents, the administrators, the teachers are part of this team when a child self-identifies by their behavior, or a teacher notices something that raises a red flag because early intervention is certainly the key to keep behaviors from escalating. In the wake of the Parkland shooting, our legislature gave us an additional \$500,000 and we had this partnership with our department and Dr. Lewis in particular in a whole team from the State Department of Education to expand those services to I think six more schools, which is a drop in the bucket, but it's beginning and this will be

data-driven to demonstrate the value of it.

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One other point I want to make and so often this goes to the stigma piece, is whenever we have a mass shooting and it becomes clear that this individual had a mental health challenge, then we tend to think that everyone with a mental illness is a violent The percentage of crimes committed by people person. with a mental illness is very small and more often than not, they tend to be the victims of crime. But there are some signs of behaviors of children that demonstrate a cry for help and none of them have to do with mental illness. It has to do with past or violent, aggressive behaviors. A child that arrives at school with a defeated attitude, they are probably coming from a home environment where they are not supported. Perhaps they are abused or neglected. school performance, poor grades is another indicator. And then there is an impulsive personality style that a person is born with and so if that's not identified early and the environment created around that child to control it, it can end up in violence.

MR. ZAIS: Scott, go ahead.

MR. BREOR: Can I ask a follow-up? For the -for schools that provide the service and a student
wants to self-identify and we're talking about stigma,
is there something to provide protection from that
stigma from your peers?

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MS. BESHEAR: Yes, the child will be seen as I said in sort of a private setting at a time -- maybe it's their lunch period or their PE period, so they don't -- so there's not a lot of drama about pulling them out of class. But often children don't feel the stigma that the rest of the population will feel. are just like, well, I'm going to go see Ms. Jones (ph) and she just talks to me about stuff. You know, especially if they're little kids, you know, they don't know any different. And so that's why it's important for our teachers and our administrators to be trained and we actually have a very intentional program called Mental Health First Aid which is sort of a -- it's sort of like CPR, it's a 1-day training where people can identify some signs and symptoms and then there's more in-depth training certainly that can be offered to teachers than they had.

MS. McCANCE-KATZ: So I just want to make a follow-up comment to what you were talking of. agree at the health and mental services that this issue of integrating mental health services into schools is extremely important. But one of the things that appears pretty clear is that many school systems don't know how to do that in a way that makes it financially So one of the things we're working on in feasible. Health and Human Services is with our Centers for Medicare & Medicaid services, the agency that I work, we have Substance Abuse and Mental Health Services Administration in CMS, will come out in the next few months with an advisory that speaks to the issue of how to address payment for services because you're exactly right, the schools are quite a resource in terms of getting children and their families as well, the care that they need. But we need to make sure that at the federal level we provide as much guidance as we can about that. MS. BESHEAR: Well, you have just made my day, I can tell you that. What happens here often is some of these children will be on Medicaid or ALL Kids which

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is our CHIP program, some of them have Blue Cross, and that's why it's important for the mental health center to send a professional into the school because they already have that reimbursement relationship, but this is wonderful news. Thank you.

MS. McCANCE-KATZ: So, yes ma'am, you're exactly right and that insight is not one that is well-known. And so we are going to put out some guidance around that and we hope that that's going to be useful to schools in making integrated services much more the norm.

MR. ZAIS: Great.

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MS. BAHORICH: I would just like to say that one of the proposals that have come out from Texas that we're looking at is kind of bifurcating the school counselor issue and so having academic counselors separated from the mental health --

MS. BESHEAR: Yes.

MS. BAHORICH: -- kind of counselors, in order to have that on campus and so, you know, what would that look like, that's the discussions that we're having.

1 MR. ZAIS: Good. Good. Representative 2 Jasperse? Thank you Mr. Chairman. 3 MR. JASPERSE: 4 -- in Georgia, just wanted to throw out a couple of 5 things, you know, to make sure we put our money where 6 our mouth is. In this past legislative session, you 7 know, we put \$16 million in schools, unrestricted. we gave each system certain amount and per student another amount to use as they felt they needed. 9 10 it's been amazing to me to look at what the little things that they wanted to do without our oversight, 11 our interference really like door locks; ID cards; 12 better communication within the school building so when 13 14 law enforcement rides up, the radios work in the 15 building. If you've ever been to an active shooter training, that is a barrier and it's the longest time 16 17 between the information transfer. Elected official, 18 most of you in -- keeping the -- attempting to keep 19 this discussion bipartisan is the most difficult thing that we deal with. 20 21 I think on the study committees, that were created in Georgia, well, the House and the Senate, 22

they're very bipartisan. Know that what we've got to do is find solutions that all the people on the outside hang on the truth. The church bench rails are not and I'm making it pretty difficult, but because we know we've got a job to do and we really want to do it. Had the secret service, the threat assessment folks speak to the city committee last week, there was a sound in the room when they were talking to Georgians about how important the threat assessment was and how effective it could be because it's deliberate, it's very proactive, and like the ladies here bringing up those issues about letting people know about it and peer pressure, all very important.

But in Georgia, you know, mental health in schools is still an emerging thing. One of the biggest issues we have are like Texas where a giant state, very rural, you know we have Atlanta and Savannah, but there's a lot of other Georgia is finding healthcare professionals to staff these thing. They're not there. The schools are turning them out, find something to do here for you, but they're really -- they're just not there. And we find there's just a real big issue

that's out there. It's a false sense of security, just like you said we're -- we have counselors in school so people think whether they're here, whether academic counselors, and you have one school system that took some of the money that we provided, some Title I money, others and hired a trauma counselor.

Took it from our -- hired the person way from all our community service boards which is our mental health groups in Georgia, put them in a crack. But they put somebody there to be very proactive and be able to address those things out there. A study committee is a wonderful thing. It brought up all sorts of ideas. I've got like -- I'll unveil here my beautiful wife drove me over here and I broke down. All these things people said to me, at some of them I shook my head, I had when I looked at it like facial recognition in schools, you know, but we've gotten a lot of great ideas and especially today we've gotten a lot of good ideas. I've read many notes that I'll be taking back.

MR. ZAIS: Very good, very good. Thank you. Speaking of facial recognition in schools, Jim, is that

something that -- an aspect of technology or can you think of some other things that employ technology to make our children safer in our schools?

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MR. PURCELL: Sure. It -- I mean facial recognition, before you go there, there's some fundamentals missing in a lot of our connectivity in rural areas in particular. So a lot of the recommendations that the SAFE council made were that working -- going back to the architects, were that the floor plans be uploaded in Virtual Alabama and be kept active and live. Well, that requires a technology component of someone in the school district in the IT area to know how to feed all that into Virtual Alabama. And then if we do another recommendation which was that we have camera systems, audio and video in every school district, well, a lot of school districts already have cameras.

And do we have the ability to turn that feed over to law enforcement in an incident? And what if it's not, you know, a shooting incident? What if it's a tornado? I mean we have tornadoes in Alabama. We have hurricanes that come up, so what if it's a natural

disaster? We really would love to get that feed to know about trapped bodies and about, you know, all of that kind of issue. So rural broadband is a big deal and how we can help solve that, you know, whether you look at that as a, you know, a new power distribution, you know, the way power was brought to the rural areas, it's a little different than that because not everybody is going to subscribe, but you still have to lay an amazing amount of infrastructure in the ground and in the air to get connectivity to all the schools.

So those of us that live in urban areas just take all of that for granted. But if you go to, you know, lot of our school districts, there is a connectivity into the district and it is not fast enough nor reliable enough to meet the needs of facial recognition for sure. I mean, certainly we're having difficulty getting, you know, in the last session, Secretary Taylor talked about, you know, our requirement to get daily incident reports fed in and currently we're getting at the end of the year. So that again is going to require not just connectivity, but somebody with an IT background at the school

district that knows how to feed this information back so that we can look at the data and analyze it. So to me, you know, the more advanced items, facial recognition, audio recognition, those things are fantastic in crime-solving, but it's, you know, that's an iteration a little further down. We've got some blocking and tackling we have to do.

UNIDENTIFIED SPEAKER: Yes.

MR. ZAIS: You want to talk to us little bit, Jonathan, about your perspectives and experience in this regard? Or school safety?

MR. BUTCHER: Thank you Mr. Chairman and members of the Commission. The presence of the state and local leaders and officials at this table and in the previous session I think helped to demonstrate what I'll be talking to you about in just the next few minutes, and that is that school safety and student discipline are state and local very personal issues between parents and school leaders and state officials and district school personnel. And so the 2014 "Dear colleague" letter issued by the Department of Education and the Department of Justice under the Obama

administration goes well beyond what the federal government's role is in determining school safety for schools around the country.

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Now that we are 6 months away from the tragedy that happened in Broward County, Florida, it is time to reconsider the relationship between the PROMISE program in Broward County and the federal "Dear colleague" letter issued in 2014. Those two documents resemble each other. The provisions in fact mirror one another. And this is within a school district's authority to determine school safety and to determine student discipline provisions, but it is beyond the scope of the federal government because what is within the PROMISE program and then copied within Broward County's school discipline policy are specific provisions about how a school should deal with student discipline, including such things as restorative justice practices; emphasizing limiting student engagement with police; as well as limiting suspensions and expulsions, and using them only as a last resort in addition to a recommendation that school districts should sign a memorandum of agreement with local law enforcement

saying that all of these local entities agree to limit student engagement with law enforcement. Again, it is within the realm of local officials to determine such provisions as these, but it's beyond the scope of Washington.

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School safety should be paramount. Student safety is critical and key, not data collection about what a -- and who a local school is choosing to suspend Those are the policy and procedure parts of what is critical about rescinding this letter. terms of the empirical evidence about what we know, we know that the effects of limiting exclusionary discipline, there is research that is suggestive of negative student outcomes from Los Angeles as well as Philadelphia where the researchers found that a reasonable interpretation of their results from the research in Philadelphia was that a policy change prohibiting the use of conduct suspensions has more negative consequences for peers in schools that serve more disruptive students perhaps because the marginal student who returns to the classroom is more disruptive. Much of what we know in the research about

exclusionary discipline, the short-term for suspensions and expulsions, can be explained at the school level. Dangerous neighborhoods, neighborhoods that have high levels of violence because students are sorted by zip code in the schools that they attend means that we need to have school-specific targeted responses, not blanket approaches from the federal government about how to deal with student discipline and school safety.

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In general, the evidence on exclusionary discipline is thin and co-relational, not causational. We know little about the consequences of exclusionary discipline. The quality of student-teacher relationships is critical and is key to the whole discussion about keeping a positive school climate. The surveys that we have of teachers in areas where they have tried to limit suspensions and expulsions indicate that teachers feel less safe in these areas when they have begun to limit suspending or expelling students from their classrooms.

Finally, districts will not take a letter from the federal government simply as a suggestion, or from the Office of Civil Rights (ph). Districts want

1 certainty, and they want to certainly avoid a lawsuit. And so the suggestion that this "Dear colleague" letter 2 was simply a set of guidelines sent to schools is 3 patently false. They are specific behaviors that are -4 - schools are asked to do and to implement in their 5 student discipline and school safety quidelines. 6 7 with that the recommendation is to rescind this letter. 8 Thank you. 9 MR. ZAIS: So what you're saying is when local officials cannot maintain discipline within their 10 schools, both they and students feel less safe? 11 12 MR. BUTCHER: The surveys that we have from 13 teachers would indicate this, yes, Mr. Chairman. 14 MR. ZAIS: Okay. Thank you. And you talked 15 about feeling safe as being important component of a 16 student's learning environment. Okay. Yeah. Can you 17 talk to us from a local or law enforcement perspective 18 about dealing with school -- you've dealt with a lot of 19 students in school and so talk to us about the 20 perspective of discipline in school and feeling safe 21 and how that's working as you've seen it? 2.2 MS. REVELS: Thank you Mr. Chairman, and again

I agree with you. Thank you for allowing me to be part of this panel. As a school resource officer, the only positive relationships review school staff, students, anyone who is working in that school campuses, very important to mitigate some of those concerns and issues of safety. Building trust with your students allows them to come to you to tell you to -- that there are That helps with providing that safer Also going back to being properly and carefully selected, to be that law enforcement official in the schools is very important and also having the proper training. You have to understand these are all young people. They are going through a lot. They have aces, key childhood events that are happening, and to understand victim, victimization, you have to understand the mental wellness piece, and as a school resource officer, you have to ask the question why. Why is this child behaving the way they're behaving, and how can we help them? And that's the way that the school resource officer should be working in the schools with the biggest piece to that is the prevention. Of course we

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are trained and skilled in the reaction, but we want to primarily spend our time on the prevention piece. In doing that, again building those positive relationships, partnerships, collaboration with all entities. And that means other agencies, entities, individuals, companies, parents, guardians, caregivers, communities. We want to bridge the gap between all of those pieces so we can have that safer culture and climate within our schools.

And the best part about that SRO, it can be that centerpiece that reaches out to everyone because that's our job. We don't have to worry about the academics even though I do ask my students what are your grades because I want to encourage them to do well in school. I want them to be successful. So it takes collaboration and many things that come along with a SRO to make it safer.

MR. ZAIS: Great. Thank you very much.

MS. BAHORICH: I will say that Texas is actually going the opposite way from what you suggested. That particular letter was we are actually encouraging through the governor's plan to make

alliances with the local police departments actually create a room wherever they can come and do their paperwork so that they're kind of coming in and now having them come in, have lunch with the kids, begin to build relationships and that sort of thing. So you know, that kind of relationship building we think is going to make a big difference, more of a presence on the campus, but in a positive way.

MR. ZAIS: Yeah, and we've heard that's a growing trend is that school principals will make space available not only for mental health counselors, but for police officers, giving them a reserved seat in the cafeteria and free coffee and snacks. They just come by, park the car out front, come in and fill out their paperwork there instead of sitting in the car in the Walmart parking lot.

MS. NEWELL: I'd like to add to what Officer Revels said and I -- Sergeant, sorry, about that, because having that properly trained officer in the schools goes way beyond what we see. Oftentimes when you see the negative relationships between law enforcement and students in schools, it's because it's

a -- an officer that has not been properly trained; they have not been properly selected and they are -- there is Burney James (ph) who's kind of guru around school lot, talking about that paths should not meet, that the law enforcement focuses on criminal issues; the educators focus on administrative issues, and when you see the problems with law enforcement, it's because those paths have crossed. But I think that's the major difference between having a properly trained school resource officer in schools and why that makes such a difference.

MS. REVELS: And we definitely don't want to be just seen in the punitive light, we want to be seen on the other side with mentoring our young people, guiding them in formal counseling to better guide them through life rather than just seeing the juvenile justice system of course with some of the education that we receive as school resource officers, we can provide them information, education on law, how not to be a crime victim, all those things of nature. So to reduce some of the things that are happening in our school. And of course, they trust us, they come talk

to us about bullying and some of these issues that they're having.

MR. ZAIS: I think that's a lesson that we've heard a number of times is that not every police officer is cut out to be a school resource officer, and they need to be very carefully selected, they need to be volunteers, and they need to be trained. We're getting close to the end of our session. I would like to provide anybody an opportunity to say anything that they meant to say, but forgot to, or to wrap up or summarize.

MS. LEWIS: If I might, we've had several people to speak about the SAFE council and I'd just like to elaborate going forwards some of those things that are going to occur. After the Parkland incident, our governor was proactive putting together state agencies to look into providing recommendations back to her on some of the things that we can do to keep our children safe in schools. Some of that -- some of what came out of that was regional teams where there will be one lead who will kind of ignite mental health, OIT (ph), our Alabama law enforcement agency to come and

provide training to school districts and in schools on
threat assessment, of course Mental Health First Aid,
and then building school-based mental health
collaborations on online school safety and predators
online and then looking into a process of how do we
protect children in a roundabout way for our law
enforcement agency. But out of that training, we've
been trained in threat assessment and our goal is, one,
in relationship building. When our educators know
their students, they know when changes are occurring in
their personalities, in schoolwork, those are our first
triggers to get supports. We utilize a three-tier
model where every child receives general information,
but when we see children who need additional supports
in place, moving them to a secondary level and then
those who may need our mental health services, moving
them to a tertiary area, that team in each of our
schools, they will start building out that process for
their schools so that we can again be on the prevention
side, provide children with supports well before we get
into any type of incident that we have to mitigate. I
think that that is huge in what has come out of that

collaborative spirit of several state agencies.

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MR. ZAIS: Any other concluding remarks?

This is a completely different 3 MS. BAHORICH: 4 topic that we haven't really gotten into, but in 5 talking to Dr. Wall, she had some suggestions that have -- from Santa Fe IST, things that they ran into. 6 7 had a very extensive emergency plan and that sort of things, but having had the incident, there were things 9 that were not anticipated. For instance, it made so 10 much news of course that people wanted to donate as an So what do you do with all those donations 11 example. 12 that come in to help in the event of a crisis, once it 13 makes the news, that kind of thing. So thinking about how do you take in that, they got something up and 14 15 going in 3 days, but that was already -- they were overwhelmed. The foundations at these schools, the 16 parent foundations can't deal with that kind of money 17 18 coming in. So I mean something like that is pretty 19 significant. One of other things that the -- that 20 Texas is looking at is an emergency response team that 21 has all of the networking and contacts because what 22 happens in an emergency and a crisis like this, the

staff really gets overwhelmed because they're dealing with their own personal issues, and for them also to be handling media and all of those things that are surrounding any kind of a crisis event is just completely overwhelming and trying to deal with the kids and the families and the inquiries and the communications and all of that sort of thing.

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So emergency response team that has to do with communications, as well as kind of coming in from a state level can be really helpful. That has all those contacts and can kind of take the burden off, if you will, of that crisis moment. I think it's something that is really smart and something that Texas is going to be looking at putting together a team basically of how to go when there is a crisis so it can relieve that burden.

MS. HART: I would just say too there is a division of the FBI that comes in, in those situations. I think they did in Santa Fe, but they do have a, you know, knowledge about media response and the kind of crisis. So a lot of these instances, it's good if you can call the FBI and get them involved right away and

they can give you some expertise. And I know they were involved.

MR. BREOR: And I would also add child-parent reunification, especially in the elementary grades.

MS. BAHORICH: And talking to the Santa Fe folks, they said that because it was a crime scene, that delayed the reunification issue and that makes sense and so it makes sense to have those -- have that thought out that you've worked with the agency so you know if there's a crisis, you know, what's the protocol for that.

MR. ZAIS: Right.

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MR. JASPERSE: Can I have one just --

MR. ZAIS: Sure.

MR. JASPERSE: I was hoping the -- whoever the poor person is that's tasked with creating this report that it's something that a local school system or government can easily use. Either they can look at the department and see that these things are free from Homeland Security or these things aren't, but there's a pathway to give here. The same with mental health and in justice. You know, how do we get -- because I mean

some reports are vast. You look at the first page or two and you just can't dig through it. I mean, there's such a issue that it's just integral to all of us. I hope somebody takes the time to make it useful and easy to use and easy to digest and -- for us and the counties and states.

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One of our goals is to have MR. ZAIS: Yeah. a lot of links in this report. The report would be online, so if you're interested in what's the best practice for the selection and training of school resource officers, there's a link to -- I'll make up a state, Alabama, and what is their program? And you know, this has been seen to be a best practice, or what does the American -- the American Institute of Architects say about best practices and designing new schools for school security? Or what state or which school district has a best practice SOP for the integration of mental health professionals into the education system? Again, most of this stuff is actually online and what we want to do is have links, you can click on it, and it will take you to somebody else's website where you can see what's being done.

1 And so you can copy and modify somebody else's program,

- 2 but you don't start with a blank sheet of paper.
- 3 That's our goal. The goal is for use by state and

4 | local education agencies, and state and local law

5 enforcement and mental health services.

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The one group that is not included in most of these programs is the Department of Juvenile Justice and when I met with Dr. Wall in Santa Fe, that was one of the things that her school resource officer talked about is that the offender in that case had a record with the Juvenile Justice Department, but there was a reluctance to communicate across organizational boundaries. Well, I would like to thank everybody for showing up today. We heard a lot of interesting ideas. Many creative things are being done across the country and within the states. Our goal is to gather these and then make them available to folks who are trying to craft their own unique solutions in their own different And I'm very grateful that you took your time to travel at your own expense to come here and participate in this process. And on behalf of Secretary of Education Betsy DeVos, and Attorney

General Sessions and Secretary Nielsen and Azar, all of whom are the commissioners of this process, I'd like to thank you and say we really appreciate your input.

(Break)

MR. ZAIS: All right. Let's get the show on the road. This is kind of awkward, because I'd like to be facing the folks I'm talking to when -- I got a table, it's a 90 degree angle, so I'll do the best I can.

Good afternoon on behalf of the Secretary of Education, Betsy DeVos, I'd like to welcome you and thank you for attending this listening session for the Federal Commission on School Safety. My name is Mick Zais, I'm the Deputy U.S. Secretary of Education.

The President formed this Commission in the wake of the school shooting at Marjory Douglas Stoneman High School in Parkland, Florida. And sadly, that shooting was not an isolated incident.

As Secretary DeVos noted, we've suffered too many of these heartbreaking reminders that we need to come together as a nation to address the underlying issues that cause school violence. Across the country,

educators, parents and students are concerned that a similar situation could occur in their own schools.

In March of this year, one student was killed and another one was shot in a school related shooting at Huffman High School in nearby Birmingham. And one school shooting is one shooting too many. And that's why President Trump took swift action and in the wake of the shooting at a Parkland in Florida he may immediately began to work with states and districts and schools and other agencies to ensure that we could do all possible to ensure the safety of our students. That's why he commissioned the Federal Commission on School Safety.

The commission has been charged to review the literature, identify best practices, and make recommendations for implementation at the state and local and school level. The President understands that all schools are different. They vary from remote rural schools to downtown urban schools, from huge research universities to tiny preschools. And as a consequence, no one size fits all in school security. And that's why this FEDERAL COMMISSION on School Safety will not

be issuing directives or unfunded mandates, but rather will be identifying best practices and making recommendations for implementation at the state and school level.

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Each school and each district must identify the solutions that work best for their own unique circumstances. The commission is comprised of 4 members, the Attorney General, Jeff Sessions, the Secretary of Homeland Security, Kirstjen Nielsen, the Secretary of Health and Human Services, Alex Azar and the Chairperson of the Commission, Secretary of Education, Betsy DeVos.

I'd like to introduce to representatives from each of those agencies who will appear at this sideways table with me. First from the Department of Justice is Jessica Hart. Jessica is the public liaison in the Office of Legislative Affairs.

The Department of Health and Human Services is represented by Dr. Elinore McCance-Katz. Raise your hand doctor. Dr. McCance-Katz is the Assistant Secretary for Mental Health and Substance Abuse. And the Department of Homeland Security is represented by

Scott Breor, the Acting Deputy Assistant Secretary for Infrastructure Protection.

In March, the commission held an organizational meeting to decide how they would proceed. And they decided on a series of formal commission meetings, field visits and listening sessions. Formal commission meetings provide a forum for the presentation of national experts on matters of study by the commission. These experts have come to the White House on 4 occasions so far to present testimony to the commissioners.

But for even these meetings began, Secretary

DeVos met with a gathering of the survivors and victims

of -- and family members of these shootings at

Columbine, Virginia Tech, Sandy Hook and Parkland. In

addition at this convocation she heard from experts who

wrote the after action reports in the wake of those

shootings.

After formal commission reports, the second time way in which the commission has gathered information is through field visits to observe firsthand best practices at schools and districts

around the country. So far we've conducted field visits to Maryland, Wisconsin, Arkansas and Nevada.

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And the third type of forum is a listening session, which is what is being held here today in Alabama. We've conducted previous listening sessions in Washington D.C., in Kentucky and in Wyoming.

Please note that we are live streaming this event. The recording will be posted on our YouTube website. And a transcript will be made of the proceedings and will also be posted. We're traveling the country together and put an idea from the public at large. We look forward to hearing your views. Because this is being live streamed, we would ask that you speak in to the microphone so we can get it right and so that people who are watching in their offices and homes can understand what you're saying.

Let me describe how the session will play out. Does of you who have registered to speak will provide your views on how schools, districts and institutions of higher education and other local and state agencies can best protect our students. You've been seated in that order in which you will speak.

When it's your turn you'll be introduced by a member of our staff and you'll proceed to the podium, introduce yourself, and give your remarks. You've got 5 minutes to speak. The light at the top of the timer on the podium will turn yellow when you have 1 minute left to speak and it'll turn red when your 5 minutes have elapsed.

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I apologize in advance if I have to ask you to wrap up your remarks, but out of deference and respect for every so that we have time to hear everyone who has signed up, I ask that you keep your remarks to the allotted 5 minutes.

We understand that passions run high, but we also have to make sure that we can confine our remarks to school safety and not other policy matters. This is an opportunity to provide useful input to the Commission on School Safety and to those who will be writing the final report and who will be reading the final transcript and watching the proceedings online.

We're here to listen. We won't be answering questions and we won't be providing feedback. Thank you again for your interest in the safety of our

students and our children. And we are grateful for your willingness to come today and help us in this important project. Thank you very much.

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UNIDENTIFIED SPEAKER: First we will hear from Shannon Stubbs.

MS. STUBBS: Before my time starts, can I just say I've heard the topics today. I've heard prevention, I've heard early intervention, I've heard no and low cost and I am hear on your door.

So good afternoon. My name is Shannon Stubbs and I'm an elementary school counselor. Today, I have the honor of speaking on behalf of the professional school counselors at the Tuscaloosa County school system. I'm here to share with you the critical role that counselors play in creating safe school environments when we are free from non-counseling related barriers that prevent us from implementing comprehensive school counseling programs.

School counselors are passionate, helping professionals with unique training and skills that set us apart from others in our buildings. We know how to listen to our students, how to guide our students, how

to empower them and when to refer for outside assistance or support when their needs are greater than what we can provide for in our schools.

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Our school counseling team believes we know how to help you come up with a solution to this current safety crisis. According to the expectations set forth by the American School Counselor Association, ASCA, 80 percent of our time should be spent in direct service to children.

Specifically speaking for elementary school counselors, we're supposed to teach regular classroom lessons to address standards in the areas of academics, careers and social emotional skills. These lessons are preventive in nature and focus on learning and practicing important life skills.

Teaching these lessons also allows us to build rapport and establish relationships with every student in our schools. We also meet with small groups of students who share common concerns or who are in need of extra intervention to master the skills taught to the whole group. In addition, we offer brief solution focused counseling to individual students in need.

School counselors also run school wide programs focusing on character, kindness, bullying, careers and substance abuse prevention. All of these objectives are established in our course of study and when fully implemented, school counselors are able to offer a comprehensive program. Because of our course of study, school counselors are instrumental in creating a school climate and culture in which the students feel safe.

In previous listening sessions, it's been shared with the commission that we need to hire more school counselors and other school based mental health professionals. While there is truth to the need for more manpower, what would be extremely advantageous, is to actually allow school counselors the opportunity to perform the jobs that they have been hired to do.

Unfortunately, we are often a misunderstood member of the school team. We have become the area that absorbs anything extra that the government or our school systems mandate. One such mandate has been given -- it has been given top priority in standardized testing.

In most schools in Alabama, school counselors have been forced to be building test coordinators for secure, standardized testing sessions. When you total the time it takes to give all of these mandatory assessments, school counselors are spending at least 4 months out of the school year, coordinating, monitoring and proctoring tests. Over 40 percent of our time is spent involved in these activities that are non-school counseling related.

There would be an outcry if teachers were asked to be away from their students, 40 percent of the school year. This is truly a crisis situation because our efforts to assist with creating a safe climate and culture for our schools and students is being impeded. It is vital for students to have a relationship and a connection with at least one hearing adult at school and that relationship can make all the difference in that child's life. As school counselors, we desperately want to be that person. And when we're able to do our jobs, we are that one person for many of our students.

With counselor to student ratios in many

schools far exceeding the ASCA recommendation of 1 to 250, we cannot afford to have any extra non-counseling related duties put on are already overflowing plates. To improve safety in schools, we ask for every state to follow North Carolina's lead and pass legislation that school counselors cannot be building test coordinators.

Many of my fabulous school counselor colleagues and I are considering leaving this profession that we so dearly love. Because under these current circumstances, we cannot effectively meet the needs of our students, which in turn creates an unsafe environment in our schools. As a result, our spirits been broken and we feel hopeless. We must be unshackled from all of the barriers that have been placed on us, so that we can meet the needs of our students.

Our children come to school every day with social and emotional deficiencies and often tragic circumstances. We have suicidal students, neglected and abused students, students from broken homes and students with limited to non-existent support systems outside of the school.

1 School counselors can help our students not only survive but thrive academically, socially and 2 emotionally, despite their current circumstances. 3 teach problem solving coping skills, assertive 4 communication, conflict resolution, anger management, 5 bullying prevention, empathy and so many more crucial 6 7 life skills. 8 When students are able to master these skills, 9 the result is a decrease in aggression, depression and suicidal ideation, and subsequently an increase in 10 school safety. Our students need us. I beg of you to 11 allow us to be there for them. Thank you. 12 13 Thank you, Shannon. MR. ZAIS: 14 UNIDENTIFIED SPEAKER: Next we'll hear from 15 Dr. Laura Hodges. 16 MS. HODGES: Thank you for taking time to hear 17 from the members of our educational community on the 18 very and important topics that we've spoken about 19 today. My name is Dr. Laura Ivy Hodges. I have 9 20 years of experience as a school counselor working with 21 students in grades pre-K through 12. Additionally, I hold state level credentials as a licensed professional 2.2

counselor-supervisor in the Lone Star State of Texas and most recently in the great State of Alabama.

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I also hold national level credentials as a national certified counselor and an approved clinical supervisor. I currently have the pleasure to serve at a local university as an assistant professor, counselor-educator, teaching and mentoring graduate students who will be future school counselors.

There has been much discussion across our country about arming educators with weapons as a means to ensure students safety in schools. Aside from the cost of safety training and all of the other inherent liability issues, this will not solve the issue of school safety. In the end, I personally believe it will only exacerbate the situation.

Allow me to offer the following items as a way to truly effect change and increase safety in schools.

Arm classroom teachers with adequate resources to support an enriching academic environment, and most importantly, a reasonable number of students in their classrooms. A reasonable number truly affords the classroom teacher the opportunity to come to know his

or her students, increasing each student sense of belonging in that classroom and in the school. When one is known, one cannot be invisible.

Arm schools with more local control, because they know their students and they know what their students' educational needs are. Arm school counselors across the country with the appropriate counselor to the student ratio recommended by the American School Counselor Association of 1 to 250. School counselors, social workers and school psychologists all on the mental health frontlines in a school setting. Many times the school counselor is the very first mental health professional a student encounters.

Holding the line on the recommended counselor to student ratio would open up opportunities for increased interaction between counselors and students through the comprehensive school counseling program.

Through this program counselors work with all students in a school and implement programs that support their academic, career and social, emotional development.

Providing these services to students occurs through whole class instruction, small group lessons

and most importantly through one-on-one counseling to support individual and or academic planning and social emotional needs.

mental health professionals who are much more than our initial historical role as vocational guidance counselors. Some of them of the services we provide to today's students do include career exploration, in addition to college access initiatives, supporting students with mental health issues, those who have been exposed to trauma or grief, those experiencing sexual abuse or neglect, homelessness, bullying, the deployment of a parent and those who are just having a rough time adjusting developmentally.

The American School Counselor Association recommended ratio 1 to 250 is only a dream to most counselors across the country. According to the National Center for Educational Statistics for the 2014-2015 school year, the average school counselor -- average counselor student ratio was 1 to 482, nearly double the recommendation. Alabama, during that same period, had a ratio of 1 453.

1 By respecting the American School Counselor Association recommended counsellor to student ratio of 2 1 to 250, this is the way you will make one of the largest investments in school safety. Respecting this 4 ratio will allow counselors to build relationships with their students and have multiple opportunities to build trust, an important ingredient in any relationship. 8 The strong positive connection between student trust and a teacher and student achievement is well researched. Student trust and building relationships 10 are the beginning points, the keystones to school 11 safety. Trust and relationships take time to build and 12 I want to thank you for this opportunity to speak 13 14 today. 15 MR. ZAIS: Thank you. Laura. 16 UNIDENTIFIED SPEAKER: Next we'll hear from Marilyn Tillman. 17 18 MS. TILLMAN: I will make the correction it's 19 Marlyn. No problem. My name is Marlyn Tillman. 20 the Executive Director and Co-Founder of the Gwinnett Parent Coalition to Dismantle the School to Prison 21 2.2 Pipeline or Gwinnett SToPP for short. We're also a

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member of the National Dignity in Schools Campaign, as well as the Praxis Project, Youth Initiative.

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Upon attending the first -- well, first, thank you for this opportunity to address everyone. Upon attending the first listening session held by the commission in June, it was clear that the commission made a disingenuous attempt to engage the public on this very important topic. My organization's members then sent an open letter to ED so that future listening sessions would be designed to elicit authentic and frank discussions from the community to help inform your work.

However, our -- in our letter outlined the items needed for improvement among which included advertisement and inclusion, particularly for youth boys and ethnic minorities who have been woefully underrepresented as invited speakers for you.

We received a response from ED staff, essentially telling us to shut up and dribble (ph). But the bigger nose thumb came when we learned that another pop up listening session was scheduled in Lexington.

In July, I followed up with FOIA requests in an attempt to assure again that the public receives proper notice of these sessions. In August I received a response that there weren't any records responsive to my requests. Yet more pop up meetings and listening sessions were held. Instead of fulfilling my requests, the department and this commission chose to continue its rogue stance by holding the very events that I was requesting information regarding without fulfilling the public obligation to respond to FOIA requests.

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I am aware that there are more than 3 requests from others for the same information. According to federal rules, this information must be made available on the department's website. Just a reminder, you all are all public servants and work for them and you are here for the benefit of the people and not the other way around. And I'd love for you to remember that as you go forward.

Now onto the topic at hand, Secretary DeVos previously stated that the commission's charge doesn't include potential changes to gun laws. However, last week, it was reported that the secretary is considering

using federal monies to provide students -- intended to provide student supports and academic enrichment resources in struggling schools, to instead allow those schools to spend it on guns. So now black and brown children and low income children won't get books, but they can get guns.

Since the secretary opened the door, let's talk about guns. Change gun laws. The people need sensible gun laws which limit the types of weapons the public has access to. Military grade weaponry has no place in the hands of everyday citizens. Students do not need more cops and guns to be safe, and they certainly won't benefit from having scarce education dollars diverted to buy guns for teachers.

Arm teachers with resources to help the students be successful in school and setting the foundation for life's success. The overwhelming majority of educators do not want to be armed. Parents and students don't want them armed. Real school safety will include a non-violent, proactive, holistic approach. Arm us with proven strategies for us to improving school climate. Create a climate and culture

where students are emotionally and physically safe to learn.

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Arm us with evidence based violence reduction strategies that have been proven again and again such as you utilizing peacekeepers instead of police restorative practices, transformative justice, and building relationships.

Arm us with resources like counselors. Arm us with the federal school discipline guidance that help school follow existing civil rights laws on the books.

Arm us with a seamless connection between schools and mental health access. Arm us with ongoing policies and trainings and practices that addresses racism, sexism, ableism and all the other implicit and explicit biases.

In closing, we don't need more guns. We need more of what works. And to quote what the speaker said earlier, as one of your invited guests with the Alabama Department of Ed, she said, "Let's get in front of the cart." Let's do. Arm us with what works. Thank you.

MR. ZAIS: Thank you, Marlyn.

UNIDENTIFIED SPEAKER: Next we'll hear from Adam Vincent.

MR. VINCENT: Members of this commission, thank you for giving me the opportunity to address you today on the issue of school safety. And the critically important role of addressing our gun safety laws to ensure safe schools.

My name is Adam Vincent. I'm here today because my best friend from high school never got to graduate from college. Instead he shot and killed himself with a handgun his freshman year here at Huntington College right here in Montgomery. He was upset over a breakup with his girlfriend and stole the gun from another student's room where it was unsecured. He never had the chance to fulfill the bright future he had ahead of them.

I'm a member of the Everytown Survivor

Network, which brings together Americans who have been personally affected by gun violence. We work together to fight for solutions to prevent the daily gun violence that kills 96 Americans and wounds hundreds more every day. Nearly 2/3 of gun deaths are suicides. The Everytown Survivor Network along with Moms Demand Action for Gun Sense in America, and Mayors Against

Illegal Guns is part of Everytown for Gun Safety, the country's largest gun violence prevention organization.

As someone who has lost a loved one to gun violence it has broken my heart to know the daily impact of gun violence in this country and see such an abundance of mass shootings over the past year, and school shootings in particular.

I ached for the parents, family members and classmates of the 17 people shot and killed and 22 who were wounded at Marjory Stoneman Douglas High School in February. Now my heart ache has turned to outrage.

The Congress and the White House have done almost nothing to improve our gun laws or keep guns out of the hands of people with dangerous histories.

Betsy DeVos, the Secretary of Education, who heads this commission, but who chose not to attend today's listening session, has said that, "Looking at gun policy is not part of the charge of this commission." But just last week Americans awoke to media reports that the Department of Education is weighing a plan to allow schools to use federal money, that's supposed to be used to improve students'

academic achievement to buy guns and arm teachers.

If this commission takes nothing else for my words today, please let it be this. Arming teachers is an incredibly dangerous policy. And the Department of Education should drop any plans to allow schools to use taxpayer money to buy teachers guns.

As school comes back into session, the last thing the parents or students should be thinking about is whether a teacher might have a loaded gun in the classroom. Consider that our nation's educators already go above and beyond. 94 percent of teachers using their own money to pay for school supplies and yet it seems that Trump administration wants to use taxpayer money to buy guns for the classroom, rather than supplies teachers need in order to teach, and students need in order to learn.

The solution to school shootings isn't more loaded guns in our classrooms, its common sense gun laws to keep guns away from people with dangerous histories. There is zero evidence that arming teachers protects children in schools. Instead arming teachers ignores research that shows that having access to a gun

increases the risks posed to children.

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That's why students, parents and school safety experts, including countless teachers, school resource officers, and law enforcement organizations, oppose this dangerous policy. In fact, the nation's 2 largest organizations of education professionals, The American Federation of Teachers and the National Education Association, both oppose allowing guns in schools.

Instead of arming teachers, this commission should recommend policy changes that will reduce gun violence and actually protect our schools. The fact is the moment there is a gun in a school we have already failed. The commission should consider red flag laws which enable law enforcement and family members to intervene when there are warning signs that a person possesses a danger to themselves or others. Florida passed a red flag law after Parkland. Vermont passed a law this year after narrowly averting a school shooting with 8 new red flags states in 2018 alone, there are now 13 states in the country with those laws on the books.

A federal law requiring criminal background

1 checks on all gun sales which would ensure that our gun laws actually work by stopping students and other 2 people of dangerous histories before they can get a 3 hold of guns. A study of Connecticut's law requiring a 4 permit to purchase and a point-of-sale background check 5 showed a 40 percent reduction in gun homicides after it 6 7 went into effect. 8 And last, I will say, responsible storage laws 9 which hold gun owners accountable for making sure children can't access firearms without authorization. 10 It would be a shame if the only idea that emerged from 11 12 this commission was a backdoor attempt to put more guns

in schools. Rather than go down the road against the

commission should consider sensible changes to qun

wishes of survivors, teachers and law enforcement, this

regulations in order to keep students and schools safe.

18 MR. ZAIS: Thank you, Adam.

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Thank you.

UNIDENTIFIED SPEAKER: Next we'll hear from Adam Jortner.

MR. JORTNER: Thank you. And thank you to Mr. Secretary -- to Mr. Deputy Secretary. I'm going to

call you Mr. Secretary. My name is Adam Jortner. I am a professor at Auburn University and I am also a candidate for the Alabama State Board of Education and I am a passionate defender of the Second Amendment.

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I am here today to ask you and to advocate that we should not be arming teachers, because I do not feel that putting more guns in schools will not work, will break the bonds of our community and will not protect our Second Amendment rights.

I've had the opportunity in the last couple of months, as I've been campaigning to go over 13 rural counties in Eastern Alabama, and universally I have heard from parents and students at every single stop.

They are terrified that there will be guns in schools.

I have not been to a single campaign, stopped and talked to someone where I did not have a child say to me, "I am frightened that my teacher will have a gun." The parents are frightened and the teachers are frankly angry.

I am not armed today, obviously and you all are not armed. If I was or if you were, this conversation is happening at a very different level.

If teachers are armed, it changes the entire dynamic of the classroom and it increases the danger that we face and it decreases our ability to teach. And if that happens then our entire school system begins to fall apart, because that bond of trust, that bond of community can't be there when everyone is armed.

If this is such a good policy, I urge you to put it on a ballot and I know that you all can't do that. But if you put this on a ballot, it would fail in every state, it would fail in conservative Alabama hands down. People really don't want this to be passed.

I would also add that as Second Amendment advocate, I don't think this law would work. I do not think putting guns in teachers hands will work. Most of -- my wife always says that if you really understand guns then you would not support this policy, because most school shootings are done with assault rifles. The tragedy in Parkland happened with an AR-15. A pistol will not stop an AR-15.

In fact, people who own guns know that you're far more likely to be shot by accident then you are to

be killed in a school shooting. This is not to say that -- what I mean by that is, of course, once we put more guns in schools, there will be more aggregate deaths because of simple accidents.

And finally, I want to say that I don't think that this law will protect our Second Amendment rights. I feel that the efforts to push for the idea of arming teachers -- and this is something all of your departments will play a role in -- I feel the advocates say there must be guns in all schools and the teachers must be armed, is an important shift away from the responsibilities apparent in the Bill of Rights.

There is a right to keep and bear arms. That is to say, every American has the choice to choose to be armed. We now hear that rhetoric shifting to say, everyone must be armed. And I must say that if everyone must be armed then no one is truly free. If we cannot be confident in our religions or our speech or our petitions or any of our other rights, unless we have a gun, then that gun is the only thing that is protecting our rights. And that means that our country isn't protecting our rights.

I believe the Second Amendment is a critical piece of the Bill of Rights. I believe in gun ownership, but I also believe that as a nation we must say no to guns in schools. We must say no to arming teachers. That will keep our schools safe and will keep our communities strong. So I urge you to consider my words in the months to come. Thank you.

MR. ZAIS: Thank you, Adam.

UNIDENTIFIED SPEAKER: Next we'll hear from Dr. Steve McKiney.

DR. MCKINEY: Good afternoon. Thank you

Deputy Secretary, the members of the commission. I

appreciate the opportunity to speak. I speak to you
today in a couple of different roles.

My company is nSide Incorporated. I'm the Founder and CEO of the company. We are the software company behind all of the emergency operations plans for every school in the state of Alabama. Majority of the community colleges, all of the public schools, majority of the private schools, and some of the 4-year universities, we also have a presence throughout the Southeast. You may have heard reference to Virtual

Alabama several times throughout the course of today, we are the technology that powers that system.

What I want to tell you about today is an example of how this nation has been able to rise and achieve incredible things with a little bit of leadership and a lot of will. In 1958, at a Catholic school in Chicago, Our Lady of Angels, there was a significant fire. 95 students and teachers died. So if you look at that as an example of a pivot in change in our nation. What we saw immediately after that was that, in the course of one year over 16,500 school buildings were brought up to a fire safety code. We increased drills. We increased our overall approach to safety in schools, because we understood that even though it was hard, we must make a change.

And so as a nation that is now something we expect. You don't go to a building that doesn't have sprinklers, you don't go to a building that doesn't have fire alarms. And since 1958 no school fire has killed more than 10 people. That is proof that we can rise and change. And what I propose to you is that the opportunities exist for innovation but we do need some

minimum guidance to establish where the lowest rung of the ladder is.

The Federal Government has the opportunity to provide us with that guidance and what we really want to look at is things like minimum physical security guidelines. There are things like the CPTED guidelines, the Crime Prevention through Environmental Design initiatives that are extremely complicated. I know that one of the deputy secretary's comments was in effect to rely on the locals to be able to address their local needs. But the reality is, the complexity of these needs is often more than the skill sets available to those locals. So we need minimum standards to understand and address this. We also need personnel required training for crisis response and crisis intervention.

So one of the things that I believe is that the commercial sector can rise and innovate as well, but what we also need in that regard is additional help with liability. We can't engage with our schools to make sure that we are providing technological solutions to a degree that facilitate physical security

1 surveillance and communication without concern about

2 | the potential liability where there is an event, so

3 some of these things are extremely important.

4 | Initiatives like the Safety Act from the Department Of

5 | Homeland Security, of course provides some elements of

6 | that protection, but there are other things instead

7 | that are needed to be done.

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So what I would ask of this committee is that, as you move forward, as you do make recommendations, as you do look at these things, think about the principles of simplicity and minimum guidelines for physical security. You can have a significant impact. Think about the basic and structure of required training for crisis response and crisis intervention at our schools. Some of these things will contribute to building a culture of school safety and they will also help us in establishing what is the minimum kind of step forward for not only our commercial sector, but our public sector as well. If we cannot understand all of what those things are, then that puts us in a position to rise to the occasion.

I'll leave you with two quotes real quickly.

1 "If children feel safe, they can take risk. They can ask questions, make mistakes, learn to trust, share 2 their feelings and grow." That was Alfie Kohn in 1993. 3 4 But today, Elon Musk says, "When something is important 5 enough, you do it even though the odds are not in your 6 favor." So I ask this committee please to consider 7 these remarks, and I thank you for time. 8 MR. ZAIS: Thank you, Steve. 9 UNIDENTIFIED SPEAKER: Next we'll hear from 10 Ellen Reddy. MS. REDDY: Good afternoon, I'm Ellen Reddy, 11 12 the Executive Director for Nollie Jenkins Family 13 Center, located in Durant, Mississippi. Thank you for 14 this opportunity to come before the commission this 15 afternoon. NJFC, Nollie Jenkins Family Center, has been 16 at the forefront and the grassroots level pushing for 17 18 fair and just policies for all of Mississippi's

children. All children have a right to quality
education and safe schools. The State of Mississippi
represents one of America's most impoverished areas,
where school threats, intimidation, acts of violence,

have become commonplace. Incidences ranging from simple classroom arguments to bullying, to infractions that lead to injury, detention, expulsion, and dealings with the justice system continues to disrupt or impede the learning environment and expose our children to greater propensity to criminal activities and dropouts.

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According to the National Center for Education Statistics, Holmes County suffers from gross disparities in school funding, and spends an average of \$9,969 per pupil compared to the national average of \$12,382. One result of this efficiency can be seen in the pushout effect for students. The 2016 Holmes County dropout prevention guidance restructuring plan revealed that 54 elementary school students and 212 high school students were deemed at risk for dropping out after having met 2 or more of the following criteria; attendance, retention, discipline, and core course failure.

Each of K-8 schools are receiving School

Improvement funds, 1003 funds, for crisis intervention

for those students performing at the bottom 25 percent,

coupled with struggling school settings and mitigating

social economic challenges affect black students, in particular.

The Holmes County School District staff is overextended in various areas, including a lack of adequate funding to ensure the quality education and academic excellence remain top priorities. Recently to the credit, and under the leadership of the new superintendent of the Holmes County's consolidated school district and board, in a history making unanimous vote, banned the age old system of corporal punishment. This is the first time physical punishment has been removed from the District's policy.

Considering the conditions of Mississippi, considering 20 years of advocacy work at the grassroots level, our justice -- juvenile justice reform efforts, here are our recommendations to this body for a safe, healthy, learning environment for students and school staff. At the Federal level, deputy secretary, I heard you mention that you all will not be making directives. But we're asking for directives to come from this body to all states that eliminates the use of physical force, physical contact, the application of slaps with

a wooden paddle on the post clothed posterior of student by a teacher, assistant teacher, principal or assistant principal to maintain discipline, turn for school rule, for self protection of student or themselves is unusual and cruel punishment and needs to be stopped.

I will immediately go to my other recommendations. Resources really should be aimed at institutional forecast, school districts, mental health, public health systems and youth court systems, where priority should be given to environmental conditions, family composition, home location, education, violence, economic challenges, and access to efficient, effective, and responsive education and social justice.

Instead of arming school personnel, teachers, and educators, resources really should be aimed at intervention strategies like afterschool, summer programs, promoting strategic learning, peer mediation training, introduction to service learning, parent engagement initiatives to increase parent support at home and in school and then fostering safe and healthy

1 school environments, summer enrichment institutes, fostering active engagement and service learning for 2 social change. 3 4 I know I am out of time, but these remarks have also been left with your staff. And thank you for 5 6 listening to our concerns. 7 MR. ZAIS: Thank you, Ellen. 8 UNIDENTIFIED SPEAKER: And next we'll hear 9 from Paul Hammond. MR. HAMMOND: Hello, my name is Paul Hammond. 10 I'm the current President of VWK9 & the Cargo Screening 11 K9 Alliance. As you can probably tell with my funny 12 13 English accent, I am not from a great state of Alabama. 14 However, I have traveled the world and I've been involved in security with the British Military, the 15 U.S. Department of Defense, Department of State in 16 17 support of Iraq, Afghanistan, Northern Ireland for 30 18 years. 20 years of that continuously in warzones with 19 maiden job of detecting both explosives and weapons. My specialty is K9s and working dogs. 20

My specialty is K9s and working dogs. I feel this is an area that has been overlooked. There is much talk of arming teachers and arming law enforcement

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officers as quick response units and so forth and so on, and increasing resource officers as an armed response. And I can't help but feel with my background in past that it is reactive. It is too little too late. Because whenever you react with a teacher with a gun or a resource officer with a gun or a law enforcement agency with a weapon system, inevitably shots have already been fired.

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And I think we need to look at our 4-legged furry friends and they're amazing olfactories to detect and deter before these would be attackers and shooters even breach our school grounds. And in particular, when we look at traditional working dogs, I'm not talking about a pointy eared dog running down the corridor and biting and apprehending somebody. I'm not even talking about traditional detection dog in weapons or explosives up close intrusively searching our students.

There is a new technology that is called Vapor Wake. It is very cutting-edge. It was developed by Auburn University, Canine Science Program. It has been in action now for over a decade. It is used by all the

major agencies including TSA, 41 Vapor Wake dogs have started their passenger screening program. New York Police Department Counterterrorism Unit, Amtrak in protecting our rail systems, major schools have taken on already these Vapor Wake teams. Southern Carolina - University of South Carolina, University of Michigan, University of Southern California, Notre Dame, Wayne State, Louisiana, Auburn, just to name a few. And in fact, Alabama did the first pilot program several years ago in Calhoun County, (inaudible) about the program, and we've had weapons finds and we've had a lot of success.

The uniqueness about the U.S. patented Vapor Wake dogs is that they are non-obtrusive. These dogs are specially trained. They are Labradors, they are non-threatening. They go through over a year of environmental, social conditioning systems, even put into prison systems to environmentally condition them to human interaction. But they sample the air of heat plumes coming off of people. This way we don't have to condense and put out our children into lines. They can still walk disorderly into a school. They don't have

to line in front of metal detectors and be intrusively stopped, searched.

These dogs actually are out in front simply traversing the heat plumes as the children walk by.

And we take their olfactories down the part per trillion and they're able to detect weapon odor and follow the source, singling out a possible child or children that require further screening or to go through a metal detector. This is a patented. There are over 130 Vapor Wake dogs in existence right now.

The NFL, Major League Baseball, they're all using these dogs.

And I just believe attaching these dogs to resource officers, which are already in place to help cut costs, law enforcement agencies or even commercial companies like what we're doing now, where we're hiring military and law enforcement personnel. These dogs don't just offer a detection capability, they offer the very best deterrent value and they offer a feel safe value. People feel safer. People will take on machines. They will not take on canines.

We've seen our resource officers in the pilot

programs and out there now, saying, these dogs are breaking down barriers. Children are coming to them and they know their names and they know their dog's names, and are indicating who to check, what locker to search. So I would just like you to consider the working dog front. I'm also available for further briefings and so forth as well, and I'll leave my personal information at the desk. So please consider working dogs as a solution.

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MR. ZAIS: Thank you, Paul.

UNIDENTIFIED SPEAKER: Next we'll hear from Dr. Kathy Murphy.

MS. MURPHY: Thank you very much for the opportunity to speak to you today. I am happy Kathy Murphy. I am the Superintendent, Hoover City Schools. We have 14,000 students and 17 schools, and we've just been recently named by Niche as the safest school district in Alabama. They feel safest school district in the nation but we are not deceived. We understand we're only one single perpetrator away from coming to our door to do evil and bring evil to our schools.

I am also here to represent School

Superintendent Association, superintendents in our stay. I actually have 4 requests that are not one-time investments, but that are long-term sustained Federal support needed. And the first is, school resource officers. The National Association of School Resource Officers is located in our community in Hoover, and we really believe in the importance of our school resource officers.

Having law enforcement officers under the direction of law enforcement agencies, these individuals being specifically selected and especially trained for school settings is critical. Our SRO officers take courses, they take training, they attend conferences, and they're well prepared to address matters in our schools.

Our School Superintended Association had a survey that we responded to during the summer. And the thing that we found is that prior to June of 2018, 24 percent of our schools had a school resource officer. And in the last couple of months, now, we have 30.1 percent of our schools that have a school resource officer. We see the importance of school resource

officers but that comes with a price tag. And so the request is for federal dollars to be allocated to our states to help us with funding school resource officers.

And second is that of threat assessments. We need to determine the viability of those threats that are made, to determine what risk an individual actually presents to us. Is this a transient threat or is a more substantive threat, and that's something we have to determine on a regular basis when threats are made.

Post Columbine, 1999, there's been much more of a focus on threat assessments. Our school district uses the Salem-Keizer threat assessment process. There are other threat assessment processes such as the Virginia Model, Colorado Model, The National Association of School Psychologists also has a model.

We have a 2-tiered approach where there is a school level threat assessment, and if that rises to a level of liability, that's brought to our district level for further assessment. We've realized that we are in a blessed place in our particular school district to have

a threat assessment model, but we realize that there are other school districts that do not have a model.

They need to determine a model and frankly there's cost associated with that training and also the accessing materials. And so my second request to you is that,

Federal dollars be allocated to the states to help us in funding threat assessment system.

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And then there's the conversation about mental health. I do not think it's an exaggeration for us to say that we have a generation that is at risk due to mental health. And that particular topic is taken from a December 10, 2017, NBC report, where that was the title, "A generation at risk due to mental health." We know that 1 in 5 of our students are suffering from a diagnosable mental, emotional or behavioral disorder. We know that 5,000 young people take their own lives in our country every year. And based on the National Center for Educational Statistics, we also know that more than 1 in 5 of our students report that they're being bullied in our schools.

And so to you a third request is that, Federal dollars be allocated to our states to help us in

funding additional mental health. Surveillance is also important. It's not enough to have cameras, we need quality cameras, and in many of our schools those cameras are compromised and antiquated. And it's not enough to just have cameras, we need to be able to monitor those cameras in real-time, they must be connected and interfaced to local and state law enforcement. And so my request is for federal dollars to be allocated to our state to help in funding surveillance systems that can be monitored and connected with local and state law enforcement.

I believe the resource for some of this funding comes from Every Student Succeeds Act, are Title IV-A and B funds, the students Support and Academic Enrichment program. Those funds are allocated via formula to our states and from our states to our schools. This was authorized at \$1.6 billion, but was funded in FY '18 at \$1.1 billion. We need the Title IV monies, we need other federal formula grants and competitive grants as we need to address positive behavioral intervention, safe and supportive learning environments, violence prevention, crisis management,

conflict resolution, mental health services, drug and alcohol prevention, and also to address before and after school academic programs.

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So lastly, we request that you work to help us reach fully authorized amount of \$1.6 billion in Title

IV and help us with other competitive grants. Thank

you.

MR. ZAIS: Thank you Ms. Murphy.

UNIDENTIFIED SPEAKER: Next we'll hear from Pam Doyle.

MS. DOYLE: Good afternoon. I'm Pam Doyle.

I'm Immediate Past President of the Alabama Association of School Boards. And I'm also a board member at Alabama School of Maths and Science, and I've come to share with you today comments that are on behalf of the association of school boards throughout our state.

There is no one size fits all. I wished it were that simple. States and school boards across this nation and our state are -- well, we're struggling with reservation on firearms for school personnel and Alabama's one of those that struggles with this. And deputy secretary, we agree with you. This answer comes

from the local community. I think we're bringing to the table where I think we've got a lot of like minds coming to the table on that. And state and local school boards should decide what's appropriate. The Alabama Association of School Boards strongly support trained school resource officers, and the optimal option for any armed precedent in school.

enforcement are best equipped to handle the firearm in the most volatile situation, especially in a school setting. Educators have tremendous responsibilities in public aid. With more being mandated each year with federal and state policies, having to add marksmanship, ought not to be one of the responsibilities. And we place some professionals that we entrust our children to be educated.

An active shooter anywhere, let alone in a school setting, that's an event even law enforcement don't encounter that often, thankfully. As recent events have shown even fulltime, continually trying to law enforcement personnel are challenged in these situations. School leaders are concerned about options

that not only detract from efforts to fund the SROs for all our public schools, but also lessens the focus on other critical preventative measures such as the mental health services.

School boards do believe the old adage that
"an ounce of prevention is worth a pound of cure."

Local school boards strive to provide safe and
supportive and welcoming environments for students to
learn and thrive. This requires a multi-pronged
approach. We must invest in security without turning
education settings into fortified and armed garrisons.

This would be a mistake and it would conflict with the
uplifting and a positive environment that we create and
envision for our schools.

address the basic infrastructure for safe and secure schools, such as upgrading and securing facilities, installing security cameras, improving communication structures, and developing community wide strategies.

And we need help providing intervention and support for students who, for whatever reason, are not thriving in our school environment.

Interventions must begin far sooner, before student plans and acts on a violent thought or just an impulse. Resources must be focused on creating schools being where students are recognized and understood.

Our students arrive at school with complex social and emotional issues that range from poverty, maybe absent parents, violence or neglect, discrimination, mental illness, harassment, and much more.

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Our local schools are woefully unable to provide adequate counseling for preventive and crisis attention. While some local and state agencies partner to delivery these services, scant financial resources limit what should be our first priority on the front line defense against potential school violence. The gaps leave children in Alabama schools and schools around the nation vulnerable.

It's unacceptable for students and teachers to worry about safety at schools. Every community is different -- and thank you, I think you said best. But all must have the resources to address emergency preparedness training, deployment of school resource officers, additional school counseling, and the

effective coordination and cooperation of local and state social services and law enforcements.

We appreciate the flexibility in Title IV funding and ask that those dollars be used to support local efforts. Once again, just as you say it, thank you. We want to develop and implement comprehensive safety plans in collaboration with local agencies and community partners, we urge availability of those resources to expand. Our goal is to prevent acts of school violence by both increasing physical security and invested in resources to assess and provide preventative care for mental and emotional health of our students. Thank you so much.

UNIDENTIFIED SPEAKER: Next we'll hear from Karren Sullence.

MS. SULLENCE: Good afternoon. This is going to be my first time speaking. So I appreciate the opportunity.

I'm not officially with the education forum that I'm sitting amongst, I'm actually coming as a private practice counselor and I do a lot of work inside the school system. And I'm usually the one that

gets called after a disaster happens or something of an emergency scale occurs within a child's life in a school system. I have a private practice and a nonprofit, but I also work with Children's Advocacy Centers of Alabama and a lot of my work is done with trauma.

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And it seems like over the past 10 years my practice has sort of flipped from being a certain type of counseling. Now it's a lot more reactive, a lot more trauma-filled types of kids that I'm seeing. like people have said before, there's a lot of bullying, there's a lot of brokenness in homes, there's shootings, there's -- I see kids who have just come from the most awful, awful situations at home. And I'm here because I feel really very passionate about the fact that a lot of my kids who are mostly in povertytype situations go to school because school is their solace. School is their place where they get to go and feel safe. They get to go and they spend time with that teacher that pays them attention and gives them that care and love that sometimes they just don't see elsewhere.

And when I heard about the article that had been released that teachers possibly carry guns, I thought, oh, no. In my mind I'm thinking in some of my children's lives that I've heard stories about them being in a room where a gun was pulled out and certain things happened all I could think in there in my mind was what was what would it look like in a room where a teacher pulled a gun out and the impact that would make and the scene in their mind that they would see over and over and over.

And I just thought I need to come and say something because these kids don't have a voice. So that's kind of why I'm here. And one of my concerns is that as a counselor I don't work inside the school system, I'm not the school counselor, but I do go into the school and do counseling. So it's a little different for me.

But one of the things that I've seen, it's sort of a trend over the past couple of years, I've had to do specialized training in trauma especially and do more of a sort of disaster response type training.

Going to CDP, going to incident command type training,

working with disaster response, kind of preparing
myself in that manner because that's what we're seeing
and counseling now with children, especially in a
certain socioeconomic background.

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Some of the things that I've run across that I think are really helpful. I am a Promise Leader with Sandy Hook Promise. They have some prevention programs that I've seen that are really good at stuff, really get information on suicide prevention. They have some prevention programs on knowing the signs. We're talking about active shooters, we're talking guns and weapons.

I really like the idea about having a dog in the school. I just think that there are a lot of things that that we could try and not go straight to that because I just sort of feel like if we compromise that safe zone where the kids are going that we could create a whole another host of problems that I sort of feel like we're going to have to be responsive to later. And I would so much rather do counseling on a preventive scale than to continue to have to respond to disasters. Thank you.

1 MR. ZAIS: Thank you, Karen. UNIDENTIFIED SPEAKER: Next, we'll hear from 2 Trisha Daniel. 3 4 MS. DANIEL: Hi, good afternoon. My name is Trisha Daniel, I'm a school -- Nationally Certified 5 6 School Psychologist. And I'm here on behalf of the 7 Alabama Association of School Psychologists. On behalf of AASP I would like to thank the Commission 9 for the opportunity to share the evidence-based ways 10 for how we can improve safety and prevent violence. The good news is that we actually know a lot about what 11 really works to create safe and supportive schools. 12 13 The harder news is that none of what works involves 14 stand-by solutions, the purchase of a single program or security system, and quite frankly the over-hardening 15 of our schools. 16 17 I want to focus on three main points today. 18 One, we must balance physical and psychological safety. 19 Two, addressing the mental health needs of students is critical. And three, every district needs 20 21 appropriately trained multi-disciplinary school safety and crisis response teams. 22

I share perspective as a school psychologist who helps lead our district safety and crisis prevention and response effort, and I've experienced a school shooting. I know fully well the ripple effects of those tragedies and -- but I'll share about that in a bit.

I want to emphasize that comprehensive school safety entails more than just preventing the next school shooting. It is the day-in day-out work of creating a school environment where students feel safe and supported, one that fosters trust between students and staff and an environment where students know they can ask for help when they need it.

Over-reliance on physical security measures such as metal detectors and surveillance cameras can undermine the learning environment and make students feel less safe. Schools can employ reasonable security measures such as locked doors, controlled entry to buildings, use of SROs and monitor hallways, but we cannot turn our learning environments into fortresses. Furthermore, I want to stress that arming teachers is not the answer. Arming teachers places an unrealistic,

unreasonable burden on America's educators, can undermine the sense of safe, supportive learning environments, and can actually pose greater risks. We must focus on approaches that are genuinely safeguard the wellbeing of our children as well as the school staff who work to educate, empower and protect children every day.

Addressing students' mental health needs is also critical. Doing so is essential for school safety, not just from the perspective of violence prevention but in terms of overall students' wellbeing and learning. In my work as a school psychologist I'm seeing more kids with anxiety, depression, suicidal ideation, social isolation, just to name a few. This impacts our performance in the classroom as well as our performance in the future.

These are serious issues we need to address.

Unfortunately, too many schools do not have adequate

access to school psychologists, school counselors and

school social workers who are specifically trained to

provide these services within the learning context.

We understand how to work with school staff to identify

struggling students and incorporate interventions into the school day. We can help identify those students who may be a threat to themselves or others and intervene early to help give them the path -- to give them the help they need and take them off the path of violence.

As the commission develops the recommendations I'm implore you to address the importance of increasing access to school psychologists, school counselors and school social workers. We must help districts recruit and retain these vital professions. You've heard some ratios mentioned, the National Association of School Psychologists has our ratio at 1:5 to 700 (ph), in Alabama it's 1:17, and my personally is 1:3500. I can't effectively assist my schools with a ratio like that.

Finally, I want to address the importance of appropriately trained multi-disciplinary school safety and crisis response teams. Ongoing training of the teams that encompass prevention and early intervention as well as response and recovery to prepare for

critical events, this includes conducting effective walk down drills, collaborative planning with community responders and training school mental health professionals with the skills and techniques to provide quality suicide risk and threat assessment as well as intervention to support psychological recovery.

As I mentioned earlier, I know firsthand how important these things are. In February 2010 one of my middle schools experienced a school shooting which resulted in one fatality and another student sent to jail. Exactly 1 week later there was a shooting at a local university resulting in three fatalities and three injuries. These individuals were members of our community, both our school community, and our community at large. I can't begin to describe the impact that that had on our school culture.

At the time of this event we had no formal training, but all of our professionals, mental health, pulled together to pool our knowledge to determine a plan that would help our students moving forward.

We created a taskforce including a Text to Prevent (ph), where students can anonymously text our

SROs, and then we will provide threat and suicide assessments to put plans into place. It has been very effective in addressing student needs and identifying resources in the community.

2.2

Finally, I just like to say we need to do more as a nation to address the underlying causes of violence. As the commission develops recommendations, it's imperative that we stay focused on evidence-based efforts that we know work to prevent violence and keep our children and youth safe. And we look forward to working with you towards this goal.

MR. ZAIS: Thank you, Trisha.

UNIDENTIFIED SPEAKER: Next we're going to hear from Harriet Huggins.

MS. HUGGINS: Good afternoon. My name is
Harriet Huggins. I live in Auburn, and I'm a volunteer
with Moms Demand Action for Gun Sense in America, the
Alabama chapter. I'm a former teacher and I'm also the
grandmother of five beautiful children, four of whom
attend public schools. We in Moms Demand Action
appreciate that the Department of Education wants the
same thing that we do, that's to keep our children safe

at school, on the playground and wherever they go.

One of the things that we are concerned about is the fact that it's been mentioned that federal dollars might be used to purchase guns in schools.

Those funds need to be used for achieving academic excellence for children who need them.

Deputizing teachers, school employees and neighbors with only brief law enforcement training doesn't sufficiently make them prepared to carry guns around our children. Even the most outstanding American citizens, the most responsible Concealed Carry Permit holders are only human. They lose their temper, they exercise poor judgment, they misinterpret situations and they might leave their gun lying around by mistake as happened in Pennsylvania in 2016 when a teacher left her loaded pistol in the bathroom only to be found by four children ages 6 to 8.

Teachers don't want to carry guns in classrooms. Teachers want to educate children and mold children for the future. They don't want to have to choose between shielding their students and locking down their classrooms or drawing a weapon, potentially

drawing gunfire towards themselves by either the active shooter or law enforcement.

Public safety experts, teachers, school administrators and parents oppose arming teachers and staff. Our organization does too. We know that there's a better way than putting guns in our schools, namely by preventing people intent on doing harm from getting guns in the first place. And as mentioned previously, we think that there are several legislative things that can happen to make ours schools and all of us safer from gun violence.

One is a federal law requiring criminal background checks on all gun sales which ensure that our gun laws actually work by stopping felons and other people who have dangerous histories from getting hold of guns.

Second, red flag laws which would enable law enforcement to intervene and confiscate guns from when there are warning signs that a person would be a danger to themselves or others. Florida passed a red law flag right after Parkland where before they wouldn't have been able to do this and we know that other states are

1 doing this.

And finally, storage of guns, holding adults and gun owners responsible and accountable for making sure that children don't have access to guns without authorization. Data clearly shows that most -- unintentional shootings of children involve guns from home.

I sincerely hope that you continue in your efforts to make schools safer for our children and that we can work for solutions for everybody. Thank you very much.

MR. ZAIS: Thank you, Harriet.

UNIDENTIFIED SPEAKER: Next we'll hear from Matt Harris.

MR. HARRIS: Thank you. I'm not as far away as Paul is but I come from Newry, Pennsylvania, way up on a lake in the Snow Belt, but I feel travelling down to Montgomery and being invited down to talk about my program, My Safe School Program is worth it. I think it's also worth mentioning, I've had a previous meeting with General Zais, thank you panel again for your time, early summer and it resulted in great conversation

regarding safe schools and law enforcement relationships.

After that meeting I've also met with

Secretary DeVos in Erie, PA on our trip. We had a 30minute meeting with Secretary DeVos. And that meeting
resulted in a few questions that she had for me
regarding my program and those -- three of the
questions that stood out were -- and I'll talk a little
bit about my program in a minute, was the scalability
of the program and that it is scalable. How do I
select my officers? And how are they trained?

I'm a recently retired Pennsylvania State

Trooper of 20 years, and so I'm here because of Prepare

Incorporated (ph). It's a three-tier approach -
program that first puts active law enforcement in the

classroom, talking and teaching curriculum-based,

evidence-based program with essential character traits

that are not taught at home unfortunately in today's

society.

The program is a 2-day, 32-week, almost the entire school year, 6 hour a day, which equals 12 hours for the week with officers in the classroom not just in

uniform but in plain clothes actually going and working with K through 8 students educating them on a character to prevent senseless acts of violence in schools.

I've talked a lot about arming teachers. I'm not going to get into that debate. But I think prevention with evidence-based findings and working with young students is the answer and it's working.

2.2

We are currently being viewed in several other states, Florida, Delaware, Ohio in regard to what we're doing across Pennsylvania. We have 12 school districts and counting in Pennsylvania that are looking to implement a program. As the superintendent alluded to earlier regarding federal dollars being allocated for programs and initiatives from the feds to the state and then to the school districts, I think it's crucial that those billions of dollars be allocated for prevention.

Millions of students in schools don't have hope and that's lacking in our school system. And so I'm just here to talk a little bit about the program.

I'll leave -- I won't go into too much with it. But the 32-week, 2-day a week program works. And I leave information for those that have interest in the program

1 behind for further questions.

2 MR. ZAIS: Thank you very much, Matt.

3 MR. HARRIS: Yeah.

4 UNIDENTIFIED SPEAKER: We'll be hearing from

5 Doran Tanner.

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MS. TANNER: Good. Hello, commission representatives. I appreciate the opportunity to speak today on behalf of the School Social Workers

Association of America and Alabaster City Schools here in Alabama.

The School Social Workers Association of
America which is called SSWAA represents school social
workers across the country who provide direct mental
health and support services to students and school
staff. School social workers connect students and
families with community resources and provide clinical
services directly in the school.

Earlier this year I was honored to be named the 2018 National School Social Worker by the organization and for my school district I'm the Student Services Coordinator and I handle school-based mental health as well as school safety. But more important

than both of those, I'm a momma. I take two very precious children every day to school and they walk the halls and the schools that I'm charged to protect. So it's personal for me, it's very personal.

But I want to start by saying that I believe violence in our schools is a public health issue. It's both tragic and preventable. But there are no quick answers, there are no easy answers and no one group can do it alone, but we can all work together to solve this issue. School social workers focus on prevention and developing a positive climate of learning for every student. That means fostering mutual respect among students and adults.

It means having caring, highly trained professionals including school social workers, school counselors, school nurses and other specialized instructional support personnel in every school.

Every school needs to have a strong multi-disciplinary team in place to help develop a positive school environment for every student. SSWAA has submitted comments in writing, but I want to summarize some of the recommendations that I feel are relevant to our

schools, and it's interesting that Dr. Murphy's comments, it's going to sound like we wrote this together and we didn't speak at all. But first we need expanded access to mental health services both in our schools and our communities. Funding from the Department of Education, our Title IV funds, SAMHSA funds must be maintained and increased to ensure that school and community based mental health services are available for all individuals who need them and can benefit from these services.

Sometimes our school-based mental health is the only mental health services that students get.

Lack of transportation, lack of understanding by parents. We are their mental health services.

We need to focus on prevention, early identification, early intervention, including school-wide initiatives such as positive behavior supports and school based mental health counseling to address bullying, violence, anger management and other social-emotional issues that impede learning.

Every school needs a crisis plan that incorporates detailed communication strategies, drills

and training for staffs and students and a plan for recovery for students and staff should a traumatic event occur. We also need a way to conduct threat assessments. We have students that we feel may be a threat to themselves and others and we need a way to assess those students, provide support and provide follow-up.

Well-trained, engaged and effective School
Resource Officers can and do play a vital role as part
of a comprehensive school safety plan. Funding and
training for School Resource Officers must be supported
and School Resource Officers need to be the best of the
best, not the officers that we don't really know what
to do with so we're going to put them in our school, we
need the best officers in our school.

We do not need to arm school staff. I'm a firm believer in Second Amendment rights, I carry myself, but it's not our place. SSWAA has submitted specific recommendations related to gun safety. School social workers and other school personnel need to be our instructional, supportive roles in helping students, not monitoring the halls with a gun.

1 Thank you for your attention to these 2 recommendations. I appreciate the opportunity sharing this dialogue in this critical issue. Thank you. 3 MR. ZAIS: Thank you, Doran. 4 5 MS. TANNER: Thank you. UNIDENTIFIED SPEAKER: I'm sorry, I had a son 6 7 -- there you go, I apologize. 8 MS. SHAKURA: Okay. Good afternoon, my name 9 is Nayomka Shakura. 10 UNIDENTIFIED SPEAKER: Thank you. MS. SHAKURA: I am a senior community advocate 11 12 for the Southern Poverty Law Center's Children's Rights 13 practice group. The Southern Poverty Law Center is 14 dedicated to fighting hate and bigotry and to seeking 15 justice for the most vulnerable members of our society. 16 Using litigation, education and other forms of 17 advocacy, our children's rights team works to ensure 18 that vulnerable children in the Deep South have equal 19 opportunities to reach their full potential. 20 We appreciate this opportunity to address the 21 commission today because ensuring that all children in 2.2 this region can attend safe, welcoming and healthy

1 schools is at the core of our work.

As an advocate I've had the opportunity to work with students, children, across the Deep South who are shackled for hours at a time in school, sprayed with chemical weapons, tossed into jail for offenses such as throwing a penny on a bus or being in a hall without a pass, and more. One child's arm was broken by a Sheriff's deputy who restrained him in school.

These cases are a result of overly harsh disciplinary measures which did not make the students, teachers or administrators involved safer. Instead, strict security measures harm the educational climate by alienating students and generating mistrust.

The issues our clients have faced are not happening in isolation, in fact it happened to me 17 years ago.

Finding solution to dismantle the school-to-prison pipeline is one of the many reasons why I am able to stand in front of you today.

When I was a freshman in high school I jumped the line in the cafeteria. After refusing to get out of the line as instructed by a school staff member an SRO who was a full-time employee of the Atlanta Police

Department was called. When the SRO ordered me to get out of line and I refused the incident instantly escalated from a student failing to follow direction from a school staff likely resulting in after-school detention to a student disobeying the direct order of an officer of the law giving him authority to use force to deescalate the situation.

I was dragged through the cafeteria by my arm in front of my peers. And while heading to the office the SRO told me that I was going to be charged with inciting a riot. By grace a teacher intervened on my behalf before anything worse could happen.

Nevertheless my life changed forever that day. That incident compelled me to do this work, to be an advocate for youth.

And again, we know the countless stories of students across the state and country that share my experience but do not share my same level of intervention and outcome. I was afforded the privilege to make a mistake and not have that mistake follow me for the rest of my life.

Rather than hardening our schools we should

work to create positive school climates where all students can come to school each day and feel physically and emotionally safe and ready to learn. The good news is there has been extensive work done to support such safe and healthy school climates. In recent years schools across the country have worked to adopt effective evidence-based approaches to reduce misbehavior and improve school safety. And this commission shall learn from and advance these efforts.

This includes encouraging evidence-based approaches to discipline like positive behavior intervention and supports, restorative justice and social and emotional learning as well as placing more counselors, nurses and mental health professionals in schools and conducting school climate assessments and behavior health interventions.

One item this commission is charged with making recommendations on is the potential repeal of the Obama administration's Rethink School Discipline guidance. We urge the commission to view this guidance as a resource to keeping students safe in schools.

In fact, the guidance equips schools and

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districts with policy and practice ideas to end disparities in student discipline and to achieve school safety for all students.

2.2

In this state, Alabama, students are suspended out of school above the national average and black students are suspended at rates much higher than their white peers. Harsh exclusionary discipline results in students losing important instructional time, become less likely to graduate on time and more likely to repeat a grade, drop out of school and become involved in the juvenile justice system.

As the guidance states, "Fair and equitable discipline policies are an important component of creating an environment where all students feel safe and welcomed." We hope federal resources will be directed towards these important and preventative student supports and not to encourage more guns in schools.

Arming teachers with guns is an idea that educators, parents and SROs themselves all oppose.

Instead, as a part of its efforts to reduce gun violence we hope the commission will make

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1 recommendations on improving existing security measures as a part of comprehensive school safety plans 2 including training SROs on working with young people in 3 the school environments. 4 I'll end with this, this commission is charged 5 with identifying best practices and actionable 6 recommendations to keep students safe in school. 7 8 hope this commission fully considers the wealth of the 9 knowledge at its fingertips to support safe and healthy schools for our students. As it prepares its 10 recommendations we hope that this commission will 11 12 continue to seek input and meaningfully engage with the 13 students, educators and parents who make up the school 14 communities for whom you will make your 15 recommendations, in particular students of color and 16 students with disabilities and those who work with 17 these communities. 18 MR. ZAIS: I'm going to have to ask you to 19 wrap up. 20 MS. SHAKURA: Yes, sir. Listen to what the 21 communities want to see in their schools, support our 2.2 students' success. Thank you.

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1	MR. ZAIS: Thank you.
2	UNIDENTIFIED SPEAKER: We don't believe there
3	are any others, but please let us know if number 17 is
4	out there.
5	MR. ZAIS: I like to thank those who signed up
6	and took the trouble to prepare remarks and to come
7	today to share your perspectives and your input. I
8	think you noticed we were taking notes as well the
9	other writers of the reports. We'll be reviewing the
L O	transcripts and we're grateful for your interest in
11	this very important issue and for your sharing of your
12	perspectives. Thank you very much.
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CERTIFICATE OF NOTARY PUBLIC

I, SAMUEL HONIG, the officer before whom the foregoing proceeding was taken, do hereby certify that the proceedings were recorded by me and thereafter reduced to typewriting under my direction; that said proceedings are a true and accurate record to the best of my knowledge, skills, and ability; that I am neither counsel for, related to, nor employed by any of the parties to the action in which this was taken; and, further, that I am not a relative or employee of any counsel or attorney employed by the parties hereto, nor financially or otherwise interested in the outcome of this action.

Notary Public in and for the

State of Alabama

SAMUEL HONIG

Page 185 1 CERTIFICATE OF TRANSCRIBER 2 I, WINJOY VIJAYAN, do hereby certify that this transcript was prepared from audio to the best of my 3 4 ability. 5 6 I am neither counsel for, related to, nor employed by any of the parties to this action, nor 7 financially or otherwise interested in the outcome of 8 9 this action. 10 11 12 August 31, 2018 13 DATE WINJOY VIJAYAN 14 15 16 17 18 19 20 21 2.2

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