
SANDY HOOK ADVISORY COMMISSION

JULY 12, 2013

10:00 A.M.

Legislative Office Building

Hartford, CT

SCOTT JACKSON, Commission Chair

ADRIENNE BENTMAN

ROBERT DUCIBELLA

TERRY EDELSTEIN

KATHLEEN FLAHERTY

ALICE FORRESTER

EZRA GRIFFITH

DENIS McCARTHY

WAYNE SANDFORD

DAVID SCHONFELD

HAROLD SCHWARTZ

BERNARD SULLIVAN

CONNECTICUT COURT REPORTERS ASSOCIATION

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AGENDA

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I. Call to order

II. Review of 2013 Connecticut General Assembly Legislative Session

Attorney Lou Pepe & Dan Klau
McElroy, Deutsch, Mulvaney & Carpenter, LLP

III. School Security Review

Kenneth S. Trump
President, National School Safety and Security Services

IV. Discussion

V. Other Business

VI. Adjournment

1 (Hearing commenced: 10:00 a.m.)

2 CHAIRMAN JACKSON: It is 10:00 o'clock, so
3 why don't we call to order this meeting of the Sandy
4 Hook Advisory Commission for July 12, 2013.

5 Why don't we introduce ourselves, starting
6 from my left.

7 DR. SCHONFELD: David Schonfeld, Director of
8 the National Center for School Crisis and Bereavement,
9 St. Christopher's Hospital in Philadelphia.

10 MS. EDELSTEIN: Terry Edelstein. I'm
11 Governor Malloy's nonprofit liaison.

12 MR. SANDFORD: Wayne Sandford from the
13 University of New Haven.

14 DR. FORRESTER: Alice Forrester, Director of
15 Clifford Beers Clinic in New Haven.

16 DR. BENTMAN: Adrienne Bentman, a
17 psychiatrist and the psychiatry residency program
18 director at the Institute of Living, Hartford Hospital.

19 MR. SULLIVAN: Bernie Sullivan, a retired
20 former Commissioner of Public Safety for the State of
21 Connecticut, former police chief of the City of
22 Hartford.

23 CHAIRMAN JACKSON: Scott Jackson, Mayor, Town
24 of Hamden.

25 DR. GRIFFITH: Ezra Griffith from the

1 Department of Psychiatry at the Yale School of
2 Medicine.

3 DR. SCHWARTZ: Harold Schwartz,
4 Psychiatrist-in-Chief at the Institute of Living and
5 Vice-President of the Hebrew Health at Hartford
6 Hospital.

7 MS. FLAHERTY: Kathy Flaherty, Staff
8 Attorney, Statewide Legal Services and Mental Health
9 Advocate.

10 Mr. DUCIBELLA: Bob Ducibella, Founding and
11 Senior Principal, Ducibella, Venter & Santore Security
12 Consulting Engineers.

13 CHAIRMAN JACKSON: Thank you, everyone. As
14 we know, this session, particularly here in the state
15 of Connecticut, has seen a lot of legislative changes,
16 a lot of it tied directly into the tragedy at Sandy
17 Hook Elementary School.

18 We've asked two attorneys from the firm of
19 McElroy, Deutsch, Mullvaney & Carpenter, LLP, who has
20 volunteered to do pro bono work on behalf of the
21 commission, to present to us some legislative -- a
22 summary of the legislative changes pertaining the Sandy
23 Hook tragedy.

24 So I'd ask Attorney Lou Pepe and Attorney Dan
25 Klau to join us here for a presentation. And for part

1 of that presentation, we will also be joined by
2 Professor Susan Schmeiser, who has also been assisting
3 the commission.

4 MR. PEPE: Mr. Chairman, members of the
5 commission, thank you for the opportunity to appear
6 here. Before we address the issue on the agenda, if I
7 may just have a moment, with the chairman's permission,
8 to first thank everyone here for the opportunity to
9 serve as pro bono counsel of this commission. We are
10 honored and proud to have that position.

11 We recognize the importance of the work that
12 this commission does with respect to the well-being of
13 the people of Connecticut, especially its children, and
14 if there is any way in which we can make a small
15 contribution to that effort, we are very pleased to do
16 so.

17 We -- we probably would like to make clear
18 just who we are, the firm. McElroy, Deutsch,
19 Mullvaney & Carpenter is a regional law firm with
20 offices from Delaware to Boston, some 10 offices, 300
21 lawyers. I've been practicing here in Connecticut for
22 some 43 years. My colleague, Mr. Klau, is much
23 younger, but also has many years at the bar.

24 Before our firm, Pepe & Hazard, merged with
25 McElroy, Deutsch, Mullvaney & Carpenter, we had offices

1 in Hartford and Southport and Boston, and those offices
2 were merged into this firm some three years ago.

3 With the resources that we have, we think we
4 can meet any needs that the commission may have with
5 respect to legal issues, and we are very pleased to
6 offer those resources for that purpose as the
7 commission sees fit.

8 When we were asked to serve as pro bono
9 counsel, the scope of the work was not well defined.
10 I'm not sure it is now. So we -- we just see our
11 position as serving you as you see necessary. What you
12 might determine would be an appropriate legal exercise,
13 we're here to provide that for you and happy to do so.

14 But we did meet with the mayor a couple of
15 times to get an idea of what he thought we might be
16 able to do, and Mayor Jackson did give us some
17 assignments. One of them was the issue that's on the
18 agenda today, and that was to survey the legislation
19 adopted in the last legislative session, more
20 particularly, those statutes that were passed that
21 would be relevant and meaningful and have an effect
22 upon your work.

23 And so we did undertake to do that, to
24 conduct that survey, and have produced a work product
25 that I think you all have. It comes in three parts.

1 There is a memorandum that summarizes at some quite
2 high level the statutes we think that affect your
3 mission. That is followed by a copy of the statute
4 itself. And then behind that is a narrative from the
5 Office of Legal -- Legislative Research which attempts
6 to put forward in layman's language a summary of the
7 nature and the effect of that legislation. We hope
8 that will be a useful reference tool for you as you go
9 forward with your work.

10 I want to make clear that what we presented
11 was just a survey. We do not pretend to have drilled
12 down to or peeled back any of the statutes in any great
13 depth. But as you look at that legislation as you go
14 forward and find or identify any part of that work
15 product that is of particular interest or concern to
16 you, we stand ready to do further examination of that
17 statute as you see fit. But we thought what we
18 prepared would be helpful for your work in an overview
19 sense.

20 In addition to what we presented and what I
21 think you now have, all have, Dan has prepared a
22 PowerPoint summary of the highlights of the highlights,
23 if you will. We tried to distill it down into the
24 simplest and most obvious parts of each of the statutes
25 we examined relating to, of course, the gun

1 legislation, the mental health issues that were
2 addressed by the legislature, and the school safety
3 issues.

4 If the chairman and the commission think it
5 would be useful, we could go through that PowerPoint
6 presentation quickly without taking too much of your
7 time.

8 But that's what we've done so far. As I
9 said, we're quite prepared and happy to go further on
10 the legislative issue or on any others you deem
11 appropriate, and we stand ready to help in any way we
12 can.

13 Dan.

14 CHAIRMAN JACKSON: At this point let me turn
15 it over to Attorney Klau, and we'd be happy to follow
16 you on the PowerPoint presentation.

17 MR. KLAU: Great. Thank you, Mr. Chairman,
18 and members of the commission. I won't to add to what
19 Lou said, except personally it is my pleasure also to
20 assist the commission in any way I can.

21 The only thing I'd like to add beyond what
22 Lou said in terms of the description of the materials
23 we handed to you is that beyond the bound packet, at
24 the suggestion of Terry Edelstein, we also included an
25 additional public act which I had neglected to include

1 in the bound packet that was -- it's Public Act 13-178,
2 so that there is a handout for that, and also the OLR,
3 Office of Legislative Research, report.

4 So I think, with those additions, you now
5 have a fairly complete packet of all the legislation
6 passed last session that's relevant.

7 Let me also add for your benefit and for the
8 benefit of the insomniacs on CTN who watch this that
9 the -- a PDF version of our memorandum, the one that's
10 at the top of the package, is on the Sandy Hook
11 Advisory Commission -- the government website, and that
12 one has interactive hyperlinks, so if you don't want to
13 carry this around, you can just go to your computer,
14 open that PDF from the website and click on any of the
15 underlined references in this memo to the public acts
16 or to the OLR memos, and that will bring you to the
17 same legislation that's in this package. So it's just
18 a convenience.

19 So now onto the discussion. Without
20 question, the single most significant piece of
21 legislation that was passed in the most recent
22 legislative session was Public Act 13-3. It made major
23 changes to the State's gun laws, as well as changes
24 regarding mental health issues as they relate to gun
25 violence and also gun permitting, and also makes

1 changes to school security and infrastructure. So I'd
2 like to talk about those first, if I could.

3 First, focusing on the gun laws, the public
4 act significantly expands the state's assault weapons
5 ban. Let me say that the focus of my presentation this
6 morning is on major changes to gun laws, so I'm not
7 giving you a lay of the land that includes gun laws
8 that existed prior to this legislative session.

9 But, by way of the background, the state of
10 Connecticut for many years has had an assault weapons
11 ban. What Public Act 13-3 did was greatly expand that
12 ban. It did so in very technical fashion; that is, the
13 law has very specific descriptions of types of weapons
14 that are considered assault weapons, names of weapons,
15 the manufacturers.

16 It also has -- it defines the weapons in
17 terms of characteristics. There's a long list of
18 certain kinds of characteristics. And if a weapon has
19 those characteristics or a certain number of them, it's
20 considered an assault weapon.

21 So essentially the law greatly expands the
22 universe of firearms that now fall within the
23 definition of assault weapon, and by increasing the
24 universe of weapons that meet that definition, they now
25 fall within the law that bans them.

1 The law also bans the sale, purchase and
2 transfer of large capacity magazines, LCMs. And that
3 is -- a large capacity magazine is defined as a
4 magazine or other device capable of holding ammunition
5 in connection with a weapon that can hold more than 10
6 bullets. That's the key. More than 10 bullets is a
7 large capacity magazine. Those are banned.

8 The public act prohibits gun dealers from
9 selling or delivering long guns to anyone under the age
10 of 18. No minimum age for non-dealer salers. So I am
11 not a -- I am not a gun expert, but the way I read the
12 law, weapons fall into sort of three categories. You
13 have pistols, you know, handguns and pistols; you have
14 long guns -- think of your generic .22 rifle, shotguns;
15 and then you have assault weapons.

16 So long guns were previously -- there was
17 not -- they were not subject to permit requirements the
18 way handguns were, so this change now brings long guns
19 within the ambit of gun legislation and it imposes a
20 minimum age of 18 on selling them.

21 And it also requires that effective April 1,
22 2014, anyone buying or receiving a gun must have -- a
23 long gun must have a gun permit or certificate. And
24 the requirements for obtaining those permits or
25 certificates are defined in the law.

1 The act mandates the establishment of a state
2 deadly weapon offender registry by January 1, 2014.

3 Now, let me be clear about what this is. Connecticut
4 does not have a firearms registry, with the exception
5 of assault weapons, which must be registered with the
6 state. The law does not require the creation of a
7 database in which any person who owns a gun must
8 register that specific gun with the state. That's not
9 what this is.

10 This is a registry of individuals who have
11 been convicted of certain crimes associated with the
12 use of a deadly weapon or who haven't been convicted,
13 have been found not guilty by reason of an insanity
14 defense. So if you meet that definition, conviction of
15 a crime involving a deadly weapon -- and the public act
16 has a long list of crimes that meet that definition --
17 or if you are found not guilty by reason of mental
18 disease or defect, you go into this deadly offender
19 registry.

20 Background checks. Existing law has required
21 certain background checks for certain guns. It did not
22 previously for long guns. It now does require anyone
23 purchasing a long gun from an unlicensed dealer to
24 undergo a national criminal background check.

25 Yes.

1 MR. SULLIVAN: As a point of clarification,
2 it's also required if they buy it from a dealer, not
3 just from a non-dealer, so there is no confusion with
4 the public. If they buy a gun from a dealer, it
5 requires a background check also.

6 MR. KLAU: Thank you for that clarification.

7 In addition to imposing certain requirements
8 on purchase and sale of guns, the law also now requires
9 anyone buying ammunition to have a state-issued gun
10 credential, and it also imposes an age limit, a minimum
11 age, on anyone who wants to buy -- buy ammunition or
12 ammunition magazines. They cannot be sold to anyone
13 who is under the age of 18.

14 Actually the law, the public act, also
15 increases the penalties associated with many types of
16 gun-related crimes, gun trafficking, illegal gun
17 possession and other gun-related crimes. And these
18 increased penalties are defined at some great length in
19 the statute.

20 The law expands the scope of the law banning
21 individuals, the type of individuals -- when I say
22 type, certain individuals -- from getting gun
23 credentials or possessing firearms on mental health
24 grounds. And I'm going to come back to this in another
25 slide in a little bit.

1 But there's certain people who, by virtue of
2 either their voluntary or involuntary commitment to a
3 psychiatric facility, are not eligible for gun
4 credentials for certain periods of time.

5 Armor-piercing bullets are banned. And
6 there's a description in the statute of what
7 constitutes an armor-piercing bullet.

8 The law prohibits people from storing
9 firearms on their premises if they know or have reason
10 to know that someone living there is ineligible to
11 possess firearms under state or federal law.

12 All right. So this is the point I made
13 earlier about expanding the universe of people who, for
14 mental health reasons, are ineligible. Specifically
15 any person confined to a psychiatric hospital by
16 probate court is ineligible for a gun permit or handgun
17 eligibility certificate for 60 months. Under prior
18 law, they were only ineligible for 12 months, for a
19 year. So that is a significant expansion of the time
20 of ineligibility.

21 And, second, any person who is voluntarily --
22 who has voluntarily admitted him or herself to a
23 psychiatric hospital is ineligible for a gun permit or
24 eligibility certificate for six months, but there's a
25 carve-out. This does not apply to an individual who

1 was voluntarily admitted solely for drug or alcohol
2 treatment.

3 For this type of legislation to work, there
4 has to be coordination amongst various state agencies,
5 so the law imposes certain recording -- reporting and
6 notification requirements on the Department of
7 Emergency Services and Public Protection and the
8 Department of Mental Health and Addiction Services.

9 DR. SCHWARTZ: Excuse me.

10 MR. KLAU: Yes.

11 DR. SCHWARTZ: If I can ask -- I'm over here.

12 MR. KLAU: I'm sorry. Yes.

13 DR. SCHWARTZ: If I can ask for
14 clarification, when we're talking about admission to a
15 psychiatric hospital, I just want to clarify,
16 technically that would mean a hospital licensed as a
17 psychiatric hospital as opposed to a psychiatric
18 admission to a general hospital. So are we talking
19 about psychiatric admissions to hospitals or are we
20 talking about admissions to psychiatric hospitals?

21 MR. KLAU: I appreciate the question and the
22 significance of the distinction, and I know that the
23 term is a defined one in the statute. As I sit here
24 right now, off the top of my head, I do not have the
25 answer to that question.

1 DR. SCHWARTZ: If I could suggest that given
2 that my connection to a general hospital that has
3 psychiatric beds, I know that we are -- we are part of
4 the discussion, so I'm assuming that the answer is that
5 it applies to all psychiatric admissions, whether to
6 general hospitals or to private psychiatric hospitals,
7 but it would be important to have absolute
8 clarification of that.

9 MR. KLAU: As I said, I would be happy to get
10 the answer to that question. I just don't have it at
11 my fingertips. So I will provide that answer.

12 Let me just see. If you'd give me just one
13 second, I can tell you the specific section. Section
14 58 of Public Act 13-3 is the section that addresses
15 this, so I will take a look at that and see what the
16 specific definitions are.

17 And, again, I apologize for not having that
18 at my fingertips, but, as you can imagine, some of the
19 details in these statutes are very detailed.

20 So that's a summary of the highlights, if you
21 will, of the major changes that Public Act 13-3 made to
22 gun-related laws.

23 Yes.

24 DR. SCHONFELD: I just wanted to ask a
25 clarification. About three or four slides back, you

1 mentioned that it prohibited the ownership of guns in
2 residences or places where people live -- I don't know
3 exactly how it was termed -- if there were individuals
4 who were not able to possess them or they had reason to
5 believe that or ought to believe that.

6 MR. KLAU: Right.

7 DR. SCHONFELD: I don't think that's exactly
8 how it's written, because, obviously, 14-year-olds
9 would not be able to own them under the current -- and
10 it doesn't prohibit the ownership of guns in households
11 where there are children living. And so I think, if I
12 recall correctly, it was that unless they secure those
13 weapons so that they cannot be accessed by those who
14 can't own them. Isn't that the way it's written?

15 MR. PEPE: The statute does have a provision,
16 an exception, if they are properly secured so that the
17 ineligible person cannot access them. The statute does
18 provide that.

19 DR. SCHONFELD: So then I have -- the
20 question that I have is let's say you have a situation
21 where you have an adult in a home who is unable to
22 purchase the guns or own the guns because they have a
23 criminal record, a violent offender using a weapon, or
24 some issue related to mental health. Would that mean
25 that their 18-year-old child could purchase the weapon

1 and keep it at the home? And how could they actually
2 state that they could block access to this gun to their
3 parent in the same household?

4 So I'm just wondering is this really a true
5 restriction? And I understand that it carries
6 penalties if you fail to secure the weapon. That's my
7 understanding. But, really, I doubt that would be a
8 deterrent to an 18-year-old, that if their father got
9 their gun and committed a crime, they could be, you
10 know, then prosecuted, so --

11 MR. KLAU: I appreciate the question. I do.
12 And my quip be would be that's why there's litigation.
13 I mean, because the answer is -- you described a very
14 interesting situation that the statute doesn't clearly
15 answer.

16 DR. SCHONFELD: The same would be for
17 spouses, domestic partners --

18 MR. KLAU: Right.

19 DR. SCHONFELD: -- people cohabitating. So
20 I'm wondering if this is an area that you think
21 might -- we might wish to look at further. Or I guess
22 that more to the group.

23 MR. KLAU: Just for clarification, that's --
24 this section of the act is -- sections 54 through 56 is
25 the relevant language. And as Lou said, we would be

1 happy to look into that issue further if the commission
2 wants further clarification.

3 DR. SCHWARTZ: Just to follow up on that,
4 just as a question, more to Scott, I think, than to you
5 gentlemen, as we're proceeding through this, since
6 there is so much here, should we sort of raise our
7 hands and note this is something that we think we want
8 to make a recommendation about or talk about, you know,
9 further and just kind of compile a list as we're going
10 through this presentation rather than trying to
11 remember, you know, after the fact and get back to all
12 of the points that we might want to address?

13 CHAIRMAN JACKSON: Absolutely. I'm noting
14 the questions. And, I mean, what we're really trying
15 to do at this point is take our series of interim
16 recommendations, compare them to what actually
17 happened, determine where we want to continue digging
18 in, making additional recommendations or clarifications
19 to the legislation as it has been proposed here in
20 Connecticut, while keeping in mind that we're not
21 really just talking about Connecticut, right, so even
22 if something -- a singular recommendation of ours, such
23 as recommendation number four in our interim report,
24 which dealt with large capacity magazines, is pretty
25 clearly defined in this Connecticut legislation,

1 doesn't mean that we exclude it in the final report
2 because the audience for the final report is not
3 specifically Connecticut.

4 So what we're trying to do here is kind of
5 understand these things, understand how the legislature
6 crafted the document, start to understand some of the
7 gaps or clarifications that will make it more effective
8 here and elsewhere.

9 So I will -- I am noting these questions and
10 clarifications.

11 MR. PEPE: If I may, before we leave that, if
12 I'm not interrupting you, back to Professor Schwartz's
13 question, section 58 of 13-3 that Dan referenced says,
14 "Has been voluntarily admitted on or after October 1,
15 2013, to a hospital for persons with psychiatric
16 disabilities as defined in section 17a-495."

17 A hospital for persons with psychiatric
18 disabilities as defined in the other statute.

19 DR. SCHWARTZ: We would probably have to go
20 back to the statute, because it's still a little
21 clear --

22 MR. PEPE: Yes.

23 DR. SCHWARTZ: I would interpret a hospital
24 for individuals with psychiatric disabilities to mean a
25 hospital licensed as a private psychiatric hospital.

1 At the same time I know that the Connecticut Hospital
2 Association, representing all of the general hospitals
3 in the state of Connecticut who have psychiatric units,
4 so that they're general hospitals and would not meet
5 that definition, that they're very involved in
6 developing the logistical response to this.

7 So I know that it's being interpreted to mean
8 psychiatric admissions everywhere, but it sounds as
9 though, from what you're reading, we'd have to go back
10 to the definition in the first statute.

11 MR. PEPE: 17a-495.

12 MR. KLAU: And Professor Schmeiser just
13 pulled that specific statute up that Mr. Pepe is
14 referencing, and let me just briefly tell you how it
15 defines "hospital for psychiatric disabilities."

16 It means, "Any public or private hospital,
17 retreat, institution, house or place in which any
18 mentally ill person is received or detained as a
19 patient, but shall not include any correctional
20 institution of the state."

21 DR. SCHWARTZ: I think that applies to
22 hospitals that are licensed as general hospitals.

23 A VOICE: You're correct on that.

24 MR. KLAU: So, as I said, what I've presented
25 so far is that 60,000-foot highlight summary of the

1 majors changes that Public Act 13-3 enacted with
2 respect to gun legislation.

3 It also deals with mental health issues and
4 security, school security, so I'm going to move now
5 into the mental health area, and I would ask Professor
6 Schmeiser's to follow -- I know she's following
7 along --

8 CHAIRMAN JACKSON: Before you begin, it looks
9 like we have one more question on this section.

10 DR. FORRESTER: I'm sorry. I just want to
11 ask Dr. Schwartz if -- the information that's coming
12 through in the discussions that are happening on that
13 legislation would be very interesting, I think, to the
14 commission and would -- would be very interested in
15 making sure that we have testimony related to that, you
16 know, or the findings that the hospitals are making.

17 I just have one other very -- this might be a
18 very ignorant question, but was there any legislation
19 when the -- if you're in a household that you're not
20 able to secure the guns in the way that is expected,
21 you know, if you have somebody in the home who can't
22 use the guns, is there any -- was there any legislation
23 created where those guns could go?

24 I know we have buy-back programs and --
25 sometimes or, you know, do you bring those guns to the

1 police station? Like was there any sort of definition
2 of what one does with them if you're unable to for the
3 reasons stated?

4 MR. PEPE: Ma'am, we find -- we find that
5 section 54 of that statute, 13-3, which relates to the
6 gentleman's question, it says, with respect to
7 residents in a home that are ineligible, "No person
8 shall store or keep any loaded firearm on any premises
9 under such person's control if such person knows or
10 reasonably should know that (1) a minor is likely to
11 gain access to the firearm without permission of the
12 parent or guardian; (2) a resident of the premises is
13 ineligible to possess a firearm under state or federal
14 law; or (3) a resident of the premises poses a risk of
15 imminent personal injury to himself or herself to other
16 individuals." Those are the people excluded.

17 And then it goes on to say, "Unless such
18 person (A) keeps the firearm in a securely locked box
19 or other container or in a location where a reasonable
20 person would believe it to be secure; or (2) carries
21 the firearm on his or her person or within such close
22 proximity thereto that such person can readily retrieve
23 and use the firearm as if the person carried the
24 firearm on his or her person. For the purposes of this
25 section, 'minor' means any person under the age of 16."

1 It does not speak to disposal of the weapon
2 in a home where there is a resident ineligible.

3 MR. KLAU: So now moving on to the mental
4 health related changes enacted by the statute, one of
5 them concerns in-service training that must be provided
6 by regional and local boards of education. I'd like to
7 make a small correction to this slide. When I was
8 creating it, the sub-bullet points that I listed are
9 things that actually preexisted under 13-3. These are
10 things that the law has previously required to be
11 components of in-service training.

12 What 13-3 added to the in-service training
13 requirement is mental health first aid training. So
14 that's the key. I apologize for the misleading slide.

15 So there has been, for some period of time,
16 in-service training program, and what 13-3 adds to it
17 is the requirement for mental health first aid
18 training.

19 The act also establishes a task force to
20 study the provision of behavioral health services in
21 the state, with a specific focus on persons who are
22 between the ages of 16 and 25 inclusive. The act
23 directs the commission -- I'm sorry. Is there a
24 question?

25 DR. BENTMAN: I have a general question, and

1 that is, when you did your research, did you also look
2 into where the funding sources were going to be for any
3 of these new -- the new legislation that was mandated?

4 MR. KLAU: Well, the legislation itself has
5 funding provisions in many instances. Because of the
6 technical detail, I did not include them in this
7 presentation. But the legislation does address funding
8 for these programs. Whether it's sufficient or not, I
9 profess no position. But it does address that.

10 The act directs the Commissioner of DMHAS to
11 implement an assertive community treatment program to
12 provide behavioral support services in three cities.
13 They're not designated in the statute. They simply
14 have to be three cities which, as of June 30, 2013, do
15 not have a program that offers those services.

16 CHAIRMAN JACKSON: I'm going to interrupt
17 just to let you know we lost power on the monitor for a
18 minute, so as you flip sides, we have them in front of
19 us.

20 MR. KLAU: Okay.

21 CHAIRMAN JACKSON: You can just tell us that
22 you're flipping slides.

23 MR. KLAU: Okay. Pardon me?

24 (Pause.)

25 Is there anything else I need to do? Will it

1 come up on its own? Ah! Okay. All right.

2 So, as I said, the three cities are not
3 defined by the statute. They just have to meet certain
4 criteria or criterion.

5 The act requires the Commissioner of DMHAS to
6 provide case management and case coordination services
7 to not more than 100 persons with mental illness or
8 involved in the probate court system and who, as of
9 June 30, 2013, were not receiving such services.

10 It requires the Commissioner of DCF, as if
11 Justice Katz doesn't have enough on her hands, to
12 establish and implement a regional behavioral health
13 consultation and peer coordination program for primary
14 care providers who serve children.

15 This is -- this next one is a very long part
16 of the statute.

17 Yes.

18 DR. SCHONFELD: I have a point of
19 clarification here for myself, and I think it's
20 probably just understanding the language. But around
21 the key care coordination for those in the probate
22 system, was that --

23 MR. KLAU: Yes.

24 DR. SCHONFELD: -- it directs the
25 Commissioner, and it says, "To provide case management

1 and case coordination services to not more than 100
2 persons who are not currently being served."

3 So that -- I assume that that's a budgetary
4 issue that it's not directing that it be done for more
5 than 100, but I assume that does not restrict them from
6 doing it for more than 100.

7 It's just the way it's worded, it sounds like
8 we direct you not do it to more than 100 people who
9 need the service, but if there were 112 that needed
10 service, I assume they could provide that, or wouldn't
11 they even be encouraged to do so?

12 MR. KLAU: This language is in section 68 of
13 the statute. And you raise a very interesting
14 question. I assume -- and it's only that -- that the
15 limitation was in recognition of budgetary issues and
16 that they did not want to impose a requirement on DMHAS
17 that was beyond what the financing made available.

18 DR. SCHONFELD: It might be -- I would want
19 to know what is the gap, so that are there, you know,
20 150 people who should be receiving this and we are only
21 directing the services for 100, or are there really,
22 you know, a thousand and -- so to know -- I don't know
23 what we're missing here, and that would be concerning.
24 I would hope all of them would get case management
25 services if it seemed prudent.

1 DR. FORRESTER: I think the other question to
2 this is "not more than" also includes the number zero,
3 so -- but as written, at least as summarized, they
4 could provide no additional services.

5 MR. KLAU: That's true as written. I mean, I
6 would have expected it to say "at least," for example.

7 DR. FORRESTER: Right.

8 MR. KLAU: And that's not the language. So
9 we would be happy to look further into the background
10 of that specific provision and provide a more detail
11 answered.

12 MS. FLAHERTY: Because my guess, especially
13 considering the number of people who could use case
14 management services, is there are far more than 100
15 people involved in the probate court system and could
16 use such services.

17 And my guess is is that 100 people are likely
18 not to receive the services. And I was thinking we
19 might be lucky to get five people or, like you said,
20 perhaps no people, you know. And I think finding out
21 where, you know, the budget numbers -- and I don't know
22 if it was the implementor bill for the budget or
23 specifically the line items in this particular bill,
24 would be a really helpful thing to know in terms of the
25 funding for all the things that are in this bill.

1 DR. SCHWARTZ: So if you're going to actually
2 do some research into the kind of legislative history
3 of this --

4 MR. KLAU: Yes.

5 DR. SCHWARTZ: -- it would also be
6 interesting to know what was the intention of the
7 phrase "involved in the probate court system," because
8 that could stretch from people who have been committed
9 involuntarily by the probate court to people who
10 require a conservator for any of a number of reasons
11 that do not have anything to do with psychiatric
12 hospitalization to someone who might be involved in
13 contesting a will, but have a question of competence in
14 doing that. It's a very, very broad. It would be
15 interesting to know what the intent was.

16 DR. SCHONFELD: Just as a placeholder -- and
17 I don't want to divert attention from the
18 presentation -- but it seems like we might want to dive
19 deeper into this, about what is meant by case
20 management and coordination, because it would seem that
21 there's a -- a large part of what we were asked to do
22 is also around protection of the public related to
23 mental illness, and this would seem to be an important
24 area for us to look further into.

25 MR. KLAU: Let me just add on that point I'm

1 not certain, but in many instances the act has very
2 significant description of what constitutes, for
3 example, management or coordination. I know in this
4 next slide that I'm going to mention dealing with
5 utilization reviews, the act goes on for many pages in
6 excruciating detail to answer very detailed questions,
7 so I will -- we'll also look and see whether the law
8 defines in any specificity case management or
9 coordination, what are the legal expectations for that.

10 Okay. So those -- those were the -- again,
11 the 60,000-foot perspective on the significant mental
12 health related changes that are in the Public Act 13-3.

13 And the last of the three major areas
14 affected by the statute is school security legislation.
15 Public Act 13-3 establishes a School Infrastructure
16 Council to develop school safety infrastructure
17 standards. And when you actually look at the act --
18 this is Section 80 of the act -- it defines, you know,
19 who the members of the council are. I didn't think it
20 was necessary to include that, but you can look for
21 more detail in Section 80.

22 The act makes the -- as everybody
23 understands, schools, local, regional often apply to
24 the state for grants to assist them with school
25 building infrastructure projects, and one of the things

1 school-specific and town-specific plans, they're going
2 to have to do so in light of the -- you know, the
3 standards and recommendations that have been made at
4 the state level by DESPP and the Department of
5 Education.

6 Every principal in the state is required to
7 establish a committee -- it can be a new committee, it
8 could be reassigning or expanding the scope of an
9 existing committee -- but that committee shall be
10 responsible for developing and fostering a safe school
11 climate and addressing issues related to bullying in
12 the school. This issue of bullying in the school
13 appears in several provisions of the act.

14 The act directs the Commissioner of DMHAS, in
15 consultation with the Commissioner of Education, to
16 administer a mental health first aid training program
17 to help attendees recognize signs of mental disorders
18 in children and young adults.

19 I probably, in retrospect, should have put
20 this slide back earlier in the program, in the mental
21 health portion, where I mentioned that the in-service
22 training program was expanded to require mental first
23 aid training. But for -- this particular section of
24 the act that has this requirement in it pops up in the
25 middle of the school security section of the act, and

1 that was the reason it came out this way. But it
2 really does strike me more as a mental health issue
3 than a school security one.

4 All right. So that is -- that is the end of
5 13-3.

6 There's one other important statute that you
7 have to keep in mind, and it's Public Act 13-220. I
8 remember former state senator, now Justice Andrew
9 McDonald, explaining at a meeting that every time the
10 legislature comes into session, probably a third or
11 more of its time is spent fixing the problems of
12 legislation that was passed the previous session.

13 Well, in this case the legislature didn't
14 wait until the next legislative session to fix the
15 problems with 13-3. Within the session, after 13-3 was
16 passed, amendments were immediately made to that act.
17 So 13-220 is an add-on or a tack-on to 13-3.

18 And the most important changes that it makes
19 to 13-3 relate to assault weapons. And the question
20 came up, well, what happens to people who owned assault
21 weapons as of a certain date. And 13-220 clarifies
22 that anyone who owned a weapon on or before April 4,
23 2013 -- and that date was a significant date -- that
24 was the effective date of 13-3 -- could continue to
25 possess the assault weapon.

1 I imagine -- and this is only from reading
2 the papers -- there were an awful lot of people who ran
3 out and bought assault weapons right up through and
4 including April 4th. So this law sort of captures
5 those people and allows them to continue to possess the
6 weapons. They have to be registered. But that was a
7 major effect of the bill.

8 The bill also expands the list of law
9 enforcement officials who can possess assault weapons
10 that are otherwise banned under the act. I'm actually
11 going to ask Professor Schmeiser if she would come up
12 and talk about this next act. This is Public Act
13 13-178.

14 Do you want to just do it from there? Okay.
15 Fine. I do. Yep.

16 MS. SCHMEISER: Hi. Thank you for inviting
17 you to join Attorneys Klau and Pepe. I'm just going to
18 talk very briefly about another recent piece of
19 legislation, which is Public Act 13-178. It's titled,
20 "An Act Concerning the Mental, Emotional and Behavioral
21 Health of Youths." And it's a pretty comprehensive
22 statute that identifies and targets various aspects of
23 issues, mental, behavioral and health issues, suffered
24 by children and young adults.

25 So this act -- it has a number of

1 requirements for different agencies, foremost among
2 which is DCF, which the act directs to come up --
3 directs the Commissioner of DCF to come up with a
4 comprehensive implementation plan for meeting the
5 mental, emotional and behavioral health needs of all
6 children in the state and reducing the long-term
7 negative impact of mental, emotional and behavioral
8 health issues on children. And it has various
9 substantive and reporting requirements that are
10 associated with the development of this plan and
11 ultimately the implementation of the plan, but
12 beginning with the development of the plan.

13 It also has certain requirements addressed to
14 the new Office of Early Childhood, which didn't even
15 yet exist at the time that this law was signed, but
16 does now, which has to collaborate with DCF on a number
17 of things, providing recommendations to legislative
18 committees on coordinating home visitation programs
19 that offer services to vulnerable families with young
20 children; to collaborate with DCF to provide
21 professional development training to pediatricians and
22 child care providers to help prevent and identify
23 mental, emotional and behavioral health issues by using
24 certain established models of evaluation that the
25 statute specifies focus on maternal depression and its

1 effects on young children and child development. So
2 home visitation programs.

3 And also it directs the Office of Early
4 Childhood to collaborate with DCF, the Department of
5 Public Health and the Department of Education to launch
6 a broad public information and education campaign on
7 children's mental, emotional and behavioral health
8 issues, so -- and it specifies a number of issues that
9 this education campaign should address, and one of
10 which is strategies to address the stigma associated
11 with mental illness. So a broad education campaign has
12 to be launched, and then there are certain reporting
13 requirements associated with that.

14 The law also had certain requirements
15 addressed to the Birth-to-Three program in Connecticut,
16 which is now required to provide mental health services
17 to all young children up to age three -- or under age
18 three who are eligible to receive those services under
19 the Individuals with Disabilities in Education Act, and
20 to offer referrals to licensed mental health providers
21 as needed for those who are not eligible for
22 Birth-to-Three service, early intervention services.

23 So if a child is eligible for early
24 intervention, he or she also has to receive mental
25 health services as needed under Birth-to-Three, and if

1 a child is not eligible for early intervention, then
2 the family has to get a referral to a licensed mental
3 health provider if needed.

4 What's next? Yes.

5 CHAIRMAN JACKSON: Dr. Forrester.

6 DR. FORRESTER: A question on that. Was
7 there legislation on how that was paid for?

8 MS. SCHMEISER: Let me just look at the
9 actual -- this statute has some more specific language
10 about funding, but the language is cached in terms of
11 authorizing an agency to apply for funding from private
12 or public sources. So let me -- Birth-to-Three program
13 administrative -- no. No, nothing about funding for
14 that.

15 DR. FORRESTER: Just for clarification, one
16 cannot bill under a Medicaid code for a child for
17 mental health from zero to three. Birth-to-Three is
18 the only payer, source of payer for mental health
19 services, but the child needs to be identified.

20 DCF has a few early intervention mental
21 health programs, Child First being one of them, that's
22 grant-funded. But, in general, there are no true
23 resources for children under three in the mental health
24 system.

25 DR. SCHONFELD: Just -- it's a point of

1 clarification, and you may not know the answer right
2 away. But when we're talking about the requirement for
3 children who have mental, emotional and behavioral
4 health issues to be referred to a licensed mental
5 health provider, does that suggest that the
6 pediatrician cannot provide behavioral health services
7 or work with children birth to three who have mental or
8 emotional concerns?

9 So I would -- if we can look into that,
10 because I don't think that would be the intention and
11 would run counter to the aim of training pediatricians
12 on how to handle these issues, plus I don't think we
13 really have the capacity for all children birth to
14 three who have mental, emotional or behavioral health
15 issues to go to any one group of providers.

16 MS. SCHMEISER: Right. Right. Yeah. It
17 just says, "Any child not eligible for services under
18 this act shall be referred by the program to a licensed
19 mental healthcare provider for evaluation and treatment
20 as needed."

21 So presumably if they could receive treatment
22 through a primary care provider, pediatrician, then it
23 wouldn't be necessary to --

24 DR. SCHONFELD: It would be helpful if we
25 could --

1 MS. SCHMEISER: Yeah, we should look into
2 that.

3 DR. SCHONFELD: -- delve into that a little
4 more, because it might have an unintended
5 consequence --

6 MS. SCHMEISER: Yeah.

7 DR. SCHONFELD: -- which would go counter to
8 the effort so try and increase collaboration between
9 these healthcare providers.

10 DR. FORRESTER: And I just want to add to
11 Dr. Schonfeld, it is the pediatricians who are the only
12 people who can actually bill for that age for any sort
13 of codes in behavioral health, so it would be contrary
14 to --

15 MS. SCHMEISER: Wow. (Inaublible)

16 I'm sorry. We're working off his PowerPoint
17 and my notes, which are separate.

18 So training for school resource officers,
19 mental healthcare providers, pediatricians and child
20 care providers offered by, let's see -- okay. This is
21 part of -- I think this is part of the DCF's
22 obligations. Right?

23 MR. KLAU: Yes. Part of DCF.

24 MS. SCHMEISER: Yeah, yeah, yeah. So DCF has
25 to -- let's see. Sorry. Yeah, yeah, yeah. Right.

1 Okay. Local law enforcement agencies and
2 local and regional boards of education that employ or
3 engage school resource officers shall, provided federal
4 funds are available, train school resource officers in
5 nationally recognized best practices to deal with the
6 victimization of students with mental health issues and
7 the disproportionate referral to the juvenile justice
8 system. That comes up in a later portion of the act as
9 well.

10 So -- so the act has a number of directives
11 addressed to DCF, to the new Office of Early Childhood,
12 coordination and collaboration mandates for various
13 agencies. It also establishes a Children's Mental
14 Health Task Force to specifically study the effects of
15 nutrition, genetics, complementary and alternative
16 treatments, and psychotropic drugs on the mental,
17 emotional and behavioral health of children within the
18 state. And then it sets out how the members of the
19 task force are going to be selected and who's
20 responsible for selecting which member.

21 And there are certain -- and the task force
22 has to engage in a study and then come back and advise
23 the General Assembly and the Governor on the
24 coordinating and administering state programs that
25 might address the impact of these effects on the

1 mental, emotional and behavioral health of children.
2 So the effects, again, of -- specifically of the
3 nutrition, genetics, complementary and alternative
4 treatments and psychotropic drugs on the mental,
5 behavioral and emotional health of children within the
6 state. And, finally, the act --

7 DR. SCHWARTZ: Before you go on, just a
8 question about this. This seems such a huge
9 wastebasket of issues that can affect a child's
10 emotional health, and including some of the items --
11 and, frankly, it's such a huge wastebasket, I guess I
12 almost don't know how to address -- how to say exactly
13 what it is I'm trying to get at here, but I'm wondering
14 if you know anything more about the legislative history
15 of this particular clause and can help us with that.

16 But, if not, then I would suggest to the
17 commission that this is something that we need to
18 understand better, look into better, and address. What
19 are alternative treatments? What are we including in
20 complementary treatments, et cetera? I mean, I could
21 go on.

22 MS. SCHMEISER: Yeah. I don't know anything
23 offhand about how these particular factors came to be
24 included, but it would be interesting to look into that
25 certainly.

1 MS. FLAHERTY: The question that I have about
2 the task force under this bill and under 13-3 is that
3 the task force actually are outlined with specific
4 duties and actually specific deadlines under the
5 statutes and are supposed to be appointed by certain
6 deadlines, and I'm actually wondering if we know
7 whether all the members of those task force are being
8 appointed by the deadlines outlined in the statutes,
9 because they should be getting to work pretty soon.
10 And I'm wondering if we know anything about that.

11 MS. SCHMEISER: I don't know anything.

12 MR. PEPE: First to Dr. Schwartz's question,
13 we'll work with Professor Schmeiser to parse that part
14 of the statute and perhaps put together a memorandum
15 that would make it more user friendly and
16 understandable.

17 In the process, we'll work together to look
18 at the legislative history. There may or may not be
19 some guidance there, but if there is, we'll include it.

20 As to Attorney Flaherty's question, we're not
21 familiar with what actions have been taken with respect
22 to the mandatory task forces, but we'll look at that
23 also and report back on whether the appointments have
24 been made and, if so, where that task force is in its
25 undertaking.

1 MS. SCHMEISER: And I just want to highlight
2 one final -- I think it's just one more final provision
3 of 1-78, which is a provision authorizing the Judicial
4 Branch, in collaboration with DCF and the Department of
5 Correction, to -- it says, "To seek public or private
6 funding for a study," and presumably to actually engage
7 in the study, "assessing the extent to which children
8 and young adults whose primary need is mental health
9 intervention are instead placed in the juvenile justice
10 or correctional system;" also, "A study determining the
11 impact of such inappropriate referrals on the mental,
12 emotional and behavioral health of youths and on state
13 financing"; that is, determining the cost to the state
14 of such inappropriate referrals and identifying
15 programs that would reduce inappropriate referrals;
16 and, finally, making recommendations to ensure the
17 availability of proper treatment for children with
18 these issues, mental, emotional and behavioral issues,
19 to avoid these inappropriate referrals. And, again,
20 the Judicial Branch has certain reporting requirements
21 if it does -- if it does get the funding to engage in
22 such a study.

23 I think that's it.

24 MR. KLAU: That's it.

25 MR. PEPE: I think, Mr. Chairman, that covers

1 the overview. I offered at the beginning to go further
2 in any particular area that was of concern or interest
3 to the commission members, and I think the presentation
4 made those apparent.

5 We've taken some notes. I think -- I think
6 we captured the questions that arose. We could, of
7 course, check the -- check the tape.

8 If the commission wishes, we'll undertake to
9 peel back those parts of those statutes that caused
10 some question or concern and file a report with the
11 chairman, if that's appropriate.

12 CHAIRMAN JACKSON: Yes. Thank you very much.
13 I have nine such areas identified we can discuss off
14 line.

15 Dr. Schonfeld.

16 DR. SCHONFELD: One additional question. In
17 the summary that you provided prior to the meeting,
18 there was one bill you didn't present here that I had a
19 question on, and that's the last one in the binder,
20 Substitute Senate Bill 1149 or Public Act 3-11. And
21 this has to do with limiting the disclosure of certain
22 law enforcement agencies. It attempts to balance the
23 privacy of victims and the rights of the public to know
24 through the Freedom of Information Act having to do
25 with certain video and audio recordings related to

1 victims or the impact of that.

2 And initially I had questions on this because
3 the summary talked about how it sun-setted in May of
4 2014, and I didn't know why until I read through the
5 bill a little bit more, because there's a task force
6 that's established to study it prior to that time to
7 try and look further at balancing those needs.

8 So I understand the way this bill is written
9 is it talks about balancing the very appropriate rights
10 of victims and the very appropriate rights of the
11 public to know. What is absent in this bill, and I
12 wonder what the commission thinks, is it does not
13 address the issue of the impact of the release of this
14 information on the general public.

15 So it presumes that the public wants to and
16 benefits by seeing audio and video of victims from very
17 traumatic events. And, actually, the research suggests
18 that for the general public, the amount of
19 posttraumatic reactions is correlated positively with
20 the amount of exposure.

21 And absent from the members of this task
22 force appears to be anyone that would have -- be able
23 to contribute to that discussion, and so I'm wondering
24 if that's something our commission wants to address,
25 because they're very legitimate balance -- very

1 legitimate issues around balancing the Freedom of
2 Information Act with the victims' rights, but there
3 also is another silent and perhaps even more pressing
4 issue in my opinion about the protection of children
5 and adults from media exposure that could -- that
6 contain graphic images of these events.

7 CHAIRMAN JACKSON: I have in my notes for
8 other discussion just such a conversation,
9 Dr. Schonfeld. Thank you.

10 Any other questions for the panel? Thank you
11 for your time and your hard work, and we will certainly
12 continue to work together to identify some additional
13 gaps or clarifications that may be required.

14 It came up a number of times, there is a very
15 common phrase in government that is "subject to
16 appropriation." A lot of things were established,
17 created, but not specifically funded in any given way,
18 so that is something certainly that we need to be -- we
19 need to be aware of.

20 Thank you for your time.

21 MR. PEPE: Thank you, Mr. Chairman.

22 MS. SCHMEISER: Thank you.

23 CHAIRMAN JACKSON: We'll take a brief
24 five-minute break and return with Kenneth Trump, a
25 national school security expert.

1 (Recess.)

2
3 CHAIRMAN JACKSON: Let's reconvene. Thank
4 you for your patience, Mr. Trump. Joining us today we
5 have Ken Trump, National School Safety and Security
6 Services. Mr. Trump was originally supposed to present
7 to us that week where we had 40 inches of snow, so we
8 were not able to convene.

9 We are happy to have him here now, and
10 particularly after we've made some interim
11 recommendations regarding school security, and would
12 love to hear his comments on those, as well as general
13 thoughts on the right way to go about enacting security
14 programs in a way -- in ways that do not hinder
15 academic progress.

16 Mr. Trump, welcome, and the floor is yours.

17 MR. TRUMP: (Via Skype) Good morning,
18 Mr. Chairman. And thank you for your patience in
19 connecting by email so often over the last several
20 months as we've touched base.

21 Thank you also to the commission members and
22 to everyone there for your service. You certainly know
23 that you're providing a service to the citizens of, A,
24 Connecticut, but that you're also performing one for
25 the rest of us around the country with your findings,

1 your recommendations and your process, so we can take
2 and learn on the body of knowledge that we have.

3 I have provided a handout, a copy of a
4 PowerPoint that I have that I'd ask you guys if you
5 want me to go through that, it might present an
6 overview of what we've -- what we know about school
7 security and emergency preparedness and planning
8 aspects of safety and where that fits into the overall
9 process.

10 I'm going to put that up in front of me under
11 the camera here for a moment. You should still be able
12 to see me. And then I'll -- when I finish, certainly
13 we can have a dialogue and discussion about that.

14 I'd like to say that I've been a school
15 security professional for more than 25 years. I
16 started out in the Cleveland city school system working
17 in the high school, junior highs as an officer, as an
18 investigator for the school district, and supervised
19 the youth gang unit. There was five people that
20 handled all gang-related issues or prevention and
21 preparedness for 127 schools, 73,000 students.

22 I worked with the suburban school district of
23 about 15,000 students, 21 schools as the director of
24 security, and during that time developed a part-time
25 experience at presenting, training, working with school

1 districts around the country who asked for training
2 based on what we learned of the gangs at schools and
3 violence and prevention, and expanded that into a
4 business for the last 20-some years where we worked
5 with schools doing school security assessments,
6 professional development training, table-top exercises,
7 emergency planning reviews and related types of
8 non-product affiliated activities. So that's my
9 security specific background.

10 But as a father, my thoughts and prayers,
11 first and foremost, have been with the families from
12 Newtown. I'm a nearly 55-year-old father of two young
13 children myself, and even with 25 years of experience,
14 like everyone else in the country, this was certainly a
15 punch in the stomach that hit us all, so it just
16 intensified my passion to do what we do.

17 As we look at the impact of the Sandy Hook
18 shootings across the country -- I was around during the
19 day -- days of Columbine and thereafter and saw their
20 reaction, but I think that Sandy Hook was even more
21 difficult for us than Columbine because of the ages of
22 the children and the number of children and the way in
23 which this tragedy occurred. And it's impacted the
24 conversation that we've had nationally on school
25 security and emergency planning.

1 One of the most difficult challenges we have
2 after a high-profile incident like this is to try to
3 learn -- try to advance what we know and how we respond
4 at the same time without making knee-jerk reactions,
5 without legislating, setting school policy and changing
6 best practices in a knee-jerk, emotional way at the
7 same time.

8 We've had conversations that those of us in
9 the field for several decades find quite concerning
10 across the country, ranging from arming school
11 custodians and teachers to buying bulletproof backpacks
12 and ballistic white boards to teaching children to
13 throw things at and attack an armed gunman by throwing
14 soup cans at them. We've sort of heard it all since
15 December.

16 And a lot of those things are based on the
17 understandable emotional need that people have to do
18 something extra, do something additional beyond what
19 we've been doing in best practices, particularly since
20 Columbine. And that's caused those of us in the field
21 a great deal of difficulty in pulling people back,
22 trying to make professional best practice
23 recommendations rather than those based upon emotions.

24 As a father, I have that emotional aspect.
25 As a school safety professional, I know that I have to

1 pull those emotions back and try to make sure that we
2 don't stop doing the best practices that we know work,
3 but still at the same time glean lessons learned and
4 try to do things even better and take something from
5 this tragic event.

6 So that's an important part of what I'll be
7 saying today, is that there are many best practices
8 that have been established that we don't need to
9 eliminate because -- specifically because of the Sandy
10 Hook incident.

11 The policy and funding context is something
12 else I'll discuss along with the trends. If you look
13 at the chart with the -- slide with the arrows, there's
14 been a clear direction in school safety from the front
15 lines of the field. After Columbine, we had a great
16 deal of financial resources, policies and programs from
17 the federal government down through the states and at
18 the local level in school districts, but in the last
19 five or six years prior to Sandy Hook, a lot of that's
20 suffered from budget cuts at all three levels, from the
21 fact that the farther we are from a high-profile
22 incident, the easier it is to become more complacent.

23 If I leave you with nothing else, one of the
24 things that I always say, the question is never whether
25 a Columbine or a Sandy Hook incident is a wake-up call.

1 The question is six months or six years down the road,
2 will we still be having the conversations, focused
3 policy and funding on school safety as we have in the
4 days and months after an incident. And that's very
5 hard to sustain.

6 So the question I think that's before you and
7 before all of us is how do we not only do what needs to
8 be done today and tomorrow, but do something that's
9 sustainable down the road.

10 For example, after Columbine, a great deal of
11 resources, largely from the federal government, Justice
12 Department cops in schools grants put school resource
13 officers, police officers, into our schools across the
14 country on a four-year step-down grant.

15 That was wonderful during the first four
16 years, but once there had to be full local ownership of
17 that, it became a budget issue, and questions of
18 whether the school district's going to pick up the tab,
19 the police department, who's going to do the budget
20 work, the financial piece, when the four-year federal
21 grants have disappeared. So the issue becomes
22 sustainability.

23 And what we saw is that many school resource
24 officer programs, when the grants went away, the
25 programs went away or reduced or diminished and not

1 sustained at the levels that they were in the years
2 immediately following.

3 And in the big picture, what I saw and what
4 my counterparts across the country see after -- in
5 the -- overall is that when there is a decrease in
6 prevention, intervention, security, preparedness and
7 training strategies around school safety in local
8 schools and those agencies that support them, it's very
9 clear -- and it may not be an academically researched
10 project that's been studied for multiple years -- but
11 it's very clear that we see an increase in serious
12 incidents, lawsuits. I do expert witness work and get
13 -- you can see the calls for negligent security
14 concerns and certainly parent and media and other
15 attention to school safety.

16 So the challenge is how do we keep that black
17 arrow on the left from going down on prevention,
18 intervention, security and preparedness.

19 And the next slide, we like to stress that
20 if -- that there is a continuum of threats that school
21 districts face. And with that continuum of threats, we
22 have to realize that there must be a continuum of
23 responses. As we look at the continuum of threats on a
24 day-to-day basis, the greatest threat to safety in most
25 schools in this country would be bullying, aggressive

1 behavior, verbal threats, interpersonal conflicts, but
2 as we continue along the continuum, the challenges for
3 safety could include weather and natural disasters as
4 we've seen from Oklahoma recently to across the country
5 in Joplin years -- several years before, to custody
6 issues, irate parents, disgruntled individuals, former
7 employees who may be disgruntled that have been
8 terminated.

9 We're seeing a new wave of issues in terms of
10 how certain types of threats are delivered. In the
11 days past where bomb threats were called in by phone to
12 schools and death threats may have come in the form of
13 a note that was left on somebody's locker, today we're
14 seeing those threats sent through Facebook, through
15 proxy servers that are located internationally as a
16 go-through that are sent to schools, where a school
17 will get a threat that's been sent through a proxy, one
18 or two proxy servers in another country, that makes not
19 only local enforcement get involved, but even the FBI,
20 and in an extreme case -- situation, on the other end
21 of that continuum are lone wolf actors, are active
22 shooters, and we have to realistically even have a
23 conversation about the potential impact with terrorism.

24 We have seen the Boston Marathon bombings and
25 the Beslan, Russia, incident at a school in 2004 and

1 know that terrorism in an extreme, extreme end of the
2 continuum could affect us as well.

3 So that's important, and it's important to
4 keep that context, because as we -- so that we don't --
5 don't focus our legislative policy and practice efforts
6 strictly on one end of the school safety continuum,
7 either active shooters alone, or on the other end, just
8 bullying alone. There has to be a comprehensive
9 response.

10 And if you look at the next slide, with that
11 continuum of threats need to be a continuum of
12 responses. Those responses would fall under
13 categories, including prevention, intervention,
14 preparedness, and response. They may range, in more
15 concrete terms, to things like violence prevention
16 curriculum, counseling, and mediation and conflict
17 resolution, mental health services.

18 We have a significant need, as the commission
19 has addressed, to address mental health services. And
20 when we have schools that share one school psychologist
21 for a dozen schools and one counselor for five
22 elementary schools, where the person is only in the
23 building a half a day a week, it's not surprising that
24 our children in our schools are not getting enough
25 support to deal with the mental health issues.

1 We've always said -- and my colleagues and I
2 have always said it's not just a question of whether
3 your classroom teachers at the elementary schools can
4 recognize many warning signs of the child that has
5 potential warning signs of violence and heading down
6 the wrong path; it's a question of what do they do once
7 they recognize it.

8 Many of our second grade teachers could
9 recognize children who send off red flags. The problem
10 is what do they do once they recognize them and what
11 resources are there.

12 We also have to have emergency crisis
13 planning, reasonable security measures in law
14 enforcement. For years -- if you think about it, for
15 years we could walk into a fast food restaurant, you go
16 in through a limited number of open doors. When you go
17 in, someone says, Good morning, can I help you; good
18 afternoon; hi, may I help you. They've been trained to
19 do that. And there is a security -- surveillance
20 camera in the drive-through window. And for years
21 we've protected hamburger better than we have our
22 children in terms of basic security measures.

23 You can walk through many schools with doors
24 that are left open, where people are not trained and
25 don't greet and challenge strangers, and where we have

1 a lot of philosophical debates as to whether Big
2 Brother is watching if we put some basic cameras and.
3 Around the schools, but we do the same thing for
4 children, go out in our halls, and if they don't have
5 adequate basic security measures, people sue them if an
6 incident occurs for negligent security.

7 So we don't need to have children being
8 strip-searched on the first day of kindergarten or a
9 SWAT team at the elementary school door, but we also
10 need to have some basic security measures that we'll
11 talk about, such as access control, communications
12 capabilities, some -- some security surveillance
13 cameras that address certain needs and some other
14 specifics that I'll get into along the way, and do that
15 in a reasonable, focused manner, in a balanced
16 approach.

17 The use of law enforcement. Our school
18 resource officers, with the right officer and the
19 right, properly designed and supervised program, are
20 prevention programs. School resource officers prevent
21 more violence than they do in terms of making arrests
22 if you have properly trained and the right officer who
23 wants that job.

24 Collaboration and partnership schools working
25 with elected officials, mental health community, first

1 responders, emergency management agencies are all part
2 of this continuum of response. And we can't -- just as
3 we can't focus on bullying alone or active shooters
4 alone, we can't focus on mental health alone or
5 security hardware or school policing alone either.

6 And as you see, just under security and
7 preparedness, we can peel these off, each of these
8 items off like an onion and go through the different
9 levels, with security not only meaning physical
10 security, your access to your doors, control for your
11 doors, your hardware, your security equipment, your
12 lighting, your communications, but good security is
13 really focused first and foremost on the people.

14 We can put the buzzer camera intercom at the
15 front door, but if we don't train people how to control
16 that, operate that, ask the right questions from the
17 main office, train our parents and legitimate visitors
18 not to piggyback on the person who goes in ahead of
19 them, if we don't train our students not to open the
20 side door for a stranger or even anyone that they know
21 who's outside because that's not their role, then all
22 the technology and all the equipment in the world is
23 not going to make a difference.

24 We have to have a balance between hardware
25 and heartware, the people, the human element, and the

1 technology.

2 And the same applies with our emergency
3 preparedness. We've been in schools doing post-crisis
4 consulting with schools from districts where a kid
5 brought an AK 47 to school and fired a couple of rounds
6 in the hallway and committed suicide at classes change;
7 another student brought a tree saw and machete to
8 school and sent eight people to hospital in his first
9 period Spanish class.

10 And what we have learned from these incidents
11 when we go in afterwards is that many schools had
12 crisis teams on paper, crisis plans that were written
13 and laminated in red binders on a shelf, but those
14 plans had not been updated. Staff had not been trained
15 on them. They had not drilled and exercised.

16 We talked a lot about lockdown drills, for
17 example, in our schools, along with fire drills and
18 evacuations. What we often find is that while many
19 schools practice lockdown drills, a large number of
20 them don't practice during lunchtime, yet the lunch
21 periods at many schools run for a third of the school
22 day in some cases. They may start at 10:30 in the
23 morning, depending on the size of the school, and run
24 until 12:30, 1:00 o'clock. And people don't practice
25 during that time because it's inconvenient.

1 So we talked about diversifying our drills,
2 doing them during class change, during them during
3 lunch, at student arrival, near student dismissal.

4 Having crisis communication plans with the
5 Facebook threats and other rumors that go around
6 through social media today. We're dealing with
7 generation text, as I say. It's not only the kids, but
8 the parents who are on social media, and oftentimes we
9 can have word of a threat, a rumor of a bomb threat or
10 a school shooting, and the rumor becomes greater than
11 the actual threat itself.

12 So it's very important to have that balanced
13 approach, recognize your continuum of threats, your
14 continuum of responses.

15 If you look at the slide on focusing on the
16 fundamentals, the nuts and bolts of school security,
17 just as a few examples -- and we spend hours training
18 school officials on some of these practical things that
19 they can do, many of which take more time than they
20 take money.

21 While we've had the conversations of all
22 the -- the high-tech gadgets and every product that any
23 vendor could possibly want to sell a school district
24 to -- I just had the other -- an email two days ago
25 from a vendor who wanted to know if I thought

1 bulletproof chairs would be something that we would
2 want to consider recommending to schools for
3 administrators and secretaries, to bulletproof
4 backpacks, bulletproof white boards.

5 And you start looking at the practicality of
6 this stuff and how it would be implemented. And, you
7 know, just on the bulletproof backpacks, for example,
8 my question is if you have a bulletproof backpack, do
9 you need a bulletproof frontpack as well?

10 If you understand schools, you know that most
11 schools -- many schools, actually, principals require
12 the kids to put their backpacks in their lockers, so
13 what good is that going to really do during the day?

14 So some of the best security and best
15 practices are often invisible and are harder to sell to
16 an emotional school community, because it's easy to
17 point to a camera, another officer, a piece of
18 equipment, and say you're doing something.

19 We talk to schools about diversifying their
20 drills, engaging their students, training their
21 students not to open their doors to strangers or people
22 that they know, to participate in drills, student-led
23 safety discussions and projects. We talk about a thing
24 we call the five-minute rule, where at every faculty
25 meeting, five minutes at the end of that meeting, there

1 is a focus on one aspect of school security so that for
2 every faculty meeting, which nine times a year for five
3 minutes, for 45 minutes, you've talked in your school
4 about something on security and emergency planing that
5 you otherwise wouldn't have had a conversation on.

6 We're encouraging schools to reach out to
7 non-traditional community partners, not only your
8 police, your fire, your EMS, but also work with your
9 emergency management agencies, work with your mental
10 health community, your public health community, your
11 broader community-based support as part of this
12 process, conducting table-top exercises or having
13 safety round tables at administrator meetings where
14 they just share one thing that's working.

15 Again, these are just a couple of anecdotal
16 examples of things that, you know, you may not be able
17 to legislate. You may not be able to create fancy
18 policies or have a flashy product, but this is the
19 stuff that's meaningful, the nuts and bolts, in the
20 weeds work that's done in schools and can actually make
21 schools safer.

22 On the next slide, policy and funding, the
23 climate and context, again, if you look back at the
24 federal level, those resources that were put out after
25 Columbine have by and large have been eliminated over

1 the past five years, the Safe and Drug-Free School
2 Program was eliminated, the Readiness for Emergency
3 Management Grant program for School Emergency Planning
4 was eliminated, Safe Schools/Healthy Students grant for
5 mental health support was eliminated, Secure our
6 Schools grant for security equipment was eliminated.

7 So those grant programs that served to
8 stimulate the local discussions and projects fell to
9 the wayside, just as budgets at the state level
10 resulted in elimination of a lot of programs, and at
11 the local level, with education budgets tightening and
12 tightening, unfortunately, security and prevention is
13 often the first thing to go on the chopping block.

14 At the same time, we have to recognize that
15 local schools cannot only view school security as a
16 grant-funded luxury. It's something we're telling
17 school boards you have to incorporate into your budgets
18 as a part of your operating expenses, within reason, in
19 recognition that nobody has a blank check.

20 If we only decide that we're going to have a
21 school resource officer only if there is a grant or
22 we're only going to buy two-way radios if we can get
23 someone to pay for that, then I think we're never going
24 to get anywhere in terms of beefing up safety on the
25 front lines.

1 We also need to make sure that when we put
2 those resources in, whether that's the federal/state
3 level or at your local school board level, that you
4 don't have skewed policy and fundings in practice. We
5 can't legislate and fund and act by anecdote.

6 Prior to the Sandy Hook shootings, there was
7 just an enormous national discussion for the last three
8 or four years on bullying. Almost everything focused
9 on school safety focused around bullying. And since
10 Sandy Hook, it's almost as if bullying disappeared in
11 some places around the country, and all summer long and
12 since December of last year, we've seen active shooter
13 training, fortifying the front doors of schools with
14 hardware and equipment. And so we -- that pendulum
15 just swings so easily based on one incident, and that
16 can be dangerous, because it just keeps swinging back
17 and forth.

18 On the next slide, some things to avoid with
19 policy and funding. We can have high level, but low
20 impact conversations. Certainly as a father -- and I
21 know many of you there are -- would have conversations
22 about violence in the media, the entertainment
23 industry, but I encourage you -- and my focus is very
24 narrow -- while those are issues to be addressed in
25 conversation, where -- I think what educators on the

1 front line and first responders need is what can you do
2 to help me better secure my school building tomorrow;
3 preferably today, but at least tomorrow.

4 We need to also avoid the fads and the
5 feel-good things that really don't have practical
6 implication and -- implementation, rather. You know,
7 we can talk metal detectors at every door, but when you
8 get into the weeds of doing that, you'll find very
9 quickly that it's extremely difficult, as well as
10 expensive, but just difficult to implement. It still
11 doesn't give the 100 percent security that people
12 expect, and there are better ways to spend our
13 resources in most school districts.

14 Again, making sure our policy and funding is
15 comprehensive, and at the same time making sure that
16 we're not overly prescriptive and leave some room for
17 local flexibility.

18 We do assessments of schools across the
19 country, and in many cases we'll go into one school
20 district and find that they're very strong on the
21 mental health, the counseling, social workers, the
22 preventative programs for kids, and they're weak on the
23 security and emergency planning. And we can go next
24 door to another district and find that it's just
25 flip-flopped. It's a -- that school district is weak

1 on the prevention and stronger on the physical
2 security, but lacking on the people aspect.

3 So we need to recognize that although there
4 are some commonalities across the board, we need some
5 local flexibility to identify through assessments and
6 local determinations what will work best and what's
7 needed at that point in time for their schools.

8 If you look at the next slide, meaningful
9 things to consider, one of the things I'd like to
10 strongly recommend to you that I had the opportunity to
11 participate in the development of back around 1999 in
12 the state of Indiana, at that time Governor O'Bannon
13 and his staff, was the creation of the Indiana School
14 Safety Specialist Academy. And it's a model that I
15 recommend to states across the country to consider.

16 The state created legislation that created
17 the Indiana Department -- the Indiana School Safety
18 Specialist Academy in the state Department of
19 Education. It requires each school district in the
20 state to have one designated school safety specialist
21 who takes a minimum number of hours of annual training.

22 They have a basic academy and an advanced
23 through the state academy, and they maintain an ongoing
24 certification, and they take that information back to
25 the local school districts with their crisis and safety

1 teams.

2 It's been -- it's been sustained since 1999
3 in the state budget without a decrease or an increase,
4 without political tampering. It's been neutral. And
5 it's been highly effective, to the point where they've
6 engaged charter schools, private schools, obviously
7 primarily public schools, and first responders and have
8 had multiple school safety specialists attend this
9 training from each school district because of its
10 value.

11 They do a comprehensive curriculum from
12 bullying to tactical responses to weather and natural
13 disaster issues. And I certainly would point your
14 staff to someone who could give you more information.

15 But it's practical, it takes information back
16 to the local schools for dissemination, and it's
17 current because it adapts based on the needs, that they
18 get information from their specialists on what topics
19 are hot. It may be athletic and sporting event
20 security, it may be bullying, it could be date rape
21 issues, it could be tactical.

22 But it's really an excellent program. It's
23 been sustained, it's been apolitical, it's been stable
24 in its funding, and it's been something, just simply
25 put, that works.

1 We see a temptation -- and many times through
2 great legislation around crisis plans, drills for
3 school districts and exercises, and that's fine, but
4 what often happens is there's not a lot of
5 accountability. State laws will be passed requiring
6 that schools do X, Y, Z number of drills, but it's
7 based on a good-faith effort.

8 And in the state of Michigan, there was just
9 an investigative report statewide that showed that the
10 state laws were not being implemented in spirit and
11 letter of the law. In fact, they had the state records
12 of lockdown and the fire and evacuation drills that
13 were done on Mother's Day and Sundays and days that
14 schools were closed and -- when they actually did a
15 page by page review of the report.

16 So if you look at mandating certain types of
17 things, like drills and plans, it's not a bad thing to
18 set up some carrots and some sticks for the schools to
19 do that, but there needs to be some accountability and
20 checking to do that.

21 One thing the Indiana School Safety
22 Specialist Academy does is they go out during the
23 course of the year and pick a number of schools and go
24 in not to audit them to be punitive, to nail them and
25 do a gotcha, but to say do you have these basic state

1 requirements in place and, if not, how can we help you
2 get there.

3 I encourage you to look, on the security and
4 policing side, at strengthening school resource officer
5 programs. Those officers are properly one of our
6 prevention programs. They prevent more than they
7 arrest.

8 Physical security measures, you need to be
9 practical. We don't need resources with tons of focus
10 on metal detectors and ballistic white boards, but
11 access control to schools, two-way radio communication,
12 do your PA systems in your schools function, how do
13 you -- where do you need security cameras.

14 Physical security encompasses a wide range of
15 things, but I think that we need to focus on what do
16 school actually need the most and use and what's
17 practical, and focus our efforts on that.

18 There are many things that we can and should
19 do with school design if we're in a position in a
20 school district to do major renovations and new
21 construction, crime prevention through environmental
22 design, SEPFIT (phonetic) concepts.

23 We're seeing a lot of schools reconfigure
24 their main entranceways so that there's the second set
25 of doors that are locked during the school day, and

1 traffic that comes in, whether they're buzzed in or
2 walk in, are funneled through the main office before
3 they can get to the rest of the building. There are
4 line of site issues and after-school security design
5 concepts that you can apply, and certainly training.

6 No matter what you do physically and security
7 and equipment wise, it comes down to the people part
8 that's your -- that's your most important thing, and
9 that's who we neglect. Oftentimes we're disappointed
10 to see that some of the most important school staff
11 members are not at the table in crisis teams and are
12 not receiving training: Our secretaries, who greet
13 people who may be angry coming in the door, who are
14 going to take a bomb threat call to your school; your
15 custodian who sees a stranger on campus or suspicious
16 device; your cafeteria workers, your food service
17 staff, who often are not even trained on what to do in
18 a lockdown in their own cafeterias. Those and other
19 support staff, your school bus drivers, need to be an
20 integral part of your planning and training.

21 In terms of the data, I caution you to -- I
22 encourage you to exercise caution and recognize that
23 data is very limited. Federal -- there is no federal
24 school mandatory crime reporting and tracking, so we
25 really don't know how many crimes occur in schools.

1 There are research studies and guesstimates.
2 Some will tell you violent crime is down in schools 50
3 to 60 percent, which I find hard to believe, because no
4 school official will tell you that in the last 10
5 years. So take that data with a grain of salt and
6 recognize the limitations. Encourage local data
7 connection.

8 On the next slide, from a state level, we
9 encourage ongoing efforts where there is a linkage
10 between your departments of education, your homeland
11 security and emergency management departments, your
12 criminal justice, law enforcement/attorney general type
13 office, and your mental health community as you develop
14 state policies and programs for the long haul.

15 We need these disciplines and departments to
16 be working together as they develop strategies and
17 programs because of the interrelatedness of the things
18 that they do, not operating in isolation or
19 individually without being coordinated. So we need
20 that policy to be comprehensive and the funding
21 comprehensive.

22 A couple of final points. I would encourage
23 you that no matter what you do now or in the future
24 and -- to look at the -- on the next slide, for
25 context, I feel there are three basic questions that

1 are important to ask as you make decisions:

2 Number one, how does this help a principal
3 better secure his or her building and better prepare
4 for emergencies? Are the things we're talking about
5 going to help them better secure their schools?

6 Number two, what are the implications for
7 implementation? A lot of times good ideas sound good,
8 but when you think about how they work in schools on a
9 day-to-day basis or would they work, we find that what
10 sounds like a good idea really wouldn't work in
11 practicality.

12 And number three, is what we're discussing
13 practical, helpful and useful to those on the front
14 lines?

15 And I think those are some great guiding
16 points. As far as additional resources, I will have a
17 copy of my latest book sent to your staff, a
18 complimentary copy sent to your staff that gets into
19 the needs of school emergency planning and security
20 issues.

21 And I'll close by sharing with you my
22 favorite quote, which guides my efforts and those of
23 our client schools districts, "That he is most free
24 from danger who, even when safe, is on his guard. He
25 is most free from danger who, even when safe, is on his

1 guard."

2 I hope the conversations we're having today
3 and that you're having as a commission are going on
4 five years from now, 10 years from now without another
5 tragedy, and that we keep school safety on the front
6 burner when there's not a high-profile crisis. That's
7 the greatest challenge those of us in my profession
8 have faced, and it's the greatest challenge I think
9 that we face in education. When we least expect it,
10 these things occur.

11 I thank you for indulging me with the rapid
12 run-through. I hope it provides some context. And I
13 appreciate the invitation and opportunity to be a part
14 of your process here and I'll open up for any questions
15 and conversations you have.

16 CHAIRMAN JACKSON: Thank you very much,
17 Mr. Trump. I'll start off with a question. You know,
18 trying to keep up with 160 school districts and their
19 conversations here in Connecticut about what they
20 intend to do to improve their security, there are a
21 couple of areas that kept coming up. One was metal
22 detectors, which you've kind of opined on already.
23 Others were locking doors for every classroom, the
24 implementation of some sort of bulletproof element, and
25 armed security.

1 Now, Connecticut did pass legislation
2 indicating that any armed security in schools must be
3 active or retired certified police officers. I was
4 wondering if you might be able to comment on any of
5 those topics.

6 MR. TRUMP: Yes, Mr. Chairman. I appreciate
7 the opportunity. Let me take the first part. I think
8 the legislation that was passed was very appropriate.
9 I fully believe and support having school resource
10 officers, police officers, trained, commissioned,
11 certified law enforcement officers in our schools. I
12 do not support arming non-law enforcement
13 professionals, teachers or staff.

14 We were at a school district in the Midwest
15 where the sheriff, who was well-intended, but not well
16 thought out, proposed arming four people in every
17 school. And he told us that they would only be -- they
18 would be special deputies, but only special deputies to
19 commit deadly force, and they couldn't make arrests.
20 And I left scratching head on that conversation.
21 Fortunately, not everyone agreed because their
22 insurance carriers and attorneys I don't believe would
23 support that.

24 But I think that you're on track making sure
25 that they're trained, certified law enforcement

1 officers.

2 We have to understand that it's not just an
3 issue of the training to carry a gun; it's the mindset
4 that goes behind it. Our educators are trained in
5 being a supportive, nurturing, parental, in loco
6 parentis force for our students. A police officer is
7 trained that every time they walk out into a
8 confrontation at a traffic stop or into a dangerous
9 encounter, that could be their last. They have a much
10 more tactical mindset that goes beyond a couple dozen
11 hours of training to use the gun.

12 I think we need to let educators educate, let
13 trained public safety professionals perform those
14 functions. I think that's on task.

15 On the metal detector issue, the key is
16 implementation. We could argue this on one side where
17 we say, How can you not have metal detectors, we need
18 to do everything humanly possible to protect children.
19 You can have the other argument where many people will
20 say, I don't want a prison-like environment for my
21 children. Both sides you could give an emotional
22 argument.

23 My discussion is simply this: What's the
24 implementation? That if you take and put metal
25 detectors in every school, are you willing to -- as

1 parents, to, you know, delay school for an hour or two
2 to get everyone scanned?

3 How many doors do you have in your school and
4 are you going to be able to lock those down and staff
5 it so someone can't sneak in the side with a weapon?

6 Are you going to secure every window with the
7 consent of the fire marshal so no one can walk in clean
8 and have a gun passed to them through the window?

9 Are you going to run it 24/7, where it's
10 staffed, with everybody and everyone from grandma and
11 grandpa to mom and dad are scanned when they come to
12 basketball games and plays and other school events and
13 school practices, or are you going to put them in
14 during the day and I can walk in at 6:00 o'clock at
15 night when basketball practice and the play practice
16 and some clubs are meeting and night school is going on
17 and put something in a locker and you can come in the
18 next morning through the metal detectors clean?

19 So when we start talking about that
20 implementation, the cost involved as well as the
21 practical implementation, it has enormous cost in time
22 and money and resources that you could spend elsewhere.

23 As far as the -- you know, the bulletproof
24 glass and the issues and protective film, I had some
25 people tell us in districts in the last few months

1 they've tested that, they weren't nearly as impressed
2 with the end results. I'm sure there are products out
3 there that could do it. The questions is, is that
4 where you want to spend your limited resources, and how
5 much glass would you need to replace in your schools
6 across the state?

7 It would be an enormous cost, and it begs us
8 to ask would it be better to spend those limited
9 resources on a school resource officer and another
10 psychologist and counselor to help prevent the incident
11 in the first place and to have preventative presence.

12 And I think the other issues with the
13 classroom doors that -- you know, that's a -- I don't
14 like to end everything based on cost, but there's a
15 huge to cost to those in terms of capital improvements
16 in locking classroom doors. It's a concern to
17 teachers. Do I have to step out in my hallway or in
18 the hallway to be able to lock the door and pull it
19 closed?

20 We have seen some improvised, creative
21 efforts where schools in the last few months have put
22 magnets over the door latch mechanism, put the door in
23 a locked position so that the door can be opened and
24 closed if students are coming and going to the
25 restroom, but if they go into a lockdown, the magnet

1 can be pulled and the door can just be pulled closed.
2 It's not a perfect scenario, but it fits within the
3 budgets and addresses some of the concerns.

4 So we have to prioritize these things, and I
5 think the -- a lot of those calls are understandable,
6 the emotional impact of Sandy Hook, but it's
7 prioritizing your resources, and my preference is to
8 prioritize them in other areas.

9 CHAIRMAN JACKSON: Thank you. Other
10 questions?

11 Mr. Ducibella.

12 MR. DUCIBELLA: Hi, Ken. How are you?
13 Thanks for being here today.

14 MR. TRUMP: Good morning. Thank you.

15 MR. DUCIBELLA: I liked your responses on
16 those questions. I didn't want to be pejorative and
17 say, I would have said the same thing, but very common
18 sense.

19 You and I both know that threats evolve over
20 time, and for a whole series of reasons. People who
21 perpetrate these crimes see what's going on in the
22 industry to prevent them, and so they adapt. The
23 notion of having a specialist from each school attend
24 this academy, which is just such a brilliant and simple
25 idea, can you talk to us a little bit about the

1 implementation of that program in a little more detail?

2 You said a specialist from each school
3 district. Is this a school administrator, is it a
4 selected teacher, is it a new person that's selected
5 and put on the school payroll? Can you give us a
6 little background on who ended up being the specialist,
7 A; and, B, tell us a little bit about whomever that
8 specialist is, when they attend this academy, what were
9 the sort of resource credentials of the people at the
10 academy? Were these people out of law enforcement,
11 EMS, DHS? How were they updating their threat
12 management profiles so that then the people who attend
13 the academy are receiving the benefit of updated
14 intelligence and/or prevention? Could you talk about
15 that just a little more?

16 MR. TRUMP: Sure. I would be happy to.

17 MR. DUCIBELLA: Thank you.

18 MR. TRUMP: And I can also point you directly
19 to the academy coordinator and director and get some
20 additional information and details to the entire
21 commission.

22 Let me start with your first question. The
23 first question and an underlying theme is who are these
24 people that the district is sending. And the answer is
25 that is it varies tremendously because -- largely

1 because of the size of the school districts and who
2 they have available.

3 If you have a school district in the state of
4 Indiana, for example, in Fort Wayne, the security
5 director -- they have a security director, and like
6 Indianapolis Public a school police chief -- they have
7 designated as its staff their school district directors
8 and staff. They would be specialists.

9 And it became such a popular, well-received
10 program, many of them would build a deeper bench, if
11 you will, within their district and send multiple
12 people, multiple specialists.

13 Other districts, with their size, they may
14 have five school, districts that may only have a couple
15 of schools, some may have a dozen schools, don't have
16 that structure, but would have perhaps a school
17 resource officer, city or county law enforcement
18 officer in most cases. Oftentimes they would be the
19 person.

20 And in many cases, particularly with the
21 smaller districts, the people would also be educators.
22 We've had superintendents, assistant superintendents,
23 directors of facilities.

24 So I think you kind of get at -- what I think
25 you may be focusing on is there is a diverse, very

1 diverse group. There's not a state requirement that
2 says it must be the superintendent or it must be a
3 police officer. And that comes with pluses and
4 minuses.

5 From a strict, straight security perspective,
6 many people would say, well, they need to have, you
7 know, the intense credentials. The operational reality
8 and financial reality is that most school districts
9 don't have that level of person in their district.
10 They're not going to have it. And it's all -- so they
11 get someone from the education side of the house.

12 I think the -- while that could be seen as a
13 negative, there is also a positive because you have to
14 have the educational buy-in. We've seen
15 superintendents go into that position, and ultimately
16 it's the superintendent and the school board that's
17 going make this an issue of priority, both in policy
18 and funding. And if you get their buy-in, if they get
19 a higher skill of knowledge and level of functioning on
20 these issues, in the long haul, it provides a better
21 scenario for policy and changes in school districts.

22 So it's certainly not perfect across the
23 board. And you have the issue of turnover in school
24 districts. I think the good thing is many school
25 districts would have more than one -- send more than

1 one specialist. And they were able to do this,
2 amazingly, at no additional cost and expansion of this
3 program at the state level, so that you can build a
4 deeper bench, if you will, within the district.

5 And then I think the key thing is what do
6 they do with that information when they get back to the
7 district. One thing that the state encouraged as a
8 part of this was county-level school safety
9 commissions. It didn't mandate it, but it allowed for
10 the creation of a countywide school safety commission,
11 and that is where representatives from each school
12 district got together on a regular basis and talked
13 about regional coordination of efforts from a tactical,
14 from a preventative end.

15 I know in Allentown and Fort Wayne, for
16 example, they made a consistent countywide practice on
17 numbering their doors and getting a computerized system
18 and mapping for first responders.

19 So it varies. I don't think that you're
20 going to have the perfect scenario where everyone comes
21 in the door with the background of being a security
22 expert. I think it does build a deeper level of
23 competence and a deeper bench and deeper educational
24 administration support based on the way they're
25 operated.

1 And beyond that, I'd be glad to get someone
2 who could give you more details and actually would
3 suggest in September they're going to have basic
4 academy, that perhaps someone from your state would
5 attend to observe. They have people from multiple
6 states attend on a regular basis to review the program.

7 MR. DUCIBELLA: Thank you. If that
8 information can be forwarded to the commission, it
9 would be much appreciated.

10 MR. TRUMP: I'll take care of it this
11 afternoon.

12 MR. DUCIBELLA: Thank you so much.

13 DR. FORRESTER: Thank you, Mr. Trump, for
14 your testimony. It's very important to underline the
15 pragmatics that you are presenting around what is
16 realistic. And I have two questions.

17 One is you mentioned earlier in your
18 presentation around the political nature or how things
19 change, you know, with different events. And I know
20 the closing of the Office of Safe School and Safety and
21 Drugfree had some implications to us here in Newtown,
22 because at the point of crisis, that office would have
23 been, I think, previously called in with their
24 rescue -- with their team and had been able to lead
25 some of the recovery efforts early on for the town

1 of -- you know, for the Board of Ed in Newtown, and
2 because they weren't available, then, you know, it sort
3 of left a hole for a lot of other kind of responses.

4 And I was wondering if you had thoughts about
5 that or are there any recommendations that might be
6 made to sort of help in that point?

7 MR. TRUMP: I have had the opportunity to
8 testify to Congress three times in more recent years, a
9 total of four. I testified at the U.S. Civil Current
10 Rights Commission on the role of the federal government
11 on bullying issues, and one of the consistent themes
12 I've had in that testimony has been the same -- similar
13 themes of what you heard here today, that we need to
14 have a comprehensive approach, we need to make sure we
15 don't have roller-coaster public awareness, public
16 policy and public funding.

17 And despite my efforts and those of about
18 eight -- eight others on a panel, seven or eight others
19 on one panel, unfortunately, the cuts to that program
20 went through. I think there were a lot of larger
21 forces at play inside the beltway on that, just overall
22 budget issues, fiscal policy.

23 I'm not sure, quite honestly, ma'am, that
24 they had anything to do with that office or what it
25 did. I think it got caught up in a sweep of budget

1 cuts and politics, or as I call it, politricks. The
2 second chapter in my book is called, "The politricks of
3 school safety."

4 And, unfortunately, we suffered in the front
5 lines at the school. Now, we need those such as
6 yourself at the front lines. I think it is
7 imperative -- you know, I can go and testify as a
8 professional and get a nod and an understanding, but I
9 think it's imperative that our local school boards, our
10 state school board superintendents association, and our
11 elected officials push a strong, strong message to your
12 counterparts and colleagues at the state and national
13 levels to say this is an urgent issue to us.

14 When I was on Capitol Hill, I talked to a
15 number of staffers who told me that my conversation
16 with them had been the first time anyone had said
17 something. They hadn't heard this from the education
18 associations, because at that time and still today
19 everything is focused on academics, test scores,
20 national standards, and at that time No Child Left
21 Behind, and it just wasn't -- there were so many
22 competing interests.

23 We need to have a stronger voice where that's
24 communicated about the priority, and I think that
25 that's critical, and it has to be done on an ongoing

1 basis. If superintendents and the school boards, the
2 education association, and other elected officials
3 don't stand up to their state association and their
4 local districts and say, Look, this is a priority,
5 don't go there, the little guy like me is not -- is one
6 voice, and I think it has severe consequences. I agree
7 with you.

8 DR. FORRESTER: Thank you. I just had -- a
9 second part of the question was we had testimony from
10 Dr. Randazzo on the Secret Service and the threat
11 assessment teams and, you know, I notice on the Indiana
12 site that threat assessment, all that information is up
13 there. Is that part of the training, on how cities or
14 school districts can create these threat assessment
15 teams and where have you seen it work successfully
16 within a state model?

17 MR. TRUMP: I think the academy -- the good
18 thing about the academy is that they have -- without
19 getting too far in the weeds here, I was on the
20 original curriculum development committee back in '99
21 once it was passed in the fall, and the effort at that
22 point in time, which has not dramatically changed, and
23 the overall concept was they have multiple curriculum
24 strands represented in every academy session.

25 For example, in September I'll be speaking at

1 the -- at this year's academy, one of this year's
2 academy sessions, and while I'll be speaking of
3 security and emergency planning, some of the things we
4 have talked about today in a post Sandy Hook
5 environment, two of the other speakers, keynoters, are
6 actually talking about prevention programs, and someone
7 I believe is going to have threat assessment.

8 The key to the academy is not just having
9 those representatives, but the varying curriculum and
10 the adaptability of that curriculum. They're not
11 teaching the same things today that they were in 1999
12 unless those things are important, threat assessment
13 being one of them.

14 So you could go -- as a specialist, go into a
15 two-day academy session and have a training -- and have
16 sessions, the classes that range from tactical
17 responses and active shooters in one room, to bullying,
18 threat assessment, mental health services,
19 community-based program, working with your community,
20 your clergy or your local community-based
21 organizations.

22 It just adapts so much over time and it's so
23 diverse, it helps meet those individual school needs
24 where a specialist comes in and says, All right, I feel
25 we're comfortable in our hardware, but I really need to

1 go to that session on threat assessment because we
2 don't have a model in place.

3 So I think, you know, things -- the reality
4 is things do change over time. We've been in school
5 districts doing assessments where they would have very
6 solid threat assessment policies, security measures,
7 preparedness measures, and you could go back five to 10
8 years later in the same school district, and because of
9 the change in leadership and personnel and emphasis at
10 the time, a lot of those things fell apart, which is
11 why you need to have some sustained, ongoing effort.

12 And, again, I just use the academy as an
13 example that will deal with the turnover in people and
14 message and still keep consistent message going along
15 the way. Threat assessment is a huge part of it.

16 The other side of that is you have -- you
17 have your school resource officer is going to have a
18 piece of information, your psychologist will have a
19 piece, your counselor, your principal, your teachers,
20 and that's why those teams are important having some
21 diverse perspective.

22 At the same time we have to realize that we
23 are extremely short in those schools with counseling,
24 psychologists and mental health support, and on the one
25 hand that's not a good thing, obviously, because we

1 need those specialists; on the other side, that's even
2 more of the reason we need to have threat assessment
3 teams to fill the gaps that exist if we don't have
4 them.

5 DR. BENTMAN: Thank you very much, Mr. Trump,
6 especially for your common sense and your emphasis on
7 interpersonal relationships as important in this.

8 You mentioned that there's no federal
9 databank around troubles in school, but it strikes me
10 that the Indiana School Safety Specialist Academy
11 offered a wonderful opportunity to measure efficacy.
12 It's been ongoing for about 10 years. You'd have to
13 pick frequent events as opposed to rare events to
14 measure. But I was wondering whether either they
15 themselves or any of Indiana's medical schools or
16 schools of public health have -- just have measured the
17 benefits of this.

18 MR. TRUMP: I'll defer to -- I'll defer to
19 them for specifics. I'll make a note of that when I
20 reach out to their contact person this afternoon.

21 I do believe over a period of time that they
22 have had some academic evaluations done of the academy.
23 I don't know of anything currently other than their
24 internal feedback reviews by their safety specialists.
25 I think one of the anecdotal aspects, in addition to

1 what's been in done in terms of formal research and
2 measurement is last time I was there I believe was back
3 in the fall of last year presenting, and they had
4 standing room only.

5 And it was interesting to me that a program
6 started in 1999 -- and as most of us know, a lot of
7 times these programs whither over times -- was actually
8 busting at the seam in the room with people trying to
9 get in, which told me that, in today's world, where
10 principals and superintendents and school resource
11 officers struggle with their time away from their
12 district during a school year to go, that you have
13 people literally in standing room told me that the
14 academy is still strong.

15 That's obviously anecdotal, not academic, but
16 I do think there have been a couple of research
17 programs. I'll defer to them.

18 DR. BENTMAN: Thank you. What I'm actually
19 even more interested in is -- are the outcomes, which
20 is to say at the school level what has been the
21 reduction of events over time or what is the -- what's
22 the feedback of less of the school's work and more of
23 its application at the ground level.

24 MR. TRUMP: Again -- again, if there's
25 specific research evaluated, I'm not -- I was involved

1 in the front end much deeper as a presenter and trainer
2 ongoing over the years. I'm not sure what they had on
3 that.

4 I can tell you that from working with the
5 school districts separate from the academy, I know that
6 they feel that it's an invaluable -- that the
7 information they received has helped them better manage
8 situations, better prepare for situations.

9 I know someone told me just recently that,
10 for example, that one of the tidbits that they received
11 in training was about the diversifying the school
12 lockdown drills. They had taken that back and
13 practiced it, and then actually had a situation with a
14 serious incident, and the principal's comment was had
15 they not had that training and done that, they would
16 have had some serious losses.

17 But I think, again, I know a lot of anecdotal
18 incidents. I'm not sure in terms of real formal
19 measurement what's there, but I'll refer you to them.
20 I do believe a number of years back they had at least a
21 couple of academic studies, but I don't know how deep
22 it got into the level of measurement that you're
23 requesting.

24 DR. SCHONFELD: This is David Schonfeld. I
25 don't know if you can see me because I'm in the corner.

1 That's why I thought I would identify myself.

2 I have first a comment and then a request for
3 more information you can gather when you contact the
4 folks in this institute.

5 I've seen situations where live drills have
6 been done involving students and have been very well
7 intentioned, actually have been somewhat traumatic to
8 the students, often because they're done in a
9 well-intentioned way, but without sufficient
10 information.

11 So, for example, there have been situations
12 where they've involved the whole town, including the
13 police force, in an assembly where you've notified the
14 student body that a student was -- died in a car
15 accident and then gone through a memorial service for
16 him, and then had the student come into the room
17 because it was all staged. So mock funerals without
18 notifying the children, telling children that the
19 administrator has a gun and is trying to get into the
20 classroom, and a number of things which are really just
21 very disturbing.

22 And so this is not at all to say that we
23 shouldn't do live drills. I support them. I've worked
24 with communities in Connecticut to do live drills. But
25 what I would like to know is what component of the

1 training and the guidance material that comes along
2 with that speaks to how to do this in a way that's
3 emotionally healthy to children and doesn't actually
4 cause then unnecessary distress.

5 MR. TRUMP: I think it's a great question.
6 There are a couple of moving parts on this. First of
7 all, let's look at the continuum, again, a common
8 phrase you'll hear from me, of different types of
9 activities.

10 If you look on one end, it's -- far too many
11 schools have a plan and it's sitting on a shelf
12 collecting dust, it hasn't been updated, tested and
13 exercised. On the other hand, as I alluded to earlier,
14 I do not -- while I'm a strong advocate for getting
15 those plans active and keep moving on these things, not
16 just having paper, I also don't believe you need to
17 have a mock hostage situation and a SWAT team enter
18 locked doors. We have to have a balance somewhere in
19 between.

20 So let's look at one end of having plans and
21 they're sitting on the shelf. Your next step on that
22 continuum would be training, making sure that the plans
23 come off the shelf and that your staff are trained in
24 cooperation with your first responders and community
25 partner organizations, which should include your

1 in-house counselors and school psychologists as well as
2 outside mental health agencies.

3 And one of the things in particular -- let's
4 go down the continuum. Practicing lockdowns,
5 evacuation drills are reasonable. Diversifying those
6 drills, along with fire drills. We say, you know, in
7 fire drills, block an exit. Work with your fire
8 marshal and your fire department. Block an exit
9 unannounced to all your staff. Many of your teachers
10 have gone out the same door for 27 years of their
11 career for a fire drill, often at the same time of day
12 all of those years. We want to teach them to think on
13 their feet.

14 Block an exit; take a kid out of line to see
15 who notices; take a teacher out of the drill to see who
16 steps up. Block a -- make sure on lockdown that you're
17 doing one -- start off with a traditional one when kids
18 are in class, but do one during a lunch period, do one
19 during a class change, one at student arrival, one at
20 dismissal.

21 Let me just say I'm giving multiple examples.
22 I don't believe that we -- I think -- we recommend two
23 to three lockdown drills, for example, a year, one a
24 semester, which would give you an average of two, three
25 if you can, and you build upon this over time.

1 So while I'm throwing everything out, let me
2 just be clear I'm not suggesting you do all of this and
3 you're able to do all of this in one school year. Just
4 don't do the same thing.

5 Then on the next end of your continuum and
6 farther, where you're talking about the full-scale
7 drills, those can be very educational. They are time
8 and labor intensive in planning when they're properly
9 done.

10 Well, let me -- I skipped one. You know, you
11 have your lockdowns. You should also be doing
12 table-top exercises. And I think this is the most
13 valuable thing I've seen schools do, in terms of their
14 time limitations, where you sit down with your crisis
15 teams in the building and district level, your
16 community partners, again, your mental health, your
17 elected officials, parent representatives, your
18 communications personnel, your district and building
19 crisis team, and take a half a day and go through a
20 hypothetical scenario that's well structured and work
21 through in groups what you would do as those facts
22 evolve.

23 And then the next step down the road,
24 generally speaking, you can look at a full-scale drill.

25 So what I want you to envision in this answer

1 is there's a plan, there's training, there's doing --
2 there's things such as lockdowns and evacuations,
3 there's table-tops, and then the drills.

4 Drills are time and labor intensive. I think
5 you have to -- I support doing them, but they have to
6 be well planned and well thought out. We've had a
7 couple of incidents this -- year, there was one out in
8 Oregon where, unannounced to some teachers -- in this
9 case it was a charter school -- they had a faculty
10 meeting and someone had two staff members, I believe
11 the custodians come with masks and fire blanks
12 unannounced to the teachers. I don't support that.
13 What if one of the teachers had a heart condition?
14 What if somebody in the room, unknown to everybody
15 there, had been carrying concealed and fired back the
16 real thing?

17 Another issue that I have concern with is --
18 something that's really been catching like wildfire
19 after the -- after Sandy Hook was the program of
20 teaching students to throw things at and attack armed
21 intruders. And I think that this may sound good to
22 those who support it, who often come from a non pre-K
23 to 12 environment who don't understand age and
24 developmental issues, who don't understand you may have
25 classrooms of autistic children in a school, who don't

1 realize that you may have special education students
2 with behavior and emotional needs who are -- who are
3 mainstreamed into classrooms.

4 When we're talking about run, hide and fight,
5 and teaching people to fight and teaching kids to --
6 teaching adults to do things in a workplace environment
7 or a college and university at an adult level, we're
8 really dealing with an environment with kids with age
9 and developmental special needs and other
10 considerations that I think are well intended, but are
11 not well thought out.

12 I had a deputy in Wisconsin tell me a couple
13 of weeks ago that, unknown to him, some teachers in the
14 school district they serve went through this training.
15 Their team, their law enforcement team, went into an
16 exercise with the school officials to do a rapid
17 deployment for a hypothetical active shooter, and a
18 teacher came out of a secure classroom with a hammer to
19 go after the man with the gun, who quickly put her on
20 the floor, and said that had it been the real thing,
21 she would have been dead. But this is from a couple
22 hour workshop or a training class they went to.

23 In the same district, they said the
24 elementary kids had to be told to bring a can of soup
25 and put it their desk drawers to throw at the armed

1 intruders.

2 Now, I'm a father of two young children, and
3 I know from 25 years plus of experience in this field
4 as well as being a dad, you can't get a group of
5 12-year-olds to simultaneously decide whether they're
6 going to eat their chicken nuggets for lunch, much less
7 to simultaneously attack a gunman.

8 What if someone pulls out a gun, as they did
9 in Cincinnati a couple of weeks ago in a classroom, and
10 he commits suicide, and the kids start to throw things
11 at him, and it becomes from suicide to homicide? What
12 if the person with the weapon that you're throwing an
13 iPod at or a book bag at and you're going and teaching
14 your children to attack them is strapped with
15 explosives and he blows everyone up with him when he
16 gets tackled?

17 There's a whole lot of issues, I think, in
18 those type of drills and exercises and training that
19 concern many of us who have been around the block for a
20 while, and making sure that when you're doing the other
21 full-scale drills that you're talking about, that
22 they're well planned and well thought out.

23 I'm working with a district in Florida now
24 that's doing that, and my primary role is to facilitate
25 an afternoon panel and debriefing, but I talked

1 extensively on the front end for their planning about
2 simple things, making sure that your student
3 participants who are from the drama club have been
4 talked to, have been -- school counselors are involved
5 in picking those people, the parents are aware, and
6 that they're volunteers; making sure that there's a
7 great deal of communications with the parents and the
8 community, residents around the school.

9 They were talking about putting up LED signs
10 that they were going to have a drill. I told them they
11 should do reverse 911 and do a media announcement the
12 day before in case there's an 85-year-old gentleman
13 down the street who doesn't go out and see the LED
14 signs.

15 So I think your point is well-taken. I think
16 the short answer is they have to be well -- they're
17 well intended, but they need to be well planned. I
18 don't think we throw them out, but I think that we have
19 to have age and developmental appropriate
20 considerations, special needs, exceptionally good
21 planning and communication, good debriefings for
22 lessons learned, and avoid these knee-jerk reactions
23 that comes post Sandy Hook of this teaching everybody
24 to run out of the building, when that may not be the
25 safest answer, and to start throwing iPods at somebody

1 with an automatic -- semi-automatic weapon.

2 CHAIRMAN JACKSON: Mr. Trump, we thank you
3 for your time; we thank you for your testimony. We
4 look forward to hearing some additional information
5 from your colleagues in Indiana. And, again, thank
6 you, sir, for your testimony.

7 MR. TRUMP: Thank you, Mr. Chair, members,
8 and I appreciate the opportunity. I'd be happy to
9 answer any follow-up questions you have by email or
10 otherwise. Thank you very much.

11 CHAIRMAN JACKSON: Thank you. All right.
12 That concludes our testimony for today. We're going to
13 have a short day today.

14 I just want to go into some general
15 discussion. I have a few things to start with. One is
16 I'm sure you've all been following the media in terms
17 of the state police report. If you have not, it
18 appears that the state police report on the events will
19 not be prepared until September, probably, at the
20 earliest, so we're talking at least an additional seven
21 weeks.

22 I believe that there will likely be
23 information in there that is useful for us in terms of
24 crafting a final report that ties back to Sandy Hook
25 Elementary and may inform additional panels in the

1 future. I just wanted to update you on the timelines.

2 I would like to target the completion of our
3 report by the end of the year. That's not a lot of
4 time, from September to the end of the year, so working
5 with our colleagues at MDM & C, what I'd like to do is
6 start -- and Professor Schmeiser -- start trying to
7 outline what a report might look like. So we'll share
8 that outline so that once we get all of our testimony
9 and all of our information in front of us, we can then
10 transform it into a working document fairly quickly.

11 I came in with my dog-eared copy of the
12 Columbine report, a fascinating report. I know that
13 most of you have read it at least in part. The 2000
14 mental health report that Dr. Schwartz was a part of
15 preparing, another fascinating document. We've heard
16 today about a number of other task forces that have
17 been commissioned. We've got to do something a little
18 bit different to make sure that there is a permanence.

19 Mr. Trump just talked about changing
20 dynamics. This -- there are a lot of reports and a lot
21 of items of value. And after I did my first cut of a
22 potential outline for our report, I then pulled out the
23 Columbine report and saw shocking similarities. The
24 reports are written. They're available; they're
25 everywhere. We need to add a level of permanence that

1 perhaps did not exist in other reports. So that's just
2 something I thought I would throw out there.

3 Dr. Schonfeld mentioned earlier the sort of
4 definition of case management and coordination. I
5 think in large measure that may be the most significant
6 thing that this commission may be able to prepare. For
7 someone coming in from outside of the arena of mental
8 health, it's been a shocking learning curve to hear the
9 difficulties for any individual either saying to
10 themselves, I have an issue that needs to be addressed,
11 or someone else saying to another person, Hey, I
12 think -- I think some treatment services may benefit
13 you.

14 The road is so long and so torturous and so
15 difficult to gain access to that understanding or
16 thinking about how we may be able to make the system
17 more effective in transitions and in providing access
18 is certainly something that's going to be critical.

19 Now, it may not be us. It may be a different
20 task force whose skill sets we may want to help
21 identify. But that case management and coordination is
22 something that seems to be just so sorely lacking in
23 the contemporary arena that it's really something of
24 real significance.

25 I'll continue to work with MDM & C on some of

1 the clarification items on the legislation, and we'll
2 report back to you what those gaps are. And as always,
3 all information is available at www.ct.gov/SHAC.

4 So with that I'll open the -- actually, one
5 more -- one more item. We've talked about school
6 security, we've talked about the delivery of mental
7 health, we've talked about firearms and ammunition.
8 Another thing that came up today was the legislation
9 pertaining to changes to FOI. And I wanted to bring
10 that up at this stage because one of the areas that we
11 haven't really discussed is the effect of media
12 culture. So that's something that a lot of people have
13 pointed to as a potential cause of increased violence
14 in contemporary American society.

15 So I think that we do have an obligation to
16 take a look at it and decide whether or not we feel
17 that there is -- there is value to incorporating
18 information on media culture, on the effects of seeing
19 violent activities and behaviors, be it real, be it say
20 these photos from this -- this from tragic location, or
21 scripted media violence.

22 So that's something that I am working on in
23 terms of putting together a panel that can discuss both
24 sides of that.

25 So those are the five things I wanted to

1 discuss and -- or lay on the table. And I'll now open
2 it up for any other thoughts or discussions from anyone
3 else on the panel.

4 Mr. Ducibella.

5 MR. DUCIBELLA: I have one point of interest.
6 And after having read the Secret Service report on
7 Columbine and after having read the Virginia Tech
8 report, I think that in large part one of the benefits
9 of this commission, the way it's been assembled, is the
10 diversity of talent of people that sit on the
11 commission. There has been a very broadbrush approach,
12 a broadband width approach. And there are members of
13 the commission who are out of the law enforcement
14 community, emergency responder community, mental health
15 community, educators both at the level of teaching and
16 administration, architects and engineers.

17 I don't find that fidelity -- without being
18 pejorative, I don't find that fidelity of intellectual
19 resource being applied to or having been the basis for
20 these other reports that have been very specifically
21 focused on a particular event at a particular
22 institution.

23 I think if we produce a report, there are so
24 many of them out there, and since the advocacy in the
25 report is from a number of mitigating strategies,

1 whether it be out of the healthcare community, the
2 emergency response community or the design community,
3 if we're going to produce a document down the road that
4 is going to engender all of those different entities
5 from being eventual players and participants as part of
6 the team approach to reducing school security, that
7 audience of people needs to know that there was a
8 similar audience of individuals writing the document.

9 So I think one of the things I'm advocating
10 for as we look forward to creating a report format is,
11 with everyone's consensus, of making sure that this
12 very unusual commission of people, with a very broad
13 range of diverse interests and intellectual categories,
14 is made clear.

15 I think, secondly, while we -- and we've
16 heard this multiple times -- we have a responsibility
17 to the families of Sandy Hook and the people of
18 Connecticut to address school security, and it was an
19 active shooter event, but we've heard from so many
20 different people in so many different arenas that
21 looking at a broader range of threats and a broader
22 range of considerations, whether it be gun control or
23 management of mental health or management of school
24 design, that all of these are part of a layout
25 approach.

1 I don't think -- and someone else can please
2 correct me -- I don't think that having read the 400
3 pages of other report documents that I've read so far
4 that there's been this comprehensive, broadband
5 approach that looks at a number of issues in detail
6 that is then commented on by a broad range of people,
7 all of whom are experts in their field.

8 And I think we ought to think about writing
9 something that engenders that sense of confidence in a
10 team approach later on down the road by people who are
11 going to respond to this document, whether they're
12 folks like the chief, who end up having to go in
13 uniform, whether they're individuals out of our medical
14 professional community who treat people or are asked to
15 consider treating people, people like myself who are
16 responsible for designing safe schools. All of those
17 people are being part of the solution template that
18 we're going to propose, and so in a very general way
19 what I'm saying is I feel the responsibility to broaden
20 this document so it has national appeal, as you've been
21 talking about.

22 And to do that and to be true to the cause of
23 having a broad range of audience responders to create
24 what we call a defense in depth strategy in my line of
25 work, which has the basis in either evidence-based

1 practice and opportunity to succeed, I'd like to say
2 three things.

3 One, please give consideration to making it
4 clear that the commission met with -- in response to a
5 very particular event, but with a very broad solution
6 strategy; that individuals from a broad range of
7 disciplines were brought in in order to bring a broad
8 approach, broadband approach; and that the
9 recommendations that we make, although in some cases,
10 as you say, there may be deferred recommendations to
11 another group, to another group of people, that we come
12 up with the series of strategies that have the highest
13 opportunity for success by virtue of targeting a
14 broader range of solutions that are addressed in team
15 format.

16 I mean, I read the Columbine report again and
17 again, and it was very, very much focused on how
18 emergency responders needed to recraft their way of
19 going to a particular event as a result of previously
20 developed strategies between local law enforcement and
21 very specific SWAT teams. And while I think there's
22 been a huge lesson learned from that for a very
23 specific and focused group of people, I think if we're
24 going to do something to add to that, we have an
25 opportunity to do something broader and more

1 meaningful.

2 That's just a general response to us all
3 looking forward to, over the next three months, putting
4 together a mental picture of what we want this report
5 to look like. Thank you.

6 DR. SCHONFELD: I think if a large focus of
7 what we're going to do is to be working on a report --
8 so I do want to echo what -- what was just said -- is
9 that we need to think through a strategy of how we'll
10 write the report so that we can draw on all the range
11 of expertise within this group and the diversity of
12 perspectives that we bring.

13 So as an example, when Mr. Trump pointed out
14 that there were recommendations made that children
15 should bring a soup can and throw it at an active
16 shooter in the classroom, he accurately pointed out
17 that that was not going to work because they wouldn't
18 be able to do it, they wouldn't be able to take out the
19 shooter. I agree with that. But actually what sat
20 with me more was the image of all the children in the
21 class with their hand on a soup can waiting to protect
22 themselves from an active shooter and thinking about
23 what possibly could they learn in class that day.

24 Now, that's not -- so Mr. Trump answered the
25 question very appropriately, and so I'm not -- it is

1 not a criticism at all. But there's going to be a
2 diversity of perspective, and I'm concerned that the
3 first report that we wrote was under such a timeframe
4 that we weren't able to really project that diversity
5 and complexity and nuance in it.

6 And that if that is -- if it is our intention
7 to focus on the preparation of a report, as opposed to,
8 for example, focusing on legislative agenda or looking
9 at implications for policy within the state, but if it
10 is a report that we want to do as a major contribution,
11 then I think we really should be starting to write it
12 now, unless we are -- unless we're planning on meeting
13 for three more years and we're going to get to it in
14 year two and three.

15 But -- so it's just -- I'd like -- it would
16 be helpful for me to know what our deliverable is and
17 then start thinking about how to get down that path so
18 that we can complete it.

19 CHAIRMAN JACKSON: Our deliverable is a
20 report. Page one of my six or seven page potential
21 draft outline -- and so as opposed to starting from
22 nothing, I thought it was more effective to start to
23 put together some sort of a framework and agree on the
24 framework and then begin to do the writing.

25 Specifically to your point about diversity of

1 perspective, I don't foresee the need to do, say, a
2 minority report. I think that the -- I think the
3 diversity of opinions can be incorporated within the
4 text and then the consensus of the group will ring free
5 at the end of the discussion.

6 DR. SCHONFELD: Let me just clarify. I
7 didn't mean at all that there -- that there should be a
8 minority view. I think what happened last time was
9 that the report was circulated so quickly that if some
10 of us had issues that we wanted brought up, there
11 wasn't an opportunity to discuss them and reach the
12 consensus.

13 I actually think that if discussed, we
14 would -- I don't know how easily, but I think fairly
15 easily would reach consensus. So it's not an issue of
16 conflict within the group in the diversity. It is just
17 more the complexity of how the message would be
18 delivered requires more time to write, and so we may
19 want to be thinking about should we be breaking into
20 writing groups, are we going to start with earlier
21 drafts, is there a different group that is going to
22 take the lead in the writing of this or is it going to
23 be the members?

24 I'm trying to learn more about the process
25 and trying to discuss what the process would be so that

1 we can get to the outcome you desire, which is I think
2 what we can all agree on, but I don't -- I think we
3 might want to start thinking through the process fairly
4 soon.

5 CHAIRMAN JACKSON: Absolutely agree.

6 Dr. Forrester.

7 DR. FORRESTER: Bob, I just want to echo what
8 you said. I am moved in some ways -- and I don't want
9 to skip over what you were also talking about around
10 the process, but I think your point is so poignantly
11 correct around -- you called it the broadband. It's a
12 term I learned on this commission as "the all hazards."
13 I never knew what that meant before. Now I do,
14 unfortunately.

15 But, you know, Mayor, you talked about care
16 coordination or case management as being something that
17 strikes you as key.

18 In the children's system, and in particular
19 in Connecticut in the systems of care, we use a model
20 of care coordination/collaboration called wraparound
21 coordination of care, coordination which is really
22 based on family-driven, natural supports, family
23 strength approach. It's really around who needs to be
24 at the table to help this family succeed.

25 And currently the model is for kids who are

1 high risk of out-of-home placement. And, you know, we
2 have over -- almost, I think, 20 care coordinators at
3 my clinic, and they spend every day in the community,
4 not in office, trying to connect to families and what
5 their needs are, and bring the key people together to
6 talk about, you know, how they can help, and from
7 faith-based people to, you know, the neighbor or auntie
8 or whoever to help this child stabilize.

9 And that image of the multi-disciplinary,
10 wraparound, community-based support was echoed in I
11 would say almost all of the testimony that we heard on
12 any of the things, you know, from the architectural
13 conversations the first day to the peer counsel -- the
14 early youth -- young adult work to the fear of stigma
15 and, you know, the mental -- chronic mental ill, the
16 peer-to-peer counselors.

17 I think that that image is so poignantly
18 important for, you know, my learning on the commission.
19 And I want to echo that. And I feel, you know, your
20 point of taking the time to write it or put it together
21 is really critical, because I think you're right with
22 Columbine, the -- you know, people entered the activity
23 differently, and that saved lives in Newtown, right,
24 the 3½ -- when the police showed up, Lanza killed
25 himself. That changed the way lives were in Newtown.

1 Can we make the same impact and the same
2 messaging from what your point is is on the
3 multidisciplinary. So I just really wanted to echo it
4 and say that it's poignantly important and can be
5 referred to in a lot of the testimony that we heard
6 over the months.

7 DR. SCHWARTZ: Just a couple of comments. I
8 also would hope that we would be able to issue a report
9 of real national consequence and one that was built
10 around our multidisciplinary, you know, set of skills.

11 So it occurs to me in that regard that we
12 have spent some time, not just today, reviewing the
13 statutes in Connecticut, but previously as things
14 evolved. But the response in Connecticut is
15 accompanied by what's come to be called the national
16 dialogue on mental health, the response around mental
17 health issues, anyway.

18 And I feel that -- I just want to be sure
19 that we take that perspective, that we review not just
20 what's happening or has happened in Connecticut, but
21 that we look at the entire national dialogue on mental
22 health, how it has evolved, where it might be going,
23 where we think that it might be going.

24 So, for instance, in the Connecticut statutes
25 that have passed, there is some focus on early

1 intervention. And the mental health first aid would be
2 an example.

3 In the national dialogue and President
4 Obama's comments at the National Conference on Mental
5 Health, which I had the good fortune to attend, there's
6 an even stronger focus on a variety of early detection
7 and early intervention processes.

8 Throughout this -- I have a concern about the
9 unintended consequences of the focus on early detection
10 that I don't think's really being discussed in this
11 national dialogue, and I'd like us to think about it,
12 and that is that it's all very well and good to detect
13 early, but there's got to be the follow-through. If
14 there isn't the follow-through, then early detection
15 and possible diagnosing, truly in the worse sense of
16 the word, becomes early labeling. There's a fair body
17 of research to rely on that suggests what the
18 consequences of that can be.

19 Just have a teacher write in a kid's chart
20 that Johnny is ambitious and eager and a self-learner,
21 randomly applying that description, and randomly
22 applying a description to Mary that she is slow and not
23 an independent worker and requires greater assistance,
24 and track the outcome of those comments in the kids'
25 performance over years, and you find that those

1 descriptives become prophecies. It's called the
2 Rosenberg effect, and the result of real studies about
3 this sort of thing.

4 So I'm just raising this as an example of,
5 you know, the national dialogue is early detection,
6 early intervention, but I don't see an equivalent focus
7 on the follow-through. And even in Connecticut we see
8 that the follow-through is all "if funded." So we'll
9 have mental health first aid, we'll fund mental health
10 first aid, we'll detect these kids, we'll put a name to
11 whatever it is that we're detecting, but then what are
12 we going to do for them over the next four years such
13 that, on balance, that early detection was positive
14 rather than potentially harmful? One issue.

15 I think it's -- I agree we ought to get
16 started, you know, as soon as possible in writing
17 something. I'll just share hearing that we don't get
18 the state police report until September, but that you
19 also believe that there will be information in the
20 state police report that will be of interest to our
21 pursuits here, gives me some concern about the
22 possibility of actually completing a project by the end
23 of the year, a worthy goal to get in and get out of a
24 project, you know, in a reasonable fashion and as soon
25 as we can, but I myself, regardless of the amount of

1 time commitment we have to make -- that we've got to
2 make if it takes longer than that, I know I'd certainly
3 be willing to give longer than that and would prefer
4 that we did if that's what it took, you know, to get
5 there.

6 Just the last comment is a little bit of a
7 detail. I think I've -- I've mentioned it before, but
8 I want to continue to mention it because we've got to
9 be building our agenda. We've heard a lot about mental
10 health, but we have had not had any formal discussion
11 about autism spectrum disorders and other disorders
12 that would not technically fall within mental health,
13 but that have to do with cognitive development. And I
14 hope that we're not going to avoid that subject.

15 MR. DUCIBELLA: Just two other kind of
16 procedural points. We had a little sort of informal
17 chat among some of ourselves before the meeting started
18 today. We have some partners in law who have offered
19 their assistance, and after having read some of their
20 summaries, it's clear part of the efficacy that we have
21 is to get what we write into legislation. Great ideas
22 are great ideas, but without a quality assurance
23 program, which unfortunately we call legislative
24 empowerment, things don't tend to happen.

25 Whatever we write, I think it would be

1 helpful, at least for those of us or whomever is going
2 to write this, to get some insights into how we can
3 write the documents in a way that's just not
4 understandable to a broad audience, but so that
5 legislators can somehow then take that and craft it
6 into meaningful legislation.

7 I'm always impressed about, in my profession,
8 word-speak, that, you know, you get a bunch of
9 architects and engineers together and no one else can
10 understand them. And that's wonderful, but not
11 helpful.

12 So the idea of how we create a document that
13 can become a legislative empowerment through writing
14 things in a way that those who craft legislation can
15 look at this and say, okay, there's 68 pages of backup,
16 but here is an executive summary up front that makes
17 major points.

18 I don't know whether that's the right way to
19 do it, but, one, I have a concern about however we put
20 this together, if we have an intent to have it become
21 in some way legislatively enforceable, it would be
22 helpful to understand how we can make that happen
23 better, A; and, B, I'm concerned that a lot of people
24 see a lot of reports, and I don't reading an article in
25 *Scientific American* that's 20 pages long and tells how

1 concrete sets up and I'm in the second paragraph and
2 I'm lost. I mean, I think I know something about this
3 and I find out I don't.

4 So as part of the structure of any report, if
5 it's long and it needs to be long for reasons that are
6 understandable -- we have a lot of subject matter to
7 cover -- I think there's an interest in making things
8 evidence-based so much of what's produced is factual
9 to -- or at least justifiable with reason, it would
10 seem that having some kind of a very, very concise
11 summary opportunity at the front of this document,
12 where this commission has met, these are the people
13 that are on it, here are a series of issues we've
14 addressed, and here are the major points that the
15 commission would like to make.

16 I can't advocate for that other than from my
17 professional experience, but getting someone's
18 attention and making sure that those who eventually
19 read it and those who want to use it don't get lost
20 and, in effect, become disempowered at the end of the
21 first or second page because they're at the beginning
22 of the treatise for which they have no further interest
23 in reading because they don't think they'd understand
24 it, I think that's something we'd like to avoid. And
25 if the committee could give some thought to that as

1 well, I'd appreciate it.

2 CHAIRMAN JACKSON: Absolutely.

3 Attorney Flaherty.

4 MS. FLAHERTY: I just want to echo that. And
5 I think -- I'm hoping that some of the things that this
6 commission, on the questions that we had about the
7 existing legislation, especially concerns that we have
8 about legislation that's already passed and if we think
9 things need to be improved and/or changed, that those
10 are recommendations that we include in the report.

11 And not really just funding issues, but
12 things that might be fundamentally an issue and that --
13 things that we have difficulties with, because I think
14 we already noticed, you know, the things that Attorney
15 Klau and Attorney Pepe talked about, where the
16 legislature themselves recognized problems with the
17 legislation that they passed, that perhaps that the
18 commission decides by consensus that there are things
19 that perhaps should not have been included in that
20 legislation.

21 MR. MCCARTHY: I think that the report is
22 very important to add to the national dialogue on the
23 various subjects that we've heard testimony on. I
24 think that we have an obligation to the Newtown
25 community and the state of Connecticut to make sure

1 that the dialogue continues beyond the issuance of the
2 report, and I would like to see that there's some
3 ongoing recommendation or with it we include a
4 recommendation for ongoing dialogue, and whether it's
5 we or another group, revisit this annually for a period
6 of time to make sure that there's continuing progress.

7 These are issues that evolve and cannot --
8 for a thousand reasons cannot be acted on immediately.
9 The discussion needs to evolve, the solutions need to
10 evolve, but we -- we all need to have our hands held to
11 the fire to make sure that we're making continuing
12 progress. And we need to reevaluate, as Kathy said,
13 the legislation that is out there. Is it meeting our
14 intended goal when that interim report was made and do
15 further adjustments need to be made?

16 And I think that we have collected quite a
17 bit of experience in this process and understand it a
18 little bit and may be well-suited to meet on an annual
19 basis to evaluate the progress in the state of
20 Connecticut. And I think that that would be a service
21 that somebody in the state of Connecticut, maybe us,
22 could provide to make sure that -- as the testimony
23 that we got this morning, these skills are perishable,
24 these discussions whither over time, and I think that
25 we need to make sure that we are responsible to the

1 communities in Connecticut that we keep this alive and
2 moving forward.

3 DR. BENTMAN: A couple of disparate things.
4 One is that I think that one of the remarkable things
5 about those -- about the reports, both the Columbine
6 report and the Virginia Tech report, was that it --
7 they were riveting stories. They were documents that
8 were hard to put down, and they were written -- they
9 were written for every man to read. So the degree to
10 which we can -- our report can echo that despite the
11 diversity amongst us would be terrific.

12 I think it's important that ultimately there
13 is one author who speaks in one voice and we get to
14 assist that author in editing where we think it's
15 relevant.

16 My second question has to do with whether
17 it's possible to find out from those who served on the
18 Columbine commission and the Virginia Tech commission,
19 to find out where they saw their recommendations
20 succeed, where they saw this -- their documents be
21 effective, and why it is that they thought that their
22 recommendations failed and what advice they have to us
23 with respect to that.

24 DR. SCHONFELD: Two points that I wanted to
25 make. First off, I agree that it's going to be

1 important to have a report and it be well written and
2 well thought out, so I agree with all that was said.
3 But from my experiences on either working on
4 commissions or task forces, where I've been most
5 satisfied that I've had an impact is not based on the
6 quality of the report, it was based on the work of the
7 commission and what the commission implemented and was
8 there to help guide be implemented.

9 So that generating the report and listing a
10 lot of great ideas and then disbanding usually leaves
11 no one to implement it with the same veracity as you
12 would have gotten from the commission. So that I would
13 really encourage us to think through how we start with
14 certain recommendations and then we start making sure
15 that those recommendations get -- you know, try and get
16 them implemented, and then in the report describe it
17 further, but not wait for the report to be the final
18 product of this group.

19 The other thing I want to say is a little bit
20 of a counter view. I understand that there is a report
21 that's going to be coming about -- out which will have
22 more specifics about what happened in Sandy Hook, but
23 if we are truly taking an all hazards approach, I don't
24 think that that report is going to issue that much new
25 information that will dramatically change the

1 recommendations of how we would approach school
2 security, mental health, behavioral health in the state
3 of Connecticut or in the country.

4 I -- it's an important event to understand,
5 but I think we can go ahead with our work and then we
6 can adapt it if there is new information that comes out
7 that is that ground -- that changes it so much. We
8 certainly will have time to do that. But my guess will
9 be that at least 90 to 95 percent of the report would
10 stay fairly unchanged. We might need to add some
11 specifics or tweak it, but I don't think we should be
12 waiting for that report as somehow we can't get started
13 until that is issued.

14 MS. FLAHERTY: I actually agree. I think if
15 we were going to delay writing until after we got the
16 State's Attorney's report, I think a couple of people
17 have said that -- and it sounds like you already have
18 an outline at least drafted, so I think starting
19 writing over the summer, that goal is at least a
20 deliverable at least potentially by December. It
21 sounds like that was kind of the plan anyway.

22 CHAIRMAN JACKSON: That is correct. Now
23 December is no ticking time bomb, but it's nice to
24 have -- it's nice to have a goal to shoot for. And
25 like Dr. Schwartz said, if it's not ready, it's not

1 ready, and we'll continue to work on it, but we should
2 work with some alacrity.

3 Dr. Schwartz.

4 DR. SCHWARTZ: So, again, just to add my
5 voice to what happens to reports that sit on the shelf
6 and few people read them, you know, our commission
7 certainly is reading the reports of past commissions,
8 but we all know the risks.

9 So one of the really remarkable things I
10 learned at the White House conference on mental health
11 was about the transformation that a number of
12 organizations have gone through in their use of media
13 as -- in reaching out.

14 So we heard from a couple of organizations
15 that are really focused on reducing stigma and their
16 use of social media would -- you know, is just turning
17 communication on its head.

18 Should we be moving to conceive of a report,
19 but other media presentations that would accompany the
20 formal written report? I'm not an expert in social
21 media. I'm just suggesting that what is going on, you
22 know, out there is incredible.

23 I think if we want anybody under 30 to ever
24 read this, we might need a Facebook page. And I don't
25 know how we would use it to distribute the information

1 that -- you know, that we've produced but we could have
2 someone -- I could probably make a recommendation on
3 the basis of some of the folks who presented at the
4 White House conference for somebody who could come in
5 and talk with us about the dissemination of information
6 in the age that we're in.

7 And there is no member of this panel as I'm
8 looking around who I think is really -- you know, who
9 grew up with the transmission of information in that
10 way. Sorry, Ezra. Ezra -- you know, Ezra was carded
11 the last time we went for a drink together. So you're
12 right, I should have been thinking about that.

13 (Inaudible.)

14 DR. SCHWARTZ: Right. It's been a long time
15 since we've had that drink.

16 The other thing I want to say is to respond
17 to the chief's comment. I think, you know, another
18 out-of-the-box way to think about the work that we're
19 doing is to maybe reconsider that it's not just a
20 single -- a static event of the publication of -- you
21 know, of a report.

22 I think the notion of our coming together for
23 an annual review, perhaps with, you know, when
24 necessary, you know, an update, an annual review update
25 of some kind, is something that really would make a

1 very different kind of contribution and really, you
2 know, it's a way of saying, hey, this business of just
3 pulling commissions together and writing reports, this
4 is not good enough. This is not an adequate response
5 to what's happened.

6 MR. SULLIVAN: I agree with Dr. Schonfeld's
7 comment before that we don't have to wait for the
8 report. I just want to issue a caution. The report is
9 going to be very large, there's going to be some sense
10 of morbid curiosity. I don't think it benefits us to
11 get hung up in the depth of the report. I think from
12 our perspective, not to oversimplify, what we're
13 looking at, if we're talking school security, how was
14 the penetration of the school made, what could possibly
15 be done to prevent that, knowing that acts like this,
16 in general, cannot be prevented; and, two, is there any
17 real information about the mental state of the
18 perpetrator.

19 I think we need to be very careful that we
20 don't get hung up on looking at all the photographs and
21 the diagrams and all that sort of stuff. I just want
22 to issue that caution, because if you get into that
23 deeply, you'll try to become the investigator. The
24 news media will give 28 slants on it anyway. We don't
25 have to add to their slants. I think we want to look

1 at the basic facts that affect what our mission is
2 here.

3 DR. SCHWARTZ: Just a last comment. Just an
4 observation. We're really talking entirely about the
5 process of a report rather than the substance of the
6 report. And I know -- I mean, we can't do that
7 probably until we have some draft out -- you know, out
8 on the table, you know, to do it, but I would hope that
9 we would be able soon to have a kind of an equivalent
10 conversation about that to the one that we're having
11 now that lays out the building blocks of what we
12 actually want to say, the substance.

13 CHAIRMAN JACKSON: Absolutely. And one final
14 thought on format and process is that if it is to be
15 broadly consumed, it has to be available in whatever
16 mechanism the consumer wants.

17 So if you take a look at this report that was
18 given to us today, if you want to see a one line as to
19 what happened, here it is. If you say, you know,
20 that's interesting, I want to dig a little bit deeper,
21 you go to the next tab. And you have a narrative of
22 it. You say, wow, okay, that's interesting, but
23 something's missing. Let me go to the legislation
24 itself. Let me get into the depths of it. And you can
25 flip right back in the same report and find that.

1 So tiering out the information delivered I
2 think is critical. You want to put it on Facebook, you
3 put it out like that. You start with that one liner,
4 and if that one liner is interesting, then somebody has
5 to drill down as far as they need to go to get it. So
6 there are clearly ways in which we can make it readily
7 consumable.

8 I must say the notion of a commission that
9 issues a report and then gets back together, well, that
10 is something different.

11 Anything else? Then I guess that means it's
12 lunch time. Pending any opposition, we are adjourned.
13 Next meeting will be August 16th.

14 (Hearing adjourned.)
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CERTIFICATE

I hereby certify that the foregoing 128 pages are a complete and accurate transcription to the best of my ability of the electronic sound recording of the July 12, 2013, Sandy Hook Advisory Commission hearing.

Patricia L. Masi, RMR, CRR
LSR No. 00012

Date

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